

Approved Copy  
8/25/2022

# School Improvement Action Plan



<b>School Year:</b>	<b>2022-2023</b>
<b>School Name:</b>	<b>Milford Elementary</b>
<b>Principal Name:</b>	<b>Dr. Hermia Simmons-Deveaux</b>
<b>Date Submitted:</b>	<b>June 30, 2022</b>
<b>Revision Dates:</b>	<b>7/26/22, 8/24/22</b>

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Milford Elementary
<i>Team Lead</i>	Dr. Hermia Simmons-Deveaux
<i>Position</i>	Principal
<i>Email</i>	<a href="mailto:Hermia.Simmons-Deveaux@cobk12.org">Hermia.Simmons-Deveaux@cobk12.org</a>
<i>Phone</i>	678-842-6966
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
X	Other (if selected, please describe below)
Direct Certification	

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).  
*References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]*

We developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were administration, parent facilitator, classroom teachers, school counselor, instructional support staff, ESOL teacher, Special Education teacher, community stakeholder and parent member. They were involved by carefully reviewing Milford's assessment and survey data

from the previous school year. The team had the responsibility of disaggregating and reviewing data, socioeconomic needs, and planning professional development trainings. Upon approval, the members of the team will publish and share this document with the community.

The school improvement team represents the various core groups of Milford and are responsible for gathering and disseminating information as well as providing input and decision-making guidance on issues that affect our school. Their opinions and those of their team members are given consideration and are used to develop school-wide plans and programs. The building leadership core members worked with their teams in collecting information for the comprehensive needs assessments and led the staff in a revision of our vision, mission, and belief statements.

### IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

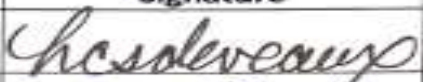
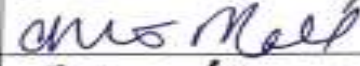



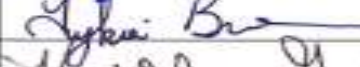






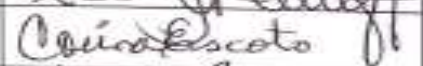


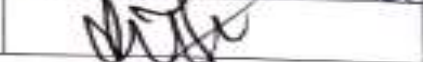

Position/Role	Name
Title I Supervisor	Cheryl Johnson
Academic Coach (District)	
Academic Coach (Local School)	
Parent (Non CCSD Employee)	Alicia Garcia
Business Partner	
Counselor	Kelly Jenkins
Parent Facilitator	Elsa Constantino
Health Care Providers	
Social Workers	Brenda Millsaps

<b>Faith-based Community Leaders</b>	
<b>Technology Experts (TIS)</b>	<b>Sandra Logan</b>
<b>Media Specialists/Librarians</b>	<b>Christina Hosford</b>
<b>Police/Public or School Safety Officers</b>	<b>BJ Wheeler</b>
<b>Universities or Institutes of Higher Education</b>	<b>Kennesaw State University</b>

**COMMITTEE MEMBERS SIGNATURE PAGE**

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

Meeting Date(s):	5/11/2022
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Position/Role	Printed Name	Signature
Principal	Hermia Simmons-Deveaux	
Assistant Principal	Chris Moll	
Student Support Administrator	Patrice Honore	
Parent Facilitator	Elsa Constantino	
EIP Teacher	Suzanne Price	
EIP Teacher	Tykie Brown	
Kindergarten Teacher	Kathleen Gresham	
1 <sup>st</sup> Grade Teacher	Kimi Hasting	
2 <sup>nd</sup> Grade Teacher	Jean Danovitz	
3 <sup>rd</sup> Grade Teacher	Jessica Irving-Stuckey	
4 <sup>th</sup> Grade Teacher	Robin Ervin-Reed	
5 <sup>th</sup> Grade Teacher	Tijuana Mitchell	
Specialist Teacher	Abby Ratliff	
ESOL Teacher	Corina Escoto	
Counselor	Kelly Jenkins	
Parent	Alicia Garcia	
Parent	Eugenia Giddens	

## Comprehensive Needs Assessment Evaluation of Goal(s)

*(References: Schoolwide Checklist 1.a.)*

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

<b>Previous Year's Goal #1</b>	<b>The percent of students performing at proficient or higher on the Reading Inventory will increase by 10% from August 2021 to May 2022.</b>
<b>Was the goal met?</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>	
What data supports the outcome of the goal?	The data from the Reading Inventory (RI) indicates that Milford increased the percentage of students scoring proficient or better by 13% from August 2021 to May of 2022.
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	N/A
If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	Implementation of the Early Literacy Framework with fidelity has contributed to our growth on the Reading Inventory. Teachers follow an organized, scripted framework for phonics instruction and students are assessed often to track their progress. Additionally, weekly professional training in phonics and reading instruction along with practice using i-Ready has also contributed to our growth.

<p><b>Previous Year's Goal #2</b></p>	<p>The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase by 15% on the MI administration from August 2021 to May 2022.</p>
<p style="text-align: center;"><b>Was the goal met?</b>      <input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>The data from the Mathematics Inventory (MI) indicates that Milford increased the percentage of students scoring proficient or better by 18% from August 2021 to May of 2022.</p>
<p style="text-align: center;"><b>Reflecting on Outcomes</b></p>	
<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>N/A</p>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>We contribute the success of meeting our goals to additional personnel in each grade level and i-Ready online support. Milford was allotted additional paraprofessional positions for the 2021-2022 school year to assist in each grade level. These additional allotments contributed to additional small group, targeted instruction in every classroom. Classroom teachers were able to spend additional time with students based on their targeted math gaps according to the i-Ready diagnostic assessments.</p>

## Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Increasing knowledge of phonological awareness and phonics.</li> <li>• Growing understanding of strategies used to teach reading standards</li> <li>• Realization of the power of a read-loud for instruction in ELA</li> </ul>	<ul style="list-style-type: none"> <li>• Students are not reading on grade level due to limited proficiency in phonemic awareness, knowledge of phonics, decoding skills, and ability to apply comprehension strategies.</li> <li>• Many students lack exposure to high quality, authentic children’s literature.</li> <li>• (only 19% of our Kindergartners, 28% of 1<sup>st</sup> grade students and 38% of 2<sup>nd</sup> grade students read on grade level)</li> </ul>	<ul style="list-style-type: none"> <li>• RI</li> <li>• Early Literacy Framework</li> <li>• Headsprout</li> <li>• Raz Kids</li> <li>• Starfall</li> <li>• Touchstones</li> <li>• Write Score</li> <li>• Literacy Footprints</li> <li>• i-Ready</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• better understanding of strategies used to teach math standards</li> <li>• variety of hands-on math activities being utilized</li> <li>• weekly math strategies meetings</li> </ul>	<ul style="list-style-type: none"> <li>• mastery of basic facts</li> <li>• math problem solving (63% of our students score below proficiency on the math problem solving common assessments)</li> </ul>	<ul style="list-style-type: none"> <li>• MI</li> <li>• math common assessments</li> <li>• Xtramath</li> <li>• Touchstones</li> <li>• i-Ready</li> <li>• I Know It</li> <li>• IXL</li> <li>• Splash Learn</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• hands-on science materials</li> </ul>	<ul style="list-style-type: none"> <li>• integration of standards into literacy and math block</li> <li>• ample time in daily schedule</li> <li>• science materials to support standards</li> <li>• aligned science reading materials for literacy block</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade Milestones assessment</li> <li>• Synergy grades</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Studies Weekly to support the standards</li> <li>• integration of standards by support staff</li> </ul>	<ul style="list-style-type: none"> <li>• aligned Social Studies reading materials for literacy block</li> <li>• ample time in daily schedule</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade Milestones assessment</li> <li>• Synergy grades</li> </ul>



<b>Discipline / School Climate Data</b>	<ul style="list-style-type: none"> <li>• Student of the Day recognition and posted to social media outlets</li> <li>• only 14 office referrals were referred to administration</li> </ul>	<ul style="list-style-type: none"> <li>• parental support to follow through on discipline suggestions</li> <li>• RTI process for discipline and small group counseling to provide instructional support</li> </ul>	<ul style="list-style-type: none"> <li>• Student of the Day referrals</li> <li>• administration office referrals</li> </ul>
<b>Professional Learning</b> What's been provided? What is the impact?	<ul style="list-style-type: none"> <li>• Teachers attend weekly professional learning for literacy and math</li> <li>• Weekly professional learning opportunities ensure that teachers follow the scope and sequence of the standards with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent attendance with support staff due to scheduling conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development sign-in sheets</li> </ul>
<b>Other</b>			

## Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
<b>ELA</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Early Literacy Framework implemented with fidelity</li> <li>• Imagine learning language acquisition software for newcomers</li> <li>• Rosetta Stone subscription for parents.</li> <li>• Read 180/System 44 reading intervention programs</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of appropriate independent reading materials for ELLs.</li> <li>• Insufficient knowledge of appropriate instructional strategies by classroom teachers.</li> <li>• Many parents are not proficient in English and have trouble supporting students at home.</li> </ul>	<ul style="list-style-type: none"> <li>• ELF assessments</li> <li>• Teacher feedback</li> <li>• Common assessments</li> </ul>
<b>Math</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Targeted instruction based on diagnostic data in iReady</li> <li>• Intervention block for support</li> <li>• Excitement for Xtramath at school</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of comprehension of math word problems due to reading abilities</li> <li>• Shortage of practice at home on Xtramath and iReady due to technology</li> </ul>	<ul style="list-style-type: none"> <li>• Common formative assessments</li> <li>• Math Problem Solving assessments</li> <li>• Xtra math data</li> <li>• MI data</li> </ul>
<b>Science</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Multiple hands-on learning opportunities</li> <li>• Integration into other subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of leveled readers to align with standards</li> <li>• Lack of consumable materials for experiments</li> <li>• Time constraints</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom assessments</li> <li>• 5<sup>th</sup>-grade Milestones data</li> </ul>
<b>Social Studies</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Integration into other subjects</li> <li>• Support staff trained on Social Studies standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of leveled readers to align with standards</li> <li>• Time constraints</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom assessments</li> <li>• 5<sup>th</sup>-grade Milestones data</li> </ul>
<b>Discipline / School Climate Data</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Shared staff responsibility for discipline</li> <li>• Recognition of positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• No identified challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Intranet data</li> <li>• Staff feedback</li> </ul>

<b>Professional Learning</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Access to information in Teams for all grade levels</li> <li>• Opportunities to attend multiple grade level professional developments</li> </ul>	<ul style="list-style-type: none"> <li>• Common planning time for support teachers and grade level teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Professional learning attendance logs</li> </ul>
<b>Other</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

<b>Overarching Challenge #1</b>	Increase the number of students reading on or above grade level
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	It is difficult to teach grade-level standards when students have so many learning gaps in literacy. Teachers often must teach/re-teach previous grade-level standards for students to bridge the gap in attempting to master grade-level standards. Instructional materials provided by the district such as Benchmark Literacy, Units of Study, and Expeditionary Learning address grade-level standards but do not address unfinished learning from previous grade levels. Teachers then must find supplemental materials from various, unvetted sources which leads to inconsistent instruction across grade levels and throughout the school. Additionally, time constraints limit the number of times teachers can review the previous grade-level material to properly introduce their grade-level standards.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Many teachers did not participate in ongoing professional development outside of the school this year. With the increase in student learning gaps in literacy, professional development is key to supporting learning for students. With numerous students functioning years below grade level expectations, teachers require additional professional development focusing on instructional strategies in phonemic awareness, phonics, and basic reading comprehension, and writing. In addition, with a significant population of English Language Learners teachers need ongoing professional development targeting language acquisition.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Most parents did not participate in learning opportunities to support the learning at home for students for literacy. This inhibits the at-home support needed for homework and daily review of critical skills. Additionally, parents did not utilize the support materials provided by the parent facilitator for at-home check-out.
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	<ul style="list-style-type: none"> <li>• Inconsistent online learning due to Covid</li> <li>• Technology at home to practice standards</li> <li>• Home support with homework</li> <li>• Additional time in the school day to cover prerequisite standards</li> </ul>
<p style="text-align: center;"><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p style="text-align: center;"><b>The percent of students performing at proficient or higher on the Reading Inventory will increase by 15% from August 2022 to May 2023.</b></p>

<b>Overarching Challenge #2</b>	Increase the number of students performing at grade level or above for math proficiency
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The bridge from teaching previous grade-level standards to current grade-level standards is difficult due to the varied learning gaps. Identifying specific learning gaps is essential to the implementation of current grade-level standards. Unfinished learning has caused a delay in implementing the scope and sequence of the grade level standards. The introduction of new standards uncovers varied gaps in learning from classroom to classroom. A complete diagnostic system with prescriptive support is needed to support ongoing learning in math.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need support in addressing the various learning gaps of the students in their classrooms. Although guided math is utilized as our basis for instruction, the differentiated instruction needed for each group is widening. It is difficult to address the learning gaps in small groups during the allotted time.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Most parents did not participate in learning opportunities to support the learning at home for students for literacy. This inhibits the at-home support needed for homework and daily review of critical skills. Additionally, parents did not utilize the support materials provided by the parent facilitator for at-home check-out.
<b>Contributing Factors</b> <b>(Outside of control)</b>	<ul style="list-style-type: none"> <li>• Inconsistent online learning due to Covid</li> <li>• Technology at home to practice standards</li> <li>• Home support with homework</li> <li>• Additional time in the school day to cover prerequisite standards</li> </ul>
<b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<b>The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase by 15% on the MI administration from August 2022 to May 2023.</b>

## School Improvement Goals

*Include goals on the parent compacts and policy*

<b>Goal #1</b>	<p>The percentage of students in K-2<sup>nd</sup> grade performing at proficient or higher on the Next Step Guided Reading Assessment will increase by 15% from August 2022 to May 2023.</p> <p>The percentage of students in 3<sup>rd</sup> – 5<sup>th</sup> grade performing at proficient or higher on the Reading Inventory will increase by 15% from August 2022 to May 2023.</p>
<b>Goal #2</b>	<p>The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase by 15% on the MI administration from August 2022 to May 2023.</p>
<b>Goal #3</b>	
<b>Goal #4</b>	

## Title I Personnel/Positions Hired to Support the School Improvement Goals

*SWP Checklist 2.c(iv)*

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Class Size Reduction Teacher – 1 <sup>st</sup> Grade	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The class size reduction teacher will help decrease the teacher/student ratio to help provide more targeted instruction for students. The class size reduction teacher will be utilized in 1 <sup>st</sup> grade where the implementation of the ELF program is critical for literacy. First grade also has a plethora of foundational math skills that require smaller group instruction for the multiple levels of our students.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator will help bridge the gap between home and school by providing literacy and math workshops for parents to attend on a quarterly schedule. These workshops will allow parents the opportunity to provide support at home for the critical literacy and math concepts covered during the school day.
Instructional Paraprofessionals	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Two instructional paraprofessionals will be utilized in 2 <sup>nd</sup> and 3 <sup>rd</sup> grade to support small group instruction for students with unfinished learning gaps. The i-Ready diagnostic assessments will identify the students needing the extra support and classroom teachers will provide paraprofessionals with the activities to “double-dip” students during small group instruction.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	





<b>GOAL #1</b>	<b>The percent of students performing at proficient or higher on the Reading Inventory will increase by 15% from August 2022 to May 2023.</b>					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step?</b> <b>What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
K-5 teachers will implement daily independent reading with fidelity to work on reading comprehension/fluency & writing skills.	Leveled books, phonics manipulatives	Title I	August 2022	Implementation: Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using an academic impact checklist  Artifacts: Reading logs, Status of the Class	Desired Outcome: increased achievement in phonics/reading skills  Evidence: Grade-level teams will discuss the impact of independent reading in their weekly CCC's reviewing the student's artifacts.	<ul style="list-style-type: none"> <li>Principal</li> <li>ELA Lead Teacher</li> </ul>
K-5 Teachers will implement "Book of the Month" to reinforce, introduce, and teach reading/writing standards.	A copy of the "book of the month" for each teacher	Title I	September 2022	Implementation: Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using an academic impact checklist  Artifacts: Journal & academic writing in response to lessons from "Book of the Month"	Desired Outcome: increased achievement in phonics/reading/writing skills  Evidence: "book of the month" monthly challenges	<ul style="list-style-type: none"> <li>Principal</li> <li>ELA Lead Teacher</li> </ul>
Administration will continue to provide protected time and establish protocols to ensure that teachers collaborate weekly with the ELA lead teacher to plan literacy instruction.	N/A	N/A	August 2022	Implementation: Administration will attend various team CCC's each week to monitor the implementation of instructional planning meetings  Artifacts: CCC sign-in sheet	Desired Outcome: increased awareness of expectations for each standard which leads to research-based instructional strategies  Evidence: classroom walkthroughs	<ul style="list-style-type: none"> <li>Principal</li> <li>ELA Lead Teacher</li> </ul>

<p>Quarterly academic workshops will be implemented to provide parents with strategies to assist with homework and encourage independent reading at home.</p>	<p>ELA manipulatives for at-home use</p>	<p>Title I</p>	<p>October 2022</p>	<p>Implementation: The parent facilitator will collaborate with the ELA instructional lead teacher to provide literacy workshops for parents each quarter</p> <p>Artifacts: Take home activities for ELA</p>	<p>Desired Outcome: increased understanding of activities to assist with ELA at home</p> <p>Evidence: Workshop sign-in sheet</p>	
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<b>GOAL #2</b>	<b>The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase by 15% on the MI administration from August 2022 to May 2023.</b>					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step?</b> <b>What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
K-5 teachers will implement a balanced math framework daily including a review station, guided math, and technology station using Title I purchased i-Ready to support math standards.	Math manipulatives, i-Ready technology	Title I	August 2022	Implementation: Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using an academic impact checklist  Artifacts: completed student work from workstations and data from i-ready	Desired Outcome: increased student achievement on math standards  Evidence: data from common, formative assessments and i-Ready	<ul style="list-style-type: none"> <li>Principal</li> <li>Math instructional lead teacher</li> </ul>
Teachers will collaborate weekly with a math teacher leader for job-imbedded professional development in unpacking standards, Number Talks, problem-solving, guided math instruction, and math standards, etc.	Instructional materials to implement hands-on math lessons	Title I	August 2022	Implementation: The math instructional lead teacher will meet with teams weekly to provide professional development opportunities to support the math standards  Artifacts: CCC notes; informal feedback	Desired Outcome: increased awareness of the expectations of using research-based instructional strategies  Evidence: increased student achievement in math data	<ul style="list-style-type: none"> <li>Principal</li> <li>Math instructional lead teacher</li> </ul>
Administration will continue to provide protected time and establish protocols to ensure that teachers collaborate weekly with the math lead teacher to plan math instruction.	N/A	N/A	August 2022	Implementation: Administration will attend various team CCC's each week to monitor the implementation of instructional planning meetings  Artifacts: CCC sign-in sheet	Desired Outcome: increased awareness of expectations for each standard which leads to research-based instructional strategies  Evidence: classroom walkthroughs	<ul style="list-style-type: none"> <li>Principal</li> </ul>
Quarterly math workshops will be implemented to provide parents with strategies to assist with math problem solving	Math manipulatives, hand-outs for parents	Title I	Sept. 2022	Implementation: The parent facilitator will collaborate with the math instructional lead teacher to provide math workshops for parents each quarter  Artifacts: workshop sign-in sheet	Desired Outcome: increased awareness of ways to support students in math at home  Evidence: increased completion of homework and increased scores in i-Ready	<ul style="list-style-type: none"> <li>Parent Facilitator</li> <li>Math instructional lead teacher</li> </ul>

**Actions to Assist Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide small group tutoring and transportation for targeted students. Provide opportunities and resources to assist students with experiencing balanced literacy; provide technology to virtual students to access the learning portal	Tutoring materials and bus transportation	Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Administration will ensure that ESOL teachers collaborate with teams and ELA teacher leader weekly. Provide translators and small group sessions during ELA workshops for ELL families.	Materials to implement lessons from collaborative efforts	Title III
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide family support and relevant resources. Provide instructional materials that are inclusive of different races/ethnicities	Instructional materials inclusive of different races/ethnicities	Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide family support and relevant resources. Provide additional small group instruction as needed.	The school's social worker and the counselor will provide any needed support to families as requested	Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Administration will ensure that SWD teachers collaborate with teams and ELA teacher leader weekly. Provide small group tutoring for SWD conducted by a certified Special Education Teacher.	CCC materials for weekly meetings; tutoring resources for instruction	Title I

**Family Engagement Plan to Support School Improvement (Required Components)**

Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p><b>1. Required</b> <u>State of the School Meeting – Deadline September 30, 2022</u>                      Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	9/8/22		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u>                      Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/8/22		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u>                      Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	3/16/23		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>4. Required</b> <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u>                      Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  <u>Deadlines: PL#1 9/23/22   PL#2 12/9/22   PL#3 2/17/23   PL#4 4/28/23</u></p>	7/25/22	7/25/22	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	11/30/22		
	2/9/23		
	4/5/23		
<p><b>5. Required</b> <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education.  <b><u>Briefly describe the transition activities here:</u></b></p>	7/28/22 5/11/23		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><b><u>List documents translated for parents:</u></b></p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

**School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)**

<b>School Developed Family Engagement Activities (Must be listed in the school policy)</b>	<b>“Shall” Addressed</b>	<b>Goal(s) Addressed</b>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Date</b>	<b>How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.</b>	<b>Team Lead</b>
Publix Math Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Math Manipulatives for the activities	Title I	9/8/22	Parent Sign-in Sheet Parent Survey	Lead Math Teacher
Family Literacy Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Literacy materials for hands-on practice	Title I	12/1/22	Parent Sign-in Sheet Parent Survey	Lead Literacy Teacher
Parent Milestones Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	None	N/A	2/23/23	Parent Sign-in Sheet Parent Survey	Lead Math & Lead Literacy Teacher

**GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:**

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

## School Improvement Plan Required Questions

### Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings.** *Schoolwide Checklist 5(b)*

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages.** *SWP Checklist 5(d)*

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

#### **SCHOOL RESPONSE:**

Milford Elementary implements a school-wide Title I plan. Our plan includes strategies, which specifically address our school-wide goals of improving Literacy and Math student performance. Strategies include implementing Instructional Systems, Effective Leadership, Professional Capacity, Family and Community Engagement, and providing a Supportive Learning Environment. We address the specific needs of at-risk students through the implementation of the RTI process and Data Teams. We support the academic and emotional success of our homeless and foster students by encouraging they remain at their school of origin while providing support for these families. Our counselor in conjunction with our social worker provides families with the necessary resources to ensure success while at Milford Elementary.

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 are as follows:

- An additional teacher will be hired using Title I funds to lower the student/teacher ratio in the primary grades. Students that are farthest away from mastery will receive more individualized instruction to assist them in meeting grade-level standards.
- Title I funds will be used to hire a Parent Liaison. The parent liaison is a link between the parents and the school. She provides needed resources for parents such as workshops, materials available to check out, as well as oral and written translation.
- LETRS (K-2nd) and Expeditionary Learning (3rd– 5th) curriculum resources provided by the County will be supplemented with Mentoring Minds and Write Score to enhance Language Arts instruction. Title I funds will be used to provide materials for these additional materials.
- Title I funds will be used to foster the development and implementation of Number Talks, problem-solving, and the workshop framework in all classrooms. Money will be used for training and resources as needed.

**ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)**

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

*SWP Checklist 4*

**Evaluation of the Schoolwide Plan - 34 CFR § 200.26**

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

**SCHOOL RESPONSE:**

Milford Elementary implements a quarterly data meeting to review all assessment data for ELA and math to ensure that our students are making gains in each subject. During the meetings, we evaluate the performance of each student and provide any remediation or acceleration strategies to meet individual needs. In addition to our data meetings, teachers meet weekly in their CCC’s to ensure that the students are meeting the requirements in line with the standards to ensure that academic achievement is increasing weekly. Differentiated instruction is provided to students using the balanced literacy and math framework daily using research-based strategies. Annual assessments guide the upcoming year’s goals and strategies.



8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

**SCHOOL RESPONSE:**

Students that are farther from achieving the standards are provided with intervention services provided by the school district and local school. These services include a math and literacy interventionist and an after-school tutor. The data is collected on a regular basis to evaluate the effectiveness of the interventionist strategies and tutoring for at-risk students. The results of the data is evaluated to prepare for the upcoming quarter and provide the best services available based on the results from the data.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

**SCHOOL RESPONSE:**

Teachers meet weekly in their CCC's to evaluate any changes that need to be made related to instructional strategies. The strategies outlined in our schoolwide plan are revised based on student data and teacher feedback. Monitoring the data quarterly allows for the opportunity for changes to occur in the schoolwide program that benefits students academically.

**Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)**

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

**SCHOOL RESPONSE:**

The school's Assistant Principal will meet with staff members to discuss strategies to increase student engagement to minimize disruptive behaviors. Alternative strategies and various classroom consequences are discussed to limit the amount of time that students spend outside of the classroom for behavior infractions. Milford's counselor and social worker also identify repeated infractions and construct small groups to assist students with strategies to improve those behaviors. Milford Elementary will use the following strategies to decrease behavior absences from the classroom:

1. Milford Elementary has adopted a "Student of the Day" program that encourages students to display and practice positive behaviors to be recognized by the staff. Students that display outstanding behavior receive a "shout-out" on the school news and social media outlets as well as a treat from partners in education.
2. Milford's administrative staff and school counselor received intensive training in Restorative Practice. Restorative practice is a strategy that seeks to repair relationships that have been damaged by ongoing discipline issues. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Our administrative staff will seek to change negative discipline behaviors through restorative practice meetings consisting of the student, parent, teacher, and restorative practice facilitator.
3. Milford will utilize "reverse suspension" for repeat offenders. This form of behavior consequence is unique in that instead of simply sending the offending student home for the day, the parents are invited to come to school with the student and spend the entire day by the student's side. This practice allows the student to stay in school to receive classroom instruction while also giving parents an opportunity to experience a day in the classroom with their student.
4. Student data will be collected to ensure that students are properly identified and qualify through the tiered model for additional support. The team will meet each six-week period to discuss and evaluate any data to provide proper services for students that continue through the tiered process.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

**SCHOOL RESPONSE:**

**Cobb Collaborative Communities**- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what district-wide teachers and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math, and physical education)

Professional development is at the core of Milford's continued academic growth. The administration team prides itself on data-driven decisions centered on various learning opportunities. In addition to any county-wide professional development opportunities, teachers meet twice weekly for protected ELA and Math Collaborative Communities. During this time, teachers discuss best practices and strategies for literacy and math standards. ELA and Math teacher

leaders also conduct data meetings to reflect on student progress. During the data meetings, grade level strengths and weaknesses are identified, and additional instructional strategies are discussed and recorded in data notebooks.

In conjunction with Milford's weekly Collaborative Communities, a book study is established to reflect on best practices in education. Each team is responsible for re-delivering a chapter and involve the entire staff in activities related to the book study throughout the school year. The principal also shares highlights from educational articles during her weekly newsletter for the entire staff to reflect upon. All staff members including Special Education, ESOL, paraprofessionals, and specialists are involved in the book study as well as the professional article reflections.

**15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5<sup>th</sup>-grade students to 6<sup>th</sup> grade and 8<sup>th</sup>-grade students to 9<sup>th</sup> grade. *SWP Checklist 2.c(v)*

**SCHOOL RESPONSE:**

Plans for assisting preschool children in the transition from early childhood programs consist of a summer bridge workbook purchased using Title I funds for kindergarten registrants to practice during the summer prior to the 2022-2023 school year. Students who complete the activities will participate in a summer bridge celebration during the first week of school. Additionally, a kindergarten parent meeting will take place prior to the first day of school to educate parents on the expectations in kindergarten.

Throughout the school year, Milford's counselor will conduct lessons to 5<sup>th</sup>-grade classes on tips and strategies to prepare for middle school. Additionally, the counselor will share the information with parents during 5<sup>th</sup>-grade parent workshops.

To support the transition of Milford's fifth graders to middle school, Milford Elementary has enlisted the assistance of a 6<sup>th</sup>-grade counselor from Smitha Middle School and other representatives to come to each 5<sup>th</sup>-grade classroom to give a presentation on the challenges, differences, and opportunities that await students in middle school. The first half of the presentation consists of a sketch of what students can expect in middle school. The second portion of the presentation involves students asking questions to the representatives and counselor to address concerns and worries about the following academic year. Milford's 5<sup>th</sup>-grade students will also be invited to visit Smitha Middle School during the school day to experience a couple of hours in a middle school classroom.

**16. ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

**SCHOOL RESPONSE:** N/A

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan. SWP Checklist 1**