



School Improvement Plan 2025 - 2026



Miller County
Miller County High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Miller County
School Name	Miller County High School
Team Lead	Jamie Ard
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve intentional and purposeful planning by teachers to address standards by providing rigorous and engaging learning tasks, and in response to student learning data.
Root Cause # 1	Lack of intentional planning for rigorous and engaging instruction.
Goal	Students completing EOC subjects will achieve a 3% or better improvement in regards to achieving on or above grade level status from May 2025 by May 2026.

Action Step # 1

Action Step	PD will be offered to staff members in regards to instructional planning to meet the expected rigor of content/grade level standards. Observations of practices will be made to determine how teachers are implementing what they learn during PD sessions.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom observations
Method for Monitoring Effectiveness	Review student assessment data from content areas
Position/Role Responsible	Teachers, instructional coaches, administrators
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement new ELA standards with expected grade level rigor.
Root Cause # 1	Lack of knowledge of expectations of new grade level standards and level of intended rigor.
Goal	At least 33% of students assessed will achieve grade level expectations and/or above on EOY MAP assessments.

Action Step # 1

Action Step	Teachers will attend additional PD sessions to unpack and better understand the demands of the new standards. The ELA team will meet regularly to plan for instruction and assessment as well as to discuss progress to date in regards to standard implementation. Teachers will review student assessment data to monitor progress towards standards mastery.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review assessment data and minutes from ELA meetings along with lesson plans.
Method for Monitoring Effectiveness	Classroom assessment data and review and MAP assessment data from the beginning of the year to the end
Position/Role Responsible	Teachers, administration, instructional coaches
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduce the amount of time students spend working on computer-based programs.
Root Cause # 1	Lack of student engagement and/or interest. Students and parents complained about too much time spent on computer-based programs.
Goal	Increase opportunities for well-rounded education

Action Step # 1

Action Step	Support Academic and Extracurricular Engagement: Strengthen students' skills in music literacy, teamwork, and discipline through participation in the band program.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Increased student enrollment and retention in the band program.
Method for Monitoring Effectiveness	Assess student participation, performance growth, and engagement in the music program to measure the effectiveness of this investment.
Position/Role Responsible	Administrative staff and Instructional Coaches
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Parents were given opportunities at the school and district level for all Title I meetings to offer suggestions and provide feedback. During school council meetings stakeholders are given the opportunity to offer feedback and suggestions for the upcoming school year. Returning faculty members participated in a School Improvement meeting on June 4th. Needs were identified in this process. The Leadership Team/School Wide Plan team then develops plans to target these areas of weakness in this current plan and the school's needs of the most at-risk students and action steps are planned.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Miller County Schools continue to work to attract and retain professionally qualified applicants, both teachers and school leaders, and continues to encourage employees to expand their knowledge/certification to meet critical needs area. Continuous professional improvement is offered to educators in Miller County Schools by providing a myriad of professional development opportunities. Administrators and other school leaders provide increased knowledge in various topics. By providing professional development, Miller County Schools promote highly effective teachers. To ensure that ineffective teachers do not continuously teach minority and/or economically disadvantage students, professional learning is mandated to support new teaching strategies and techniques. Teacher Key Effectiveness System is to monitor the effectiveness of all Miller County teachers.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Remedial and accelerated learning tasks will be planned and provided for students based upon student learning data regularly during class time as we move to block scheduling. This will be the expectation for all academic classes.</p> <p>ASPIRE counselors are available for students with possible mental health needs. All guidance counselors will continue to attend mental health training professional development as to better serve students. Students identified using learning data will be offered Algebra Support. This class will be a yearlong class as opposed to a semester so the students will have additional time to master standards.</p> <p>Title I provides instructional support by providing Instructional Coaches at MCHS. They assist the school/teachers with curriculum, support of quality instruction, and guiding in disaggregating of data to determine academic needs of most at-risk students.</p>

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

NA

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	NA
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	<p>* Students will complete a career aptitude test to not only find careers that interest students but to help students find a career that fits their skill sets and talents.</p> <p>* MCMS counselors and staff members meet with students and parents to explain the various courses offered, career paths, and the rigor required to be successful. Students and parents are given the opportunity to choose the electives that best fit the chosen career path.</p> <p>* MCMS counselors and administration meet with 8th grade teachers to discuss the best placement for rising 9th graders.</p>
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Discipline policies will be explained clearly and enforced consistently for all students. The School Code of Conduct will be the level of expectation.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	<p>MCMS strives to include all stakeholders in the School Improvement Process. The entire faculty is also involved in reviewing and revising the CNA during study groups in March. Returning staff members attended a School Improvement session on June 4th. Data was reviewed, and plans were made for the upcoming school year based upon this data review.</p>
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