



School Improvement Action Plan



School Year:	2023-2024
School Name:	Milford Elementary
Principal Name:	Dr. Hermia Simmons-Deveaux
Date Submitted:	June 6, 2023
Revision Dates:	8/3/23

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

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)]

School Response:

We collaboratively devised our comprehensive school-wide/school improvement program plan by engaging key stakeholders who will be involved in its execution. These individuals included administrators, a parent facilitator, classroom teachers, a school counselor, instructional support staff, an ESOL teacher, a Special Education teacher, community stakeholders, and a parent representative. Together, they meticulously examined Milford's assessment and survey data from the previous academic year. Their task involved analyzing and dissecting the data, identifying socioeconomic needs, and designing professional development initiatives. Once approved, the team will disseminate and share this document with the wider community. The school improvement team embodies the diverse core groups within Milford and assumes the responsibility of gathering and disseminating information. They also contribute valuable insights and guide decision-making processes on matters that impact our school. The perspectives of team members and their respective groups are taken into careful consideration to develop school-wide plans and programs. The core members of the

building leadership worked closely with their teams to collect information for the comprehensive needs assessments. They also spearheaded a revision of our vision, mission, and belief statements among the staff.

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. Suggested stakeholder participation includes the following roles. **A parent is required.**




Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

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. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	May 22, 2023
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Position/Role	Printed Name	Signature
Principal	Dr. Hermia Simmons-Deveaux	
Assistant Principal	Chris Moll	
School Support Administrator	Patrice Honore	
Title I Supervisor	Cheryl Johnson	
Parent (Non CCSD Employee)	Maria Guzman	
Counselor	Kelly Jenkins	
Parent Facilitator	Elsa Constantino	
Social Workers	Brenda King	
Technology Experts (TIS)	Josie Koons	
Media Specialists/Librarians	Christina Hosford	
Police/Public or School Safety Officers	BJ Wheeler	
Universities or Institutes of Higher Education	Kennesaw State University	
Kindergarten Teacher	Sarah Jakse	

1 st Grade Teacher	Irene Hrisak	Irene Hrisak
2 nd Grade Teacher	Denotra Hill	Denotra Hill
3 rd Grade Teacher	Tiffany Paige	Tiffany Paige
4 th Grade Teacher	Tiara Vancant	Tiara Vancant
5 th Grade Teacher	Freda Redding	Freda Redding
Specialist Teacher	Matthew Long	
ESOL Teacher	Claudia Scott	Claudia Scott
EIP Teacher	Tykier Brown	Tykier Brown
EIP Teacher	Suzanne Price	Suzanne Price
Interventionist	Jzsanettae Webster	Jzsanettae Webster
Special Education Teacher	Sharmonica Prince	Sharmonica Prince
Secretary	Nicole Sandy	Nicole Sandy

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).

Previous Year's Goal #1	<p>The percentage of students in K-2nd 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 3rd – 5th grade students performing at proficient or higher on the Reading Inventory will increase by 15% from August 2022 to May 2023.</p>
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>The data from the NSGRA indicates that Milford Kindergarten – 2nd graders increased the percentage of students scoring proficient or better by 18% from August 2022 to May of 2023.</p> <p>The Reading Inventory (RI) data indicates that Milford 3rd – 5th graders increased the percentage of students scoring proficient or better by 20% from August 2022 to May 2023.</p>
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	N/A
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	The implementation of daily phonics instruction, increased teacher-led read-alouds, weekly CCC meetings, and staff walk-throughs had a significant impact on the success of our school-wide goals. Additionally, implementing System 44 for all 3 rd -grade students reading below Lexile 400 from January – May contributed to student success in literacy.

<p>Previous Year's Goal #2</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 2022 to May 2023.</p>
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>The Mathematics Inventory (MI) data indicates that Milford increased the percentage of students scoring proficient or better by 19% from August 2022 to May 2023.</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>N/A</p>
<p>If the goal was met or exceeded, 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 2022-2023 school year to assist in each grade level. These additional allotments contributed to the 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	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> Increasing knowledge of phonological awareness and phonics. Growing understanding of strategies used to teach reading standards Realization of the power of a read-loud for instruction in ELA 	<ul style="list-style-type: none"> 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. Many students lack exposure to high quality, authentic children’s literature. Only 38% of our Kindergartners, 49% of 1st grade students and 38% of 2nd grade students read on grade level. 	<ul style="list-style-type: none"> RI NSGRA Early Literacy Framework Interims Write Score i-Ready
Math	<ul style="list-style-type: none"> better understanding of strategies used to teach math standards variety of hands-on math activities being utilized weekly math strategies meetings 	<ul style="list-style-type: none"> mastery of basic facts math problem solving (68% of our students score below proficiency on the math problem-solving common assessments) 	<ul style="list-style-type: none"> MI math common assessments Xtramath Interims i-Ready diagnostic assessment
Science	<ul style="list-style-type: none"> hands-on science materials 	<ul style="list-style-type: none"> integration of standards into literacy and math block ample time in daily schedule science materials to support standards aligned science reading materials for literacy block 	<ul style="list-style-type: none"> 5th grade Milestones assessment Synergy Grades Interims
Social Studies	<ul style="list-style-type: none"> Studies Weekly to support the standards integration of standards by support staff 	<ul style="list-style-type: none"> aligned Social Studies reading materials for literacy block ample time in daily schedule 	<ul style="list-style-type: none"> Interims Synergy Grades
Discipline / School Climate Data	<ul style="list-style-type: none"> Student of the Day recognition that is also posted to social media outlets 	<ul style="list-style-type: none"> parental support to follow through on discipline suggestions RTI process for c <u>ne and small</u> 	<ul style="list-style-type: none"> Student of the Day referrals administration

	<ul style="list-style-type: none"> • 	<p>group counseling to provide instructional support</p> <ul style="list-style-type: none"> • 71 office referrals 	<p>office referrals</p>
<p>Professional Learning What's been provided? What is the impact?</p>	<ul style="list-style-type: none"> • Teachers attend weekly professional learning for literacy and math • Weekly professional learning opportunities ensure that teachers follow the scope and sequence of the standards with fidelity 	<ul style="list-style-type: none"> • Consistent attendance with support staff due to scheduling conflicts 	<ul style="list-style-type: none"> • Professional development sign-in sheets
<p>Other</p>			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<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"> • Early Literacy Framework implemented with fidelity • Imagine learning language acquisition software for newcomers • Read 180/System 44 reading intervention programs 	<ul style="list-style-type: none"> • Lack of appropriate independent reading materials for ELLs. • Insufficient knowledge of instructional strategies aligned with the science of reading by classroom teachers. 	<ul style="list-style-type: none"> • ELF assessments • RI/NSGRA • Common assessments • iReady Diagnostic Assessment • Write Score Assessments
Math	<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"> • Targeted instruction based on diagnostic data in iReady • Intervention block for support • Excitement for Xtramath at school 	<ul style="list-style-type: none"> • Lack of comprehension of math word problems due to reading abilities • Shortage of practice at home on Xtramath and iReady due to technology 	<ul style="list-style-type: none"> • Common formative assessments • Math Problem Solving assessments • Xtra math data • MI data

Science	<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"> • Multiple hands-on learning opportunities • Integration into other subjects 	<ul style="list-style-type: none"> • Lack of leveled readers to align with standards • Lack of consumable materials for experiments • Time constraints 	<ul style="list-style-type: none"> • Classroom assessments • 5th-grade Milestones data
Social Studies	<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"> • Integration into other subjects • Support staff trained on Social Studies standards 	<ul style="list-style-type: none"> • Lack of leveled readers to align with standards • Time constraints 	<ul style="list-style-type: none"> • Classroom assessments • 5th-grade Milestones data
Discipline / School Climate Data	<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"> • Shared staff responsibility for discipline • Recognition of positive behaviors 	<ul style="list-style-type: none"> • No identified challenges 	<ul style="list-style-type: none"> • Intranet data • Staff feedback
Professional Learning	<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"> • Access to information in Teams for all grade levels • Opportunities to attend multiple grade level professional developments 	<ul style="list-style-type: none"> • Common planning time for support teachers and grade level teachers 	<ul style="list-style-type: none"> • Staff feedback • Professional learning attendance logs
Other	<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			

Statement of Concern #1	Increase the number of students reading on or above grade level
Root Cause #1 - (Within control) Impacts which system(s): <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.
Root Cause #2 - (Within control) Impacts which system(s): <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 have not received training in the science of reading. 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.
Root Cause #3 - (Within control) Impacts which system(s): <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	
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> • Many parents are unable to help students with homework due to limited English proficiency. • Students not consistently completing homework practice • Technology at home to practice standards • Home support with homework • Additional time in the school day to cover prerequisite standards
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students in K-2nd grade performing at proficient or higher on the Next Step Guided Reading Assessment will increase by 10% from May 2023 to May 2024.</p> <p>The percentage of students in 3rd – 5th grade performing at proficient or higher on the Reading Inventory will increase by 10% from May 2023 to May 2024.</p>

Statement of Concern #2	Increase the number of students performing at grade level or above for math proficiency
Root Cause #1 - (Within control) Impacts which system(s): <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 understanding of the diagnostic system in i-Ready with prescriptive support is needed to support ongoing learning in math.
Root Cause #2 - (Within control) Impacts which system(s): <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. More professional development needs to be offered to assist teachers with unfinished learning.
Root Cause #3 - (Within control) Impacts which system(s): <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	Grade-level math workshops were not offered enough to aid parents. Parents did not fully understand the math standards to provide the appropriate help for students. Grade-level math nights were not offered as new standards were introduced.
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> • Students not consistently completing homework practice • Technology at home to practice standards • Home support with homework • Additional time in the school day to cover prerequisite standards
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase by 10% on the MI administration from May 2023 to May 2024.</p>

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p>The percentage of students in K-2nd grade performing at proficient or higher on the Next Step Guided Reading Assessment will increase by 10% from May 2023 to May 2024.</p> <p>The percentage of students in 3rd – 5th grade performing at proficient or higher on the Reading Inventory will increase by 10% from May 2023 to May 2024.</p>
Goal #2	<p>The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase by 10% on the MI administration from May 2023 to May 2024.</p>
Goal #3	
Goal #4	

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 st 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 st 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 Paraprofessional	<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	An instructional paraprofessional will be utilized in 2 nd and 3 rd 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	

<p align="center">GOAL #1</p>	<p>The percentage of students in K-2nd grade performing at proficient or higher on the Next Step Guided Reading Assessment will increase by 10% from May 2023 to May 2024.</p> <p>The percentage of 3rd – 5th grade students performing at proficient or higher on the Reading Inventory will increase by 10% from May 2023 to May 2024.</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p align="center">People Responsible</p>
<p>K-2 teachers will continue to implement daily phonics instruction, with fidelity, to improve word recognition, fluency & writing skills.</p>	<p>UFLI Foundations Lessons, decodable books, phonics manipulatives</p>	<p>Title I</p>	<p>August 2023</p>	<p>Implementation: ELA Lead Teacher will meet with teachers weekly to review standards and expectations for phonics instruction</p> <p>Administrators and coaches will monitor lesson plans in OnCourse and conduct weekly walkthroughs using an academic impact checklist.</p> <p>ELA Lead Teacher will analyze and discuss data with teachers during weekly CCC meetings to determine next steps for instruction.</p> <p>(This implementation plan is a cyclical process.)</p> <p>Artifacts: Lesson plans report in OnCourse and walkthrough checklists/data</p>	<p>Evaluation of Impact: increased achievement in phonics, decoding, and word recognition.</p> <p>Evidence: ELF assessment data, and iReady Phonological Awareness and Phonics Assessment data.</p>	<p>Principal ELA Lead Teacher</p>
<p>3rd - 5th grade teachers will implement morphology instruction to improve</p>	<p>Morpheme Magic</p>	<p>Title I</p>	<p>August 2023</p>	<p>Implementation: ELA Lead Teacher will meet with</p>	<p>Evaluation of Impact: increased achievement in vocabulary</p>	<p>Principal</p>

vocabulary and overall reading comprehension.	instructional resources			<p>teachers weekly to review standards and expectations for morphology and vocabulary instruction.</p> <p>Administrators and coaches will monitor lesson plans in OnCourse and conduct weekly walkthroughs using an academic impact checklist.</p> <p>ELA Lead Teacher will analyze and discuss data with teachers during weekly CCC meetings to determine next steps for instruction.</p> <p>(This implementation plan is a cyclical process.)</p> <p>Artifacts: Lesson plans report in OnCourse and walkthrough checklists/data</p>	<p>subtest on iReady diagnostic assessment.</p> <p>Evidence: Common assessments and iReady Vocabulary and Comprehension assessment data. Write Score assessment data.</p>	ELA Lead Teacher
K-5 Teachers will implement “Book of the Month” and teacher-led extended read alouds to reinforce, introduce, and teach reading/writing standards.	<p>A copy of the “book of the month” for each teacher</p> <p>Grade-level extended read-aloud books.</p>		August 2023	<p>Implementation: Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using an academic impact checklist.</p> <p>Artifacts: Student written responses to read-alouds.</p>	<p>Evaluation of Impact: increased achievement in reading comprehension.</p> <p>Evidence: NSGRA, iReady Comprehension assessment data, and RI data.</p>	Principal ELA Lead Teacher
The 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 2023	<p>Implementation: The administration will attend various team CCCs each week to monitor the implementation of instructional planning meetings</p> <p>Artifacts: CCC sign-in sheet</p>	<p>Evaluation of Impact: increased awareness of expectations for each standard which leads to research-based instructional strategies</p> <p>Evidence: classroom walkthroughs</p>	Principal ELA Lead Teacher
GOAL #2	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase by					

10% on the MI administration from May 2023 to May 2024.						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
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 2023	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	Evaluation of Impact: increased student achievement on math standards Evidence: data from common, formative assessments and i-Ready	<ul style="list-style-type: none"> Principal Math instructional lead teacher
Teachers will collaborate weekly with a math teacher leader for job-imbedded professional development in unpacking standards, Number Talks, problem-solving, guided math instruction, math standards, etc.	Instructional materials to implement hands-on math lessons	Title I	August 2023	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	Evaluation of Impact: increased awareness of the expectations of using research-based instructional strategies Evidence: increased student achievement in math data	<ul style="list-style-type: none"> Principal Math instructional lead teacher
The 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 2023	Implementation: The administration will attend various team CCCs every week to monitor the implementation of instructional planning meetings Artifacts: CCC sign-in sheet	Evaluation of Impact: increased awareness of expectations for each standard which leads to research-based instructional strategies Evidence: classroom walkthroughs	Principal
Quarterly math workshops will be implemented to provide parents with strategies to assist with math problem solving and number sense skills development.	Math manipulatives , hand-outs for parents	Title I	Sept. 2023	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	Evaluation of Impact: 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"> Parent Facilitator Math instructional lead teacher

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" 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	The 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	The 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 (Must be listed in the school policy)	Date(s) Scheduled	Date Completed	"Shall"
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			Standard(s) Addressed
<p>1. Required <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>	08/31/2023		<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>2. Required <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>	10/17//2023		<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>3. Required <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>	04/19/2024		<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>4. Required <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>	07/25/2023		<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
	11/07/2023		
	01/03/2024		
	03/04/2024		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here:</u> Kindergarten Orientation Rising 6th Grade Parents Night</p>	07/28/2023 TBD		<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>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<u>List documents translated for parents:</u>		<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)							
School Developed Family Engagement Activities	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as	Team Lead

(Must be listed in the school policy)				<i>Checklist 5.e</i>		evidence.	
Math/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 type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Math manipulatives, cardstock, and plastic bags for the make-and-take activities	Title I	09/14/23 23	Parent Sign-in Sheet Parent Survey	
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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Math cards and games for completing the activity.	Title I	02/29/20 24	Parent Sign-in Sheet Parent Survey	
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 type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Literacy games, cardstock, plastic bags, dice, and decodable books.	Title I	03/14/20 24	Parent Sign-in Sheet Parent Survey	

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 plans, 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 remain 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 posting 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 has implemented a comprehensive Title I plan, designed to effectively address our school-wide objectives of enhancing student performance in Literacy and Math. Our plan encompasses a range of strategies that have been tailored to meet these goals. These strategies encompass the implementation of Instructional Systems, Effective Leadership, Professional Capacity, Family and Community Engagement, as well as the establishment of a Supportive Learning Environment.

To cater to the specific needs of at-risk students, we have established the RTI process and Data Teams, which enable us to provide targeted support and interventions. Furthermore, we are committed to supporting the academic and emotional well-being of our homeless and foster students. We actively encourage these students to remain at their original school, offering comprehensive assistance and resources through collaboration between our counselor and social worker.

In order to ensure that every child in our school receives the support they require, particularly those who are farthest from achieving proficiency according to state academic standards, we have devised the following approaches:

1. We will allocate Title I funds to hire an additional teacher for the primary grades. This will reduce the student-to-teacher ratio, allowing us to provide more personalized instruction to those students who require additional assistance to meet grade-level standards.
2. Title I funds will be utilized to employ a dedicated Parent Liaison who will serve as a vital link between parents and the school. This role involves providing parents with essential resources such as workshops, materials for borrowing, and both oral and written translation services.
3. To enhance our Language Arts instruction, we will supplement the LETRS curriculum (K-2nd) and Expeditionary Learning (3rd-5th) provided by the County with Mentoring Minds and Write Score resources. Title I funds will be utilized to acquire these supplementary materials.
4. We will utilize Title I funds to promote the adoption and implementation of Number Talks, problem-solving strategies, and the workshop framework across all classrooms. These funds will cover the necessary training and resources to effectively integrate these approaches into our teaching practices.

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 employs a systematic approach by organizing quarterly data meetings to comprehensively analyze assessment data in English Language Arts (ELA) and mathematics. The purpose is to ensure that our students are consistently progressing in both subjects. These meetings involve a thorough evaluation of each student's performance, enabling us to tailor remediation or acceleration strategies according to their individual needs. Moreover, our teachers gather weekly in their Content Collaboration Communities (CCCs) to guarantee that students are meeting the standards and requirements aligned with their academic development. This proactive measure aims to promote a steady increase in academic achievement on a weekly basis. To support this, we employ research-based strategies that utilize differentiated instruction within the framework of balanced literacy and math. By doing so, we create a learning environment that caters to the diverse needs of our students. Furthermore, we utilize annual assessments as a compass to guide our goals and strategies for the upcoming academic year, ensuring a comprehensive and informed approach to student progress.

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 who have not yet met the standards are offered comprehensive intervention services facilitated by both the school district and the local school. These invaluable resources comprise a dedicated math and literacy interventionist, as well as an after-school tutor. To gauge the efficacy of these interventionist strategies and tutoring sessions for at-risk students, data is consistently collected. The obtained data is thoroughly assessed to ensure optimal service provision in the forthcoming quarter, aligning with the results.

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 convene weekly in their Collaborative Curriculum Committees (CCCs) to assess and refine instructional strategies as needed. Our schoolwide plan undergoes revisions, informed by student data and teacher input. Regular quarterly data monitoring creates the platform for implementing beneficial changes to the schoolwide program, enhancing students' academic outcomes.

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's 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, and 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, and 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 Assistant Principal of the school will convene with staff members to explore effective strategies for enhancing student engagement in order to minimize

disruptive behaviors. During these discussions, alternative approaches and a range of consequences applicable within the classroom will be considered to reduce the instances of students being removed from the learning environment due to behavioral infractions. Additionally, the counselor and social worker at Milford Elementary will identify recurring infractions and form small groups to support students in developing strategies to improve their behavior. Milford Elementary will employ the following methods to decrease classroom absences resulting from behavioral issues:

1. Implementation of a "Student of the Day" program, which fosters positive behaviors and provides recognition from the staff. Students who exhibit exceptional behavior will receive public praise on school news and social media platforms, as well as a special reward from educational partners.
2. Milford's administrative staff and school counselor have undergone comprehensive training in Restorative Practice. This approach aims to mend relationships that have been strained due to ongoing disciplinary problems. Restorative practices enable those who have been harmed to express the impact of the harm to the responsible parties, who, in turn, acknowledge this impact and take necessary steps to address it. Our administrative staff will utilize restorative practice meetings involving the student, parent, teacher, and facilitator to promote positive changes in disciplinary behavior.
3. Milford will adopt a "reverse suspension" method for repeat offenders. Unlike traditional suspensions, this approach involves inviting parents to accompany their child to school for the entire day, allowing the student to remain in the classroom while affording parents the opportunity to experience a day of learning alongside their child.
4. Student data will be systematically collected to ensure accurate identification and qualification of students for additional support within a tiered model. A team will convene every six weeks to review and assess the data, ensuring that appropriate services are provided to students who progress 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 are dedicated to enhancing teaching and learning through a focused approach to professional development that upholds high standards. Our primary goal is to improve teaching practices and boost student achievement. We believe that professional development should be tailored to the specific needs of district-wide teachers as well as those in individual schools, equipping them with the knowledge and skills necessary to effectively support their students.

Our vision for professional development extends beyond mere instruction; we aim to foster a sense of community among educators who are committed to elevating student learning. To achieve this, we provide continuous learning opportunities that are targeted, reflective, and coherent. These opportunities serve as stepping stones for career-long growth in teaching and student engagement.

We adhere to research-based practices that have proven successful in professional development. Some of these practices include:

- Offering ongoing learning opportunities for all educators
- Enhancing teaching and learning techniques
- Aligning with student outcomes and the goals of schools and districts
- Allocating dedicated time for teachers to implement new strategies and engage in collaborative planning
- Establishing study groups that delve into various resources such as books and professional magazine articles
- Encouraging the involvement of all educators, including Special Education, ESOL, paraprofessionals, and specialists in subjects such as music, art, science, math, and physical education.

During our Cobb Collaborative Communities, we recognize the importance of continuous growth and learning for educators, ultimately leading to improved teaching practices and student success.

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

SCHOOL RESPONSE:

Enhancing the Transition Experience for Preschool Children:

To facilitate the smooth transition of preschool children into kindergarten, we have devised comprehensive plans. First and foremost, we will utilize Title I funds to acquire a summer bridge workbook specifically designed for incoming kindergarten students. This workbook will serve as a valuable resource for practicing essential skills during the summer preceding the 2023-2024 school year. As a reward for completing the activities, these students will be invited to a joyous summer bridge celebration in the first week of school. Furthermore, we will organize a dedicated parent meeting before the commencement of the academic year to educate parents about the expectations and requirements of kindergarten.

Empowering Fifth Graders for Middle School:

In order to empower our fifth-grade students and equip them with the necessary knowledge and skills for the transition to middle school, Milford Elementary has collaborated with Smitha Middle School. Our esteemed 6th-grade counselor from Smitha Middle School, along with other representatives, will visit each fifth-grade classroom to deliver an informative presentation. This presentation will shed light on the challenges, differences, and opportunities that await students in middle school. The first half of the presentation will provide a comprehensive overview of what students can expect in this new phase of their education. During the second half, students will have the opportunity to ask questions and address any concerns they may have regarding the upcoming academic year. Additionally, we will arrange for our fifth-grade students to visit Smitha Middle School during regular school hours, allowing them to experience a couple of hours in an actual middle school classroom.

Promoting Middle School Readiness:

Throughout the academic year, Milford's counselor will conduct engaging and informative lessons on valuable tips and strategies for preparing for middle school. These lessons will be delivered to fifth-grade classes. To ensure effective communication, we will also host 5th-grade parent workshops, during which parents will receive the same information as their children. By engaging both students and parents, we aim to provide comprehensive support and guidance as our students transition to middle school.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED to** 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*