



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

School Name: Miller Middle School	
School Mailing Address: 751 Hendley Street Macon, Georgia 31204	
LEA Name: Bibb County Board of Education	
LEA Title One Director/Coordinator Name: Dr. Lori Rodgers	
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SWP/SIP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members:

NAME	POSITION/ROLE	Signature
Dr. Sherri Flagg	Principal	
Dr. Carolyn Jones	Assistant Principal	
Mr. Jon Smith	Assistant Principal	
Mrs. Olena Stadnick	Instructional Coach	
Mrs. Ruth Harn	Media Specialist	
Mrs. Sonja Gibson	Counselor	
Ms. Letesha Dixon	Counselor	
Ms. Lakeshia Williams	Counselor	
Mrs. Sally Moody	Math Department Chair	
Mrs. Andria Magellano	Reading/ELA Department Chair	
Mr. Randy Barlow	Social Studies Department Chair	
Mrs. Judy Griffin	Science Department Chair	
Mrs. Becky Oliver	PTO President	
Mrs. Pam Johnston	School Council President	
	Title I Parent Advisory President	
Mrs. Linda Jones	SWD's Lead Teacher	
Mr. Guy Seredick	Connections Department Chair	



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SIP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive school improvement plan. Those persons involved included representatives from of our school. Miller Middle School is committed to utilizing data to improve student achievement, creating an enriching learning environment for its students and serving the needs of the community. The Title I Schoolwide Planning process was conducted utilizing a variety of formats. These included parent surveys, professional development needs assessment, Teacher Quality survey, a series of teacher, parent and student reflection meetings and a summer leadership school improvement conference. All stakeholders, administrators, teachers, students, parents, and community members were included in this process. All available data on student achievement was disaggregated and analyzed for all student populations at Miller Middle School. Teams as well as individuals were asked to list areas of growth and strength to begin planning strategies that will have a positive impact on instruction. Student achievement data steers the instructional process at Miller Middle School. At Miller, we are continuously updating data as it becomes available to us.

In order to improve student success, information from multiple sources will be utilized to guide decision making and to prioritize needs.

- | | |
|-----------------------------|--------------------------------|
| -CRCT | - Fishbone |
| -Brainstorming | - Writing Assessments Grades 8 |
| -Universal Screening | -Mini-assessments |
| -ITBS | -AYP report |
| -GaDOE School Report Card | -Benchmark Results |
| -SuccessMaker Lab Reports | -AIMSWEB |
| - 5 Why's | -Root/Cause Analysis |
| - Eight Step Process (PDCA) | -AR |

We have taken into account the needs of migrant children by working closely with our district office. A staff member at Miller serves as a liaison to ensure that all students are properly served.



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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

At Miller, we have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning needs to be improved. Miller Middle School offers comprehensive reading and math programs that provide a coherent instructional program that includes coordinated instructional sequences, ample opportunities for teacher-directed application, guided practice, and independent practice. The major impetus of our program is to align our curriculum, to scaffold our skills, to organize a cohesive delivery system, to offer systematic intervention, and to incorporate data to inform our instructional decision-making. We will continue to coordinate scientifically based practices to fill the learning gaps.

We have based our plan on information about all students in the school and identified students and groups of students who are not achieving to the state academic content standards and the state student academic achievement standard including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited english proficiency .

All available data was disaggregated for individual students, classes, grade levels, school level, bubble students, SWD, ethnic groups, gender groups, and economically disadvantaged. Every aspect of student data is analyzed in determining the focus of the school improvement process as well as being used in developing weekly lesson plans. This data analysis includes not only CRCT data, but teacher and student attendance data, discipline, content area meetings and faculty meetings. In addition, school achievement data is disaggregated by AYP subgroups that exist within the school, gender, grade level, and CRCT content domain.

The data has helped us reach conclusions regarding achievement or other related data.

Major Strengths

Miller Middle School provides a safe, orderly learning environment where faculty and staff have high expectations for student performance. Miller Middle School houses the Fine Arts Magnet Program for middle school students across the district. Miller Middle School consistently scores average to above average on standardized tests. The area of English/Language Arts/specifically reading produces high standardized test scores across grade level on a consistent basis.

Evidence to support this perception

The effectiveness of the implementation of the school wide plan was evident through the following:

- ✓ Improved collaborative planning
- ✓ Cross grade level planning
- ✓ Consistency within grade levels
- ✓ More effective utilization of support personnel
- ✓ Professional development was aligned with county initiatives

CRCT/AYP reports, results of needs assessment, disaggregated data, student progress reports and report card grades, mini-assessments, PEC assessments, and Universal Screener.



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- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Opportunities for improvement

Through the data analysis we were able to confirm that math, science and social studies remains the primary area for student improvement, we will continue to address the needs of at-risk students performing below the state requirements in the reading.

- ✓ Eight-Steps Process (PDCA)
- ✓ Utilized the Eight Step Process: i.e. Instructional Focus Calendars, Mini Assessments, etc.
- ✓ Additional enrichment classes that focused on students that did not meet the standards to include hands-on
- ✓ Success Maker Lab
- ✓ Department Collaboration/ Team Common Planning to progress monitor
- ✓ Saturday Tutoring
- ✓ Winter and Spring Intervention
- ✓ Test Talks
- ✓ Extended Day Tutorial
- ✓ RTI
- ✓ Counselors/ Graduation Coach/Family Engagement Facilitator

Evidence to support this perception

The 2010 – 2011 analysis of student achievement data indicate Math, Science and Social Studies scores are below average for all grade levels. CRCT data also indicates an increased percentage of students meeting and achieving minimal levels on Reading and English/LA on the CRCT. Ongoing progress monitoring, through mini assessments and Skills Tutor and SuccessMaker lab reports, indicates the need for improvement at all grade levels in Reading and Math.

CRCT/AYP reports, results of needs assessment, disaggregated data, student progress reports and report card grades, mini-assessments, PEC assessments, and Universal Screener continue to provide a variety of supportive data for school improvement.

The specific academic needs of the students at Miller Middle School that are addressed in the Title I school-wide plan include, but not limited to, increased mathematics vocabulary, content knowledge, conceptual understanding and use of manipulatives in each math classroom; increased knowledge of strategies to improve achievement in Reading/Language Arts for thinking and problem solving including the comprehension strategies and writing; provide more hands on science experience for students; critical thinking-applying historical knowledge to daily situations (use of themes of Social Studies to teach historical understanding, geography, civics/government, and economics; use of frameworks provided by the DOE for instruction and assessment; use of skill matrix to guide maintenance skills across grade levels for geography and information processing skills).



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*2. Schoolwide reform strategies that are scientifically researched based.

Miller Middle School has embarked on the process of implementing the following reform strategies: Professional Learning Communities (PLC), Response to Intervention (RtI) model and Positive Behavior Interventions and Supports (PBIS).

The primary goal for implementing these structures is to provide opportunities for all children to meet proficient and advanced levels of student achievement. Professional Learning Communities emphasize the focus on student learning. Professional Learning Communities are characterized by creating a collaborative environment in which the team members have a shared mission and vision for the school. It results in a cultural shift from a focus on teaching to a focus on learning that is supported by research-based instructional strategies, common formative assessments, and the infusion of technology solutions to support instruction.

The Response to Intervention model will be used to identify what students know. Based on this information, additional instructional time will be provided for at-risk students to participate in research-based interventions. At the same time, the tiered model can provide for differentiated instruction to address the needs of all students. The frequent progress monitoring of students will enable teachers to make data-driven decisions to impact student learning.

Positive Behavior Interventions and Support will utilize a tiered model to impact the behavioral needs of students. Using the same data-driven decision making approach, teachers and administrators can utilize research-based strategies to affect change in individual student behavior. This will provide for a more individualized approach to meeting the students behavioral needs rather than "a one size fits all" method.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standard include the Leadership Team, Better Seeking Team, Subject Area Departments and Grade Level Clusters meet on a regular basis to discuss curriculum, instruction and assessment.

All administrators and Leadership Team members observe grade level classes. Teachers meet weekly to discuss lessons and strategies that will be used to differentiate the instruction for the various modalities in each class. Instructional support personnel from the district and the



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2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

school visit classrooms throughout the year and report their findings to the administrative team. They also offer feedback to each teacher to enable them to improve delivery of the standards. Technology, audio-visual equipment and supplies are purchased to enhance instruction and support teaching and learning. A Title I – Funded Instructional Coach serves Miller Middle School students and staff with evidence-based strategies to improve student academic success.

2(b). Are based upon effective means of raising student achievement.

At Miller Middle School, we are guided by a vision of achievement and performance for every child, in every classroom, every day. The stakeholders in Miller Middle School are deeply committed to the ideal of the Title I program providing additional opportunities for our students to receive a substantive education. As indicated in our comprehensive needs assessment, the Professional Development Needs Assessments and Teacher Quality Survey, we acknowledge the growing need for in-depth and explicit instruction, for both remedial purpose and new learning that take place inside and beyond the traditional classroom at our school. Administrators, department chairs, and academic coaches conduct formal and informal observations weekly which are designed to address instructional setting, delivery, and methods of differentiating instruction. Focus walks are used to check for artifacts and ask students and teachers questions to determine if students are engaged in higher levels of understanding. The Eight-Step Process is a continual monitoring tool that helps teachers assess instructional practices and student needs in order to maintain practices or make modifications to ensure cutting-edge instruction is taking place. Participation rates in specific programs, student grades, and CRCT test scores will be analyzed to monitor and evaluate student achievement.

An Academic Math Coach to support teaching and learning in the area of Math will be funded via Title I funds in order to increase achievement and performance for staff and students.

Content area classroom teachers will be funded to reduce class size in order to expand the quantity and quality of instruction.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

We will increase the amount and quality of student learning time by providing various before-school, after-school, Saturday School, Summer Bridge Academy and other evidence-based instructional methods to increase academic success. Stipends will be paid to staff members who assist in any and/or all of the Miller school improvement programs.



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2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Teachers are using TLC carts, Smart Boards, Wireless Labs, Alpha-Smarts, and CPS units to deliver enhanced instruction, i.e., SuccessMaker, Study Island, Skills Tutor, First-N-Math and AR.

Intervention – Implement co-teaching strategies in the general education classroom to support students' mastery of standards (parallel teaching to include but not limited to station teaching model, learning style focus model, split class model)

Monthly collaborate for teachers to learn instructional strategies to include – collaborative planning, demonstration meetings, and reflection on practice. Planning Days will be held every nine weeks review previously taught skills and discuss new strategies for assessing and planning for student academic success.

Purchase academic/instructional manipulatives and consumable goods that support curriculum and provide more hands on experience for students. List of needs will be provided by the department teams.

Staff members across grade levels will meet to review data to determine curriculum focus and support materials needed to enhance instruction. These materials will then be purchased gradually and housed at Miller Middle School as a teacher resource.

*3. Instruction by highly qualified professional staff.

The staff at Miller Middle School is highly qualified. The administration at Miller Middle School works diligently with the Bibb County Public School District Human Resource Department to recruit, hire and retain the most highly qualified teachers in adherence to Federal and State mandates and guidelines.

Miller Middle School maintains communication with the Bibb County School District Human Resources office to identify highly qualified teachers when a vacancy occurs. The school administrative team and teachers participate in the annual job fair to attract new teachers. Additional resources include student teachers and local college teacher programs.



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***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.

Bibb County Public Schools offers a competitive pay scale to draw new teachers to our community. At Miller Middle school, we support our new teachers with several days of new teacher inservice prior to the start of the school year. In addition, we pair each new teacher with a trained mentor. Our grade level teams provide additional support and provide the opportunity for ongoing collaboration. System and school professional development plans provide staff with the option of earning professional development and/or graduate credit. The onsite professional development is vital in supporting the district in its efforts to implement best practices. All staff members maintain individual learning plans to ensure certification requirements are current. When funding is available, Title I money will be used to fund additional teachers.

***4. Professional development for staff to enable all children in the school**

We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our professional development that addresses the root causes of our identified needs.

Professional learning continues to be an integral part of Miller Middle School's success. A professional learning plan exists to ensure there is a roadmap to reach the educational goals and objectives of the school, state and federal mandated requirements. The plan is based on strategies that are designed to equip teachers with the necessary tools and to provide them with the necessary support to ensure success. Teachers have several support personnel and professional development opportunities at Miller Middle School. The Instructional Coach models and observes lessons for teachers.

We have aligned professional development with the state's academic content and student academic achievement standards. In addition to the collaboration time built into the schedule, teachers will have the opportunity to participate in local and regional institutes and workshops. The district partners with the Regional Office of Education in the math/science cooperative which provides professional development for K-12 teachers in this area. Also, as more technology, such as the use of Smart Boards is integrated into the curriculum, professional development to improve these instructional skills.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. The focus of the PLC work will be to identify the essential standards or skills for all core academic subject areas. Teams will also



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*4. Professional development for staff to enable all children in the school

participate in discussions and planning of differentiated instruction, Eight-steps process, co-teaching and behavior management. Staff members will be sent to various conferences in order to gain additional knowledge in various subject areas and school improvement. Substitutes will be paid to allow teachers to collaboratively plan during the school year in order to increase student academic success. Stipends will be paid to staff members to attend Summer School Improvement Training and Planning Sessions. An Academic Math Coach to support teaching and learning in the area of Math will be funded via Title I funds in order to increase achievement and performance for staff and students. The funds for professional learning will be used to send teachers to training to help them in the areas of reading/writing, math, science, social studies, character development, classroom management, differentiated Instruction, and Response to Intervention (RTI) .

Teachers were included in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program. Currently, teachers at Miller Middle School have become increasingly involved in the use of assessment data to make coordinated decisions leading to the improvement of student instruction. The implementation of a Professional Learning Community model allows the teaching staff at Miller Middle School to participate in professional development focused on common formative assessments. One of the key elements of PLC's is the utilization of assessments to make data driven decisions. During the specified PLC time, teachers will collaborate to develop a common formative assessment program. The assessments will measure the academic progress of students on essential standards. Based on the results of these assessments, modifications to the program of instruction can be made to improve student learning. As part of the school improvement process, the staff at Miller Middle school will meet three-four times per year for departmental collaborative planning time. Planning Days will be held every nine weeks review previously taught skills and discuss new strategies for assessing reading and writing.

*5. Strategies to increase parental involvement.

Parents are involved in the planning, review, and improvement of the comprehensive schoolwide program plan. We begin our school year with an open house where parents and their students visit the student's classroom and teacher. During this time, teachers extend an open invitation to parents to visit the classroom throughout the year. Weekly newsletters are sent home to identify the content and skills of that month's lesson and the direction of the upcoming activities for the month. Home-School Communication Handbooks/Planners are purchased to develop communication between the home and school.



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We have developed a parent involvement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Following are our plans for assisting middle school students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

Miller Middle School employs several strategies to assist students in transitioning from elementary school to middle school and from middle school to high school include:

Once of the year, we have our "Smooth Move" for all fifth grade students from our feeder schools to attend an informational assembly, tour the school, and visit classrooms. Parents and students are encouraged to visit our web site for information on what our Fine Arts Magnet School offers.

In the spring of the year, students, counselors, and the principal from Central High School visit Miller Middle School to talk about Central High School and answer questions. Before the end of the year, eighth grade students visit the campus of Central High School. The counselors and other faculty from Central work closely with MMS faculty to provide helpful information so that students may successfully choose classes for their ninth grade year. The counselors remain available to answer questions that students may have.

A Title I – Funded Counselor serves Miller Middle School students and staff with transition planning.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall



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instructional program.

Teachers are trained and empowered to disaggregate and interpret data in order to utilize that information to drive instructional decisions. CRCT results are thoroughly examined and the results are used to guide teaching and learning. Student instruction will be determined by the needs of each student based on assessments that are on-going throughout the year with instruction continually being modified to meet the needs in areas of concerns.

***8. Coordination and integration of Federal, State, and local services and programs.**

Coordination and Integration of Federal, State, and Local Services and Programs will be used to benefit the students at Miller Middle School. Instructional materials will be purchased to assist classroom teachers. All federal, state, and local funds and resources are combined through the Fund 400 to maximize benefits from all programs to the students.

Per Pupil funding will be used to purchase materials and supplies that support the instructional program.

8(a). List of State and local educational agency programs and other federal programs that will be included.

All federal, state, and local funds and resources are combined through the Fund 400 to maximize benefits from all programs to the students.

Partners in Education provide programs and funding designed to support the instructional needs of our students.

PTO provides programs and funding designed to support cultural activities and instructional needs of students.

8(b). Description of how resources from Title I and other sources will be used.

Miller Middle School works cooperatively with the district to regularly attempt to coordinate the use of federal, state, and local funds to maximize the resources that are available for student learning. Funds from the federal Title I program as well as other federal programs, and local resources have been used to provide supplemental support services for students that are academically at risk in core academic subject areas and in need of social and emotional support. Other programs such as after-school tutoring, transportation and food service are also supported by the coordination of local, state, and federal funds.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.



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All Miller Students will have GACollege411 Accounts. We will implement the Student Advisement Program to provide each student with a caring adult mentor in the building. Computer Applications and Career Planning Connection classes offer a connection to the real world and opportunities to expand career exploration.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Numerous plans are developed and implemented to address the needs of students who have not met expectations. Students are given additional support through their connections classes and teachers reteach skills during skills time. Students also have the opportunity to work within their ability level and build additional skills in a weekly computer program called SuccessMaker. In the classroom, lesson plans are modified in the areas of reading and math. For example, students participate in an instructional focus lesson at the beginning of the day that is based on specific indicators such as sentence structure and problem solving. Students have an opportunity to come for two hour Saturday tutoring in February and March. Students who have not met expectations in reading and math participate in Miller small intervention groups. All students are placed into small learning community groups and given additional intensive instruction in reading and math. Lesson plans for instruction during the intervention time were based upon a pre-assessment to determine specific skills to focus on. Following intervention times, students were given a post-assessment to determine student progress. Miller Middle School will establish a Summer Bridge Program to support the needs of incoming sixth grade students.

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

Students are given additional support through their connections classes and teachers reteach skills during skills time. At the beginning and end of the school year, students who have not met expectations (799 or lower on the CRCT in Reading and Math) are identified using standardized test analysis. Teachers group students according to performance levels: Performance level 1 (799 or lower), Performance level 2 (800-849), and Performance level 3 (above 850). Teachers and students discuss test scores using test talks to identify short-term and long-term goals. These students participate in Connection Skills Classes and lessons are modified for small group instruction (ex: guided reading). Throughout the year, student progress is monitored using periodic testing such as STAR reader/math, system wide benchmarks, portfolios of student products, and standards-based pre- and post-assessments.

Miller Middle School will implement a Faculty Advisement Program. Students will be placed with a certified teacher as their advisor. Students will meet once a month with the advisor. It is the desire of Miller Middle School to obtain an additional School Counselor via Title I funds. This



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additional counselor is necessary as this individual will target "at-risk" students and assist in preparing them for academic success. The counselor will ensure that these students are equipped with all of the essential tools needed to reach their full potential academically, socially/personally, and career wise. In addition, this counselor will assist "at-risk" students as they transition through their middle school experience. The counselor will enhance this transition through individual counseling, group counseling, and career exploration. The goal of the counselor is to ensure when "at-risk" students leave middle school they are properly prepared to excel at the high school and post secondary level.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Miller Middle School provides learning opportunities for teachers to become knowledgeable of the exceptionalities of the students they teach in order to provide appropriate classroom/academic supports and gain sensitivity (deeper understanding) of student needs.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Support personnel meets with students in small groups to provide students with additional support. The school counselor, social worker, school nurse consult and collaborate with one another to ensure academic, behavioral, social, mental, and emotional health for all students. County identified procedures are closely followed when the need for outside intervention is needed. The school social worker assigned to Miller Middle School quickly makes contact with the Department of Family and Children Services (DFCS) when it is deemed necessary. In addition, the Counseling Department supports visits to the school by DFCS workers. The school also receives services from agencies such as Goggle Eye Care 4 Kids which provide free eye exams and glasses to qualifying students. Also, Help A Child Smile visits Miller twice a year to provide dentistry services to students.

10. Description of how individual student assessment results and interpretation will be provided to parents.



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Ongoing assessments of student achievement and communication of assessment will be available to parents through mid-term progress reports, report cards, and on-line Parent Portal. Progress reports are sent home every four weeks, and report cards go home every nine weeks. Counselors will conduct a meeting to review test results with parents and to assist parents in the interpretation of test data. Teachers will communicate directly with parents through telephone calls, notes home, and email as they monitor student progress. Teachers routinely schedule individual conferences with parents and are available for conferences at the request of parents.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

All results of standardized and benchmark testing are analyzed as quickly as possible. Teachers are given autonomy to develop enriching lessons to address specific strengths and weaknesses. The teachers are charged with analyzing data individually and as a team to develop plans of remediation and for enrichment based on formal and informal assessments. Teachers are also encouraged to use alternative forms of assessments to support student teaching and learning. The assistant principals, performance learning and instructional coaches, and counselors meet with each team of teachers to analyze test data and to set goals for student achievement. Teachers on the same team have common planning time to discuss individual needs of the students. They share ideas and incorporate "reading and writing across the curriculum" and supplement units of other subjects. This allows the teachers to work on assessing the individual student in different subjects and finding ways to assist the child that best utilizes his/her learning style. All decisions are made by the entire staff. Information or requests are given to the staff either through a faculty meeting or from department chairperson. Teachers are trained and empowered to utilize data to drive instructional decisions. Faculty and staff participate in book studies that focus on decision making and implement, evaluate, and modify practices to meet the needs of students. Strengths and weaknesses of each student are identified through various tests including formative and summative core and content assessments. Programs that provide additional assistance and support for students as needed include, Responsive to Intervention (RTI), Student Support Team (SST), and Program for Exceptional Children (PEC).

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.



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Teachers are trained and empowered to disaggregate and interpret data in order to utilize that information to drive instructional decisions. CRCT results are thoroughly examined and the results used to guide teaching and learning. Student instruction will be determined by the needs of each student based on assessments that are on-going throughout the year with instruction continually being modified to meet the needs in areas of concerns.

13. Provisions for public reporting of disaggregated data.

Disaggregated test data shall be reported to the public in accordance with state guidelines. The State Report Card and local system reports shall be disseminated to the media at the state and system levels. Teachers serve as members of the Better Seeking Team and actively participate in shared decision making at all school levels.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

The Miller Middle School Title I Schoolwide Plan was developed for a one-year period.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).



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Parents and community stakeholders have opportunities to participate in school decision making through the PTO, School Advisory Council, through parent workshop evaluations, and by completing surveys for the needs assessment. Parents participate in the development of the Comprehensive School Improvement Plan by reviewing the plan and submitting suggestions and changes to the steering team.

At the beginning of the school year, each Title I school must develop a written school-parent compact jointly with parents for all children participating in Title I-Part A, activities, services, and programs. The compact is part of the school's written parental involvement policy developed by the school and parents under Section 1118(b) of the ESEA. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to continue to ensure children achieve high standards.

16. Plan available to the LEA, parents, and the public.

Copies of the plan will be maintained in the Title I system office, in the school level Title I records notebook in the principal's office, and on the school's website. Copies will be readily available for parents and stakeholders upon request.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

18. Plan is subject to the school improvement provisions of Section 1116.

The Miller Title I Schoolwide Plan is subject to the school improvements provisions of Section 1116.