



# Milford Elementary School School Improvement Plan 2021-2022 Action Plan



MILFORD ELEMENTARY

Principal: Dr. Hermia Simmons - Deveaux

Date Submitted: May 28, 2001

Date(s) Revised: July 8, 2021

August 30, 2021; September 16, 2021



# TITLE I

ASSESS. ACHIEVE. SUCCEED.



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## COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	<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>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
K-5 teachers will implement daily independent reading with fidelity to work on reading comprehensions/fluency & writing skills.	Title 1	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist</p> <p><b>Impact:</b> Grade level teams will discuss the impact of independent reading in their weekly CCC's reviewing the student's artifacts.</p> <p><b>Artifacts/Evidence:</b> Reading logs, Status of the Class</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• ELA Instructional Lead Teacher</li> </ul>
K-5 teachers will explicitly teach phonics, vocabulary and comprehension strategies implementing such tools using Title I purchased technology as IXL, Mentoring Minds, Literacy Footprints, Patterns of Power & iReady to support reading standards.	Title 1	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist</p> <p><b>Impact:</b> Grade level teams will discuss the impact of growth reports in IXL, Mentoring Minds, RI/Guided Reading &amp; iReady</p> <p><b>Artifacts/Evidence:</b> data reports from IXL, Mentoring Minds RI/Guided Reading &amp; iReady</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• ELA Instructional Lead Teacher</li> </ul>
K-5 teachers will implement running records and/or progress monitoring assessments consistently with struggling readers.	Title 1	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist</p> <p><b>Impact:</b> Grade level teams will discuss the impact of reading growth in monthly data meetings and review the data.</p> <p><b>Artifacts/Evidence:</b> Running Records &amp; Progress Monitoring Assessments</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• ELA Instructional Lead Teacher</li> </ul>
K-5 teachers will implement small group writing instruction and conferring individually using Write Score resources and assessment data.	Title 1	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist</p> <p><b>Impact:</b> Grade level teams will discuss the growth of writing instruction in monthly data meetings.</p> <p><b>Artifacts/Evidence:</b> data reports from Rubrics &amp; Write Score</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• ELA Instructional Lead Teacher</li> </ul>
K-5 Teaches will implement "Book of the Month" to reinforce, introduce, and teach reading/writing standards.	Title I	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist</p> <p><b>Impact:</b> Grade level teams will discuss the growth students are making on reading standards and in response to literature writing.</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• ELA Instructional Lead Teacher</li> </ul>



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			<b>Artifacts/Evidence:</b> Journal & academic writing in response to lessons from "Book of the Month"	
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## EFFECTIVE LEADERSHIP

<b>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>
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Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</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	August 2021	<b>Implementation:</b> Administration will attend various team CCC's each week to monitor implementation of instructional planning meetings.  <b>Artifacts/Evidence:</b> CCC meeting notes on shared drive	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> </ul>
Administration will continue to empower an ELA teacher leader to observe instructional practices and give feedback to teachers.	N/A	August 2021	<b>Implementation:</b> Administration will collaborate with the math instructional lead teacher to conduct weekly walkthroughs using the academic impact checklist in iWalk  <b>Artifacts/Evidence:</b> Walkthrough feedback in iWalk	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• ELA Instructional Lead Teacher</li> </ul>
Implement a walk-through schedule using the Academic Impact Checklist/iWalk to ensure that guided reading is implemented with fidelity.	Title I	August 2021	<b>Implementation:</b> Administration will meet with the ELA instructional lead teacher to develop a walkthrough schedule with emphasis on guided reading instructional strategies  <b>Artifacts/Evidence:</b> Academic impact checklist in iWalk	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• ELA Instructional Lead Teacher</li> </ul>
Administration will continue to attend data meetings to provide feedback and support teacher during the data team process in literacy.	N/A	August 2021	<b>Implementation:</b> Administration will attend monthly data meetings to monitor ELA assessment data  <b>Artifacts/Evidence:</b> data wall and data team meeting notes	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> </ul>
Hire a parent facilitator to support family engagement and improve home-school communication.	Title I	August 2021	<b>Implementation:</b> Administration will hire a parent facilitator to support families with curriculum and improve home/school communication  <b>Artifacts/Evidence:</b> Title I documentation for family engagement; parent sign-in documentation	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Parent Facilitator</li> </ul>



**TITLE I**

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**PROFESSIONAL CAPACITY**

<b>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>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
Teachers will collaborate weekly with an ELA teacher leader for job-embedded professional development in unpacking standards, Number Talks, problem solving, guided math instruction, integration of science and literacy standards, etc.	CCSD Title I	August 2021	<p><b>Implementation:</b> The ELA instructional lead teacher will meet with teams weekly to provide professional development opportunities to support the literacy standards</p> <p><b>Artifacts/Evidence:</b> CCC notes; iWalk informal feedback</p>	<ul style="list-style-type: none"> <li>• <b>ELA Instructional Lead Teacher</b></li> <li>• District ELA Coach</li> </ul>
Teachers in K-5 will receive training on the district initiatives in literacy	CCSD 7 Title 1	August 2021	<p><b>Implementation:</b> Grade level teachers will attend district ELA trainings during times to be determined by the ELA Instructional lead teacher.</p> <p><b>Artifacts/Evidence:</b> re-delivery of content in team CCCs; district sign-in sheets</p>	<ul style="list-style-type: none"> <li>• <b>District ELA Coach</b></li> <li>• Principal</li> </ul>
Teachers in K-5 will receive monthly training on strategies to increase reading comprehension using online programs, comprehension strategies, and homework practice.	N/A	August 2021	<p><b>Implementation:</b> The ELA instructional lead teacher will meet with teams weekly to provide professional development opportunities focused on foundational reading strategies, online programs, and reading comprehension strategies</p> <p><b>Artifacts/Evidence:</b> CCC notes; iWalk informal feedback</p>	<ul style="list-style-type: none"> <li>• <b>ELA Instructional Lead Teacher</b></li> <li>• Principal</li> </ul>
Attend local, state, and national conferences to support literacy instruction across content areas. (ASCD, ESEA- Title I conference )	Title I	TBD	<p><b>Implementation:</b> Grade level teachers will attend local, state, and national literacy conferences during times to be determined</p> <p><b>Artifacts/Evidence:</b> re-delivery of content; conference registration</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> </ul>
K-5 teachers will collaborate to plan for instructional strategies and to interpret assessments. Write Score assessments will serve as the writing data for planning next steps in writing.	Title I (subs)	August 2021	<p><b>Implementation:</b> Grade level teachers will collaborate during CCC meetings to plan for writing instructional strategies and to interpret assessments.</p> <p><b>Artifacts/Evidence:</b> Write score resources and assessment feedback</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> </ul>



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**SUPPORTIVE LEARNING ENVIRONMENT**

GOAL #1	<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>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
Students scoring below level on the RI will receive extra support from an ELA interventionist.	CCSD	September 2021	<p><b>Implementation:</b> An ELA Interventionist teacher will meet with students at least 3 times a week to help fill in literacy gaps</p> <p><b>Impact:</b> EIP teachers and classroom teachers will discuss impact of strategies in monthly data meetings and modify practice as needed</p> <p><b>Artifacts/Evidence:</b> Data notebook of strategy specialist</p>	<ul style="list-style-type: none"> <li>• <b>ELA Teacher</b></li> <li>• Principal</li> </ul>
Continue to implement the data team process with fidelity to identify students that are not making progress in literacy.	Title I	August 2021	<p><b>Implementation:</b> Administration will ensure that grade level teams will meet monthly to discuss data related to their literacy common assessments and share strategies to improve instruction</p> <p><b>Impact:</b> Grade level teams will meet monthly to review literacy data from common assessments and adjust instructional strategies as needed</p> <p><b>Artifacts/Evidence:</b> data team notebook; common assessment scores</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> </ul>
ELA tutoring with a certified teacher and paraprofessional will be offered to support students with literacy deficits.	Title I	September 2021	<p><b>Implementation:</b> Administration will ensure that tutors are meeting twice a week with students to support reading gaps.</p> <p><b>Impact:</b> Tutors will meet twice a week with students to provide instruction based off data from running records and/or anecdotal notes.</p> <p><b>Artifacts/Evidence:</b> Guided Reading and/or Strategy Group assessment data (running records or anecdotal notes)</p>	<ul style="list-style-type: none"> <li>• <b>Tutor</b></li> <li>• Principal</li> </ul>



**FAMILY AND COMMUNITY ENGAGEMENT**

GOAL #1	<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>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Quarterly academic workshops will be implemented to provide parents with strategies to assist with homework and encourage independent reading at home.	Title I	September 2021	<p><b>Implementation:</b> The parent facilitator will collaborate with the ELA instructional lead teacher to provide literacy workshops for parents each quarter</p> <p><b>Artifacts/Evidence:</b> workshop sign-in sheet</p>	<ul style="list-style-type: none"> <li>• <b>Parent Facilitator</b></li> </ul>
Provide families with school policy and compact to support literacy goal at home.	Title I	October 2021	<p><b>Implementation:</b> The parent facilitator will ensure that parents are provided with a copy of the school policy and compact at the beginning of the school year</p> <p><b>Artifacts/Evidence:</b> workshop sign-in sheet; agenda; parent evaluation</p>	<ul style="list-style-type: none"> <li>• <b>Parent Facilitator</b></li> </ul>
Host an open house of the resource room to introduce the reading resources for check-out	Title I	September 2021	<p><b>Implementation:</b> The parent facilitator will host an open house to share literacy resources that are available to parents at the beginning of the school year</p> <p><b>Artifacts/Evidence:</b> resource room sign-in sheet</p>	<ul style="list-style-type: none"> <li>• <b>Parent Facilitator</b></li> </ul>
Host a family game night to introduce parents to fun ways to integrate literacy into games	Title I	October 2021	<p><b>Implementation:</b> The parent facilitator will host a family game night to engage parents in literacy activities and have games for check-out from the parent resource room.</p> <p><b>Artifacts/Evidence:</b> sign-in sheet</p>	<ul style="list-style-type: none"> <li>• <b>Parent Facilitator</b></li> </ul>
Provide support for non-English speaking families using Rosetta Stone.	Title I	September 2021	<p><b>Implementation:</b> The parent facilitator will collaborate with the ELA instructional lead teacher to provide literacy workshops for parents each quarter</p> <p><b>Artifacts/Evidence:</b> workshop sign-in sheet</p>	





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STUDENT GROUPS					
Goal #1	The percent of students performing at proficient or higher on the Reading Inventory will increase by 10% from August 2021 to May 2022.				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Economically Disadvantaged	Provide small group tutoring and <b>*transportation</b> for targeted students Provide opportunities and resources to assist students with experiencing balanced literacy; provide technology to virtual students to access the learning portal	Title I  *CCSD Local School funds	September 2021	<b>Implementation/Impact:</b> Tutors will provide small group instruction twice weekly to students scoring below level on the RI and monitor their progress using assessment data  <b>Artifacts/Evidence:</b> Running records/anecdotal notes data; attendance sheets	<ul style="list-style-type: none"> <li>• <b>Tutors</b></li> <li>• Principal</li> </ul>
English Learners	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.	Title III	August 2021	<b>Implementation/Impact:</b> Administration will ensure that ESOL teachers meet with grade level teams and provide professional development opportunities weekly; Parent facilitator will provide a translator during literacy workshops for ELL families as needed  <b>Artifacts/Evidence:</b> CCC sign-in sheets; workshop sign-in sheets	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• ELA Instructional Lead Teacher</li> <li>• Parent Facilitator</li> </ul>
Race / Ethnicity	Provide family support and relevant resources. Provide instructional materials that are inclusive of different races/ethnicities	Title I	August 2021	<b>Implementation/Impact:</b> The school counselor and social worker will provide any needed resources for families as needed  <b>Artifacts/Evidence:</b> food pantry sign-in; counselor notes	<ul style="list-style-type: none"> <li>• <b>Counselor</b></li> <li>• Social Worker</li> <li>• Teacher</li> </ul>
Foster and Homeless	Provide family support and relevant resources. Provide additional small group instruction as needed.	Title I	August 2021	<b>Implementation/Impact:</b> The school's social worker and counselor will provide any needed support to families as requested  <b>Artifacts/Evidence:</b> food pantry sign-in; counselor notes	<ul style="list-style-type: none"> <li>• <b>Social Worker</b></li> <li>• Counselor</li> <li>• Teacher</li> </ul>



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<p><b>Migrant</b></p>	<p>Upon enrolling, assess to determine skill level and provide support; Work collaboratively with IWC (International Welcome Center) to provide support.</p>	<p>Title I</p>	<p>August 2021</p>	<p><b>Implementation/Impact:</b> The ELA instructional lead teacher will ensure that students are assessed appropriately when they are enrolled and provide the data to the classroom teacher; the parent facilitator will follow-up with the IWC to monitor any requests to support the family</p> <p><b>Artifacts/Evidence:</b> assessment data; IWC requests</p>	<ul style="list-style-type: none"> <li>• <b>ELA Instructional Lead Teacher</b></li> <li>• Parent Facilitator</li> </ul>
<p><b>Students with Disabilities</b></p>	<p>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.</p>	<p>Title I</p>	<p>August 2021</p>	<p>Administration will monitor weekly CCC meetings with SWD teachers, grade level teachers, and the ELA instructional lead teacher</p> <p><b>Artifacts/Evidence:</b> CCC sign-in sheet; reading data; attendance sheets</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Tutor</li> </ul>



**TITLE I**

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**COHERENT INSTRUCTIONAL SYSTEM**

GOAL #2	<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 2021 to May 2022.</b>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
K-5 teaches will implement “Target the Question” daily with fidelity to work on math problem solving	Title I	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist</p> <p><b>Impact:</b> Grade level teams will discuss the impact of “Target the Question” in their weekly CCC’s and review the data associated with math problem solving</p> <p><b>Artifacts/Evidence:</b> “Target the Question” interactive notebooks and walkthrough data</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Math Instructional Lead Teacher</li> </ul>
K-5 teachers will implement a daily review stations using Title I purchased technology during guided math and online math practice using SplashMath, I Know It, IXL, Mentoring Minds & iReady to support math standards.	Title I	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist</p> <p><b>Impact:</b> Grade level teams will discuss the impact of SplashMath, I Know It, IXL, Mentoring Minds &amp; iReady in their weekly CCC’s and review the data associated with each resource</p> <p><b>Artifacts/Evidence:</b> growth reports from SplashMath, IXL, Mentoring Minds &amp; iReady; walkthrough feedback</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Math Instructional Lead Teacher</li> </ul>
Utilize XtraMath with fidelity to support students’ basic math fact fluency	Title I	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and monitor XtraMath reports monthly</p> <p><b>Impact:</b> Grade level teams will discuss the impact of XtraMath in their weekly CCC’s and review the data associated with math problem solving</p> <p><b>Artifacts/Evidence:</b> Xtramath fact fluency reports</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Math Instructional Lead Teacher</li> </ul>
K-5 teachers will implement Number Talks with fidelity with a focus on questioning using Target the Question.	Title I	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist</p> <p><b>Impact:</b> Grade level teams will share Number Talks strategies in their weekly CCC’s and discuss any progress made by students</p> <p><b>Artifacts/Evidence:</b> CCC notes; walkthrough feedback</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Math Instructional Lead Teacher</li> </ul>



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Implementation of 360 math classroom to support math problem solving.	Title I	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist</p> <p><b>Impact:</b> Grade level teams will discuss the impact of the 360 math classrooms and share feedback on 360 math classroom instructional strategies</p> <p><b>Artifacts/Evidence:</b> walkthrough data</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Math Instructional Lead Teacher</li> </ul>
K-5 teachers will integrate science standards into the math curriculum using hands-on experiments and presentations	Title I	August 2021	<p><b>Implementation:</b> Administrators and coaches will monitor lesson plans to ensure that science standards are integrated within the lessons and conduct weekly walkthroughs using academic impact checklist; Administrators will schedule science presentations that integrate math standards</p> <p><b>Impact:</b> Grade level teams will share lessons to integrate science and math standards during their CCCs.</p> <p><b>Artifacts/Evidence:</b> walkthrough data</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Math Instructional Lead Teacher</li> </ul>



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EFFECTIVE LEADERSHIP				
GOAL #2	<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 2021 to May 2022.</b>			
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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	August 2021	<p><b>Implementation:</b> Administration will attend various team CCC's weekly to monitor implementation of instructional planning meetings.</p> <p><b>Artifacts/Evidence:</b> CCC meeting notes on shared drive</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> </ul>
Administration will continue to empower a math teacher leader to observe instructional practices and give feedback to teachers.	N/A	August 2021	<p><b>Implementation:</b> Administration will collaborate with the math instructional lead teacher to conduct weekly walkthroughs using the academic impact checklist in iWalk</p> <p><b>Artifacts/Evidence:</b> Walkthrough feedback in iWalk</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Math Instructional Lead Teacher</li> </ul>
Implement a walk-through schedule using the Academic Impact Checklist/iWalk to ensure that guided math is implemented with fidelity.	Title I	August 2021	<p><b>Implementation:</b> Administration will meet with the math instructional lead teacher to develop a walkthrough schedule with emphasis on guided math instructional strategies</p> <p><b>Artifacts/Evidence:</b> Academic impact checklist in iWalk</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Math Instructional Lead Teacher</li> </ul>
Administration will continue to attend data meetings to provide feedback and support teacher during the data team process in math.	N/A	August 2021	<p><b>Implementation:</b> Administration will attend monthly data meetings to monitor math assessment data</p> <p><b>Artifacts/Evidence:</b> data wall and data team meeting notes</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> </ul>
Hire a parent facilitator to support family engagement and improve home-school communication.	Title I	August 2021	<p><b>Implementation:</b> Administration will hire a parent facilitator to support families with curriculum and improve home/school communication</p> <p><b>Artifacts/Evidence:</b> Title I documentation for family engagement; parent sing-in documentation</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Parent Facilitator</li> </ul>



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PROFESSIONAL CAPACITY				
GOAL #2	<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 2021 to May 2022.</b>			
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Teachers will collaborate weekly with a math teacher leader for job-imbedded professional development in unpacking standards, Number Talks, problem solving, guided math instruction, integration of science and math standards, etc.	CCSD Title I	August 2021	<p><b>Implementation:</b> The math instructional lead teacher will meet with teams weekly to provide professional development opportunities to support the math standards</p> <p><b>Artifacts/Evidence:</b> CCC notes; iWalk informal feedback</p>	<ul style="list-style-type: none"> <li>• <b>Math Instructional Lead Teacher</b></li> <li>• District Math Coach</li> </ul>
Teachers in K-5 will receive training on the district initiatives in math	CCSD	August 2021	<p><b>Implementation:</b> Grade level teachers will attend district math trainings during times to be determined</p> <p><b>Artifacts/Evidence:</b> re-delivery of content; district sign-in sheets</p>	<ul style="list-style-type: none"> <li>• <b>District Math Coach</b></li> <li>• Principal</li> </ul>
Teachers in K-5 will receive monthly training on strategies to increase fact fluency using online programs, hands-on strategies, and homework practice.	N/A	August 2021	<p><b>Implementation:</b> The math instructional lead teacher will meet with teams weekly to provide professional development opportunities focused on fact fluency, online programs, and math strategies</p> <p><b>Artifacts/Evidence:</b> CCC notes; iWalk informal feedback</p>	<ul style="list-style-type: none"> <li>• <b>Math Instructional Lead Teacher</b></li> <li>• Principal</li> </ul>
Attend local, state, and national conferences to support math instruction across content areas. (ASCD, NCTM & ESEA)	Title I	TBD	<p><b>Implementation:</b> Grade level teachers will attend local, state, and national math conferences during times to be determined</p> <p><b>Artifacts/Evidence:</b> re-delivery of content; conference registration</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> </ul>
Teachers implementing 360 math classrooms will receive additional training by visiting other 360 classrooms in the district.	Title I (subs)	August 2021	<p><b>Implementation:</b> Teachers with 360 classrooms will attend district trainings during times to be determined</p> <p><b>Artifacts/Evidence:</b> district training sing-in sheets; classroom walkthroughs</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• District Math Coach</li> </ul>



# TITLE I

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**SUPPORTIVE LEARNING ENVIRONMENT**

GOAL #2	<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 2021 to May 2022.</b>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Students scoring below level on the MI will receive extra support from a math interventionist.	CCSD	September 2021	<p><b>Implementation:</b> A math interventionist will meet with students at least 3 times a week to help fill in math gaps</p> <p><b>Impact:</b> EIP teachers and classroom teachers will discuss impact of strategies in monthly data meetings and modify practice as needed</p> <p><b>Artifacts/Evidence:</b> Data notebook of strategy specialist</p>	<ul style="list-style-type: none"> <li>• <b>Math interventionist</b></li> <li>• Principal</li> </ul>
Continue to implement the data team process with fidelity to identify students that are not making progress in math.	Title I	August 2021	<p><b>Implementation:</b> Administration will ensure that grade level teams will meet monthly to discuss data related to their math common assessments and share strategies to improve instruction</p> <p><b>Impact:</b> Grade level teams will meet monthly to disaggregate math data from common assessments and adjust instructional strategies as needed.</p> <p><b>Artifacts/Evidence:</b> data team notebook; common assessment scores</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> </ul>
Math tutoring with a certified teacher and paraprofessional will be offered to support students with math deficits during the school day and after-school.	Title I CCSD (20-day funds)	September 2021	<p><b>Implementation:</b> Administration will ensure that tutors are meeting twice a week with students to support math gaps</p> <p><b>Impact:</b> Tutors will meet twice a week with students to provide instruction based off of data from the GloSS assessment</p> <p><b>Artifacts/Evidence:</b> GloSS assessment data; attendance data</p>	<ul style="list-style-type: none"> <li>• <b>Tutor</b></li> <li>• Principal</li> </ul>





## FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	<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 2021 to May 2022.</b>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Quarterly math workshops will be implemented to provide parents with strategies to assist with math problem solving	Title I	September 2021	<b>Implementation:</b> The parent facilitator will collaborate with the math instructional lead teacher to provide math workshops for parents each quarter  <b>Artifacts/Evidence:</b> workshop sign-in sheet	<ul style="list-style-type: none"> <li>• <b>Parent Facilitator</b></li> <li>• Math Instructional Lead Teacher</li> </ul>
Provide families with school policy and compact to support math goal at home.	Title I	October 2021	<b>Implementation:</b> The parent facilitator will ensure that parents are provided with a copy of the school policy and compact at the beginning of the school year  <b>Artifacts/Evidence:</b> workshop sign-in sheet; agenda; parent evaluation	<ul style="list-style-type: none"> <li>• <b>Parent Facilitator</b></li> </ul>
Host an open house of the resource room to introduce the math activities for check-out	Title I	September 2021	<b>Implementation:</b> The parent facilitator will host an open house to share math resources that are available to parents at the beginning of the school year  <b>Artifacts/Evidence:</b> resource room sign-in sheet	<ul style="list-style-type: none"> <li>• <b>Parent Facilitator</b></li> </ul>
Host a family game night to introduce parents to fun ways to integrate math into games to help students at home.	Title I	October 2021	<b>Implementation:</b> The parent facilitator will host a family game night to introduce parents of ways to integrate math into game night. Games will be available for check-out in the parent resource room.  <b>Artifacts/Evidence:</b> sign-in sheet	<ul style="list-style-type: none"> <li>• <b>Parent Facilitator</b></li> </ul>



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STUDENT GROUPS					
Goal #2	<p><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 2021 to May 2022.</b></p>				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>	
<b>Economically Disadvantaged</b>	Provide small group tutoring and <b>transportation*</b> for targeted students; provide technology to virtual students to access the learning portal	Title I CCSD*	September 2021	<p><b>Implementation/Impact:</b> Tutors will provide small group instruction twice weekly to students scoring below level on the MI and monitor their progress using assessment data</p> <p><b>Artifacts/Evidence:</b> GloSS data; attendance sheets</p>	<ul style="list-style-type: none"> <li>• <b>Tutors</b></li> <li>• Principal</li> </ul>
<b>English Learners</b>	Administration will ensure that ESOL teachers collaborate with teams and math teacher leader weekly; Provide translators and small group sessions during math workshops for ELL families.	Title III	August 2021	<p><b>Implementation/Impact:</b> Administration will ensure that ESOL teachers meet with grade level teams and provide professional development opportunities weekly; Parent facilitator will provide a translator during math workshops for ELL families as needed</p> <p><b>Artifacts/Evidence:</b> CCC sign-in sheets; workshop sign-in sheets</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Math Instructional Lead Teacher</li> <li>• Parent Facilitator</li> </ul>
<b>Race / Ethnicity</b>	Provide family support and relevant resources; Provide instructional materials that are inclusive of different races/ethnicities	Title I	August 2021	<p><b>Implementation/Impact:</b> The school counselor and social worker will provide any needed resources for families as needed</p> <p><b>Artifacts/Evidence:</b> food pantry sign-in; counselor notes</p>	<ul style="list-style-type: none"> <li>• <b>Counselor</b></li> <li>• Social Worker</li> <li>• Teacher</li> </ul>
<b>Foster and Homeless</b>	Provide family support and relevant resources; Provide additional small group instruction as needed	Title I	August 2021	<p><b>Implementation/Impact:</b> The school's social worker and counselor will provide any needed support to families as requested</p> <p><b>Artifacts/Evidence:</b> food pantry sign-in; counselor notes</p>	<ul style="list-style-type: none"> <li>• <b>Social Worker</b></li> <li>• Counselor</li> <li>• Teacher</li> </ul>
<b>Migrant</b>	Upon enrolling, assess to determine skill level and provide support as needed; Work collaboratively with IWC (International Welcome Center) to provide support	Title I	August 2021	<p><b>Implementation/Impact:</b> The math instructional lead teacher will ensure that students are assessed appropriately when they are enrolled and provide the data to the classroom teacher; the parent facilitator will follow-up with the IWC to monitor any requests to support the family</p> <p><b>Artifacts/Evidence:</b> assessment data; IWC requests</p>	<ul style="list-style-type: none"> <li>• <b>Math Instructional Lead Teacher</b></li> <li>• Parent Facilitator</li> </ul>
<b>Students with Disabilities</b>	Administration will ensure that SWD teachers collaborate with teams and math teacher leader weekly; Provide small group tutoring for SWD students conducted by a certified Special Education Teacher	Title I	August 2021	<p><b>Implementation/Impact:</b> Administration will monitor weekly CCC meetings with SWD teachers, grade level teachers, and the math instructional lead teacher</p> <p><b>Artifacts/Evidence:</b> CCC sign-in sheet; GloSS data; attendance sheets</p>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• Tutor</li> </ul>



## FY22 TITLE I SIP REQUIRED QUESTIONS

### CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA

References: Schoolwide Checklist (3.a., 3.c., 3.d.)

**Statement #1:** The School Improvement Plan is developed during a one-year period 2021-2022 as outlined in **Sec. 1114(b) (1-5) of ESSA.**

**Statement #2: (Monitoring)** The School Improvement Plan remains in effect for the duration of the school’s participation under Sec. 1114(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.

**Statement #3: (SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.

**Statement #4: (Coordination and Integration of Funds)** Is 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.



**Question #1:** Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

**References: Schoolwide Checklist (2.iii.d)**

**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 teachers district-wide 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.



**Question #2:** Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

**References: Schoolwide Checklist (2.iii.d)**

All students at Milford Elementary will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data, and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

At Milford Elementary, we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.



**Question #3:** Describe how the Title I instructional program 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, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- preparation for and awareness 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);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

**References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)**

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 specific needs of at-risk students through implementation of the RTI process and Data Teams. We support the academic and emotional success of our homeless and foster students by encouraging that they remain at their school of origin while providing support for these families. Our counselor in conjunction with our social worker provide 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.
- Benchmark Literacy (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.



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- Title I funds will be used to foster the integration of content areas across the curriculum as needed for implementation.
- Title I funds will be used to provide technology as needed to support the curriculum standards.

**Question #4:** Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

***(Only include for Local School with students residing in N & D facilities)***

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

**Question #5:** Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(iii)]

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 receives 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 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



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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.





**Question #6:**

**Transition:**

**ES:** Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

**References: Schoolwide Checklist 2.a.iii.e**

OR

**MS/HS:** Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

**References: Schoolwide Checklist 4c**

Plans for assisting preschool children in the transition from early childhood programs consists of a summer bridge workbook purchased using Title I funds for kindergarten registrants to practice during the summer prior to the 2021-2022 school year. Students that complete the activities will participate in a summer bridge celebration during the first week of school.

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 6th 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.



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**Question #7:** If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)



**Question #8:** Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

Title I purchased materials are inventoried as soon as they arrive at the school. Teachers can check-out Title I materials from the collaboration room using the “Title I Materials” binder. Teachers write down the type of material, sign-out date, and sign-in date with their signatures. The materials are monitored by the math and literacy instructional lead teachers. At the end of the school year, all materials must be returned to the collaboration room and stored in locked closets over the summer.



## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

Describe how the Title I SIP is 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

Milford Elementary will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. We will utilize Twenty-day funds for tutoring support of our students struggling to meet state standards. Community Partners (Cumberland Christian Church, Chic-Fil-A, Otter's Chicken, Marcos Pizza, and Papa Johns) will provide volunteers and support for our parent literacy nights and our parent university. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.