



Approved Final Copy
August 27, 2024

School Improvement Action Plan



School Year:	2024-2025
School Name:	Milford Elementary
Principal Name:	Dr. Tiffany Jones
Date Submitted:	June 6, 2024
Revision Dates:	8/8/24, 9/13/24

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Milford Elementary
<i>Team Lead</i>	Dr. Tiffany Jones
<i>Position</i>	Principal
<i>Email</i>	Tiffany.Jones2@cobbk12.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)]

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.**

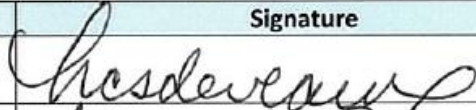
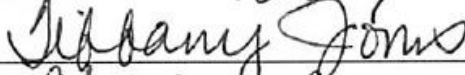
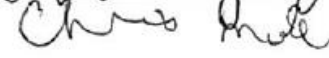

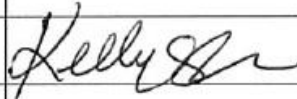
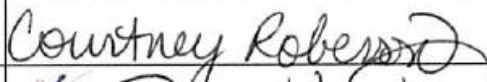
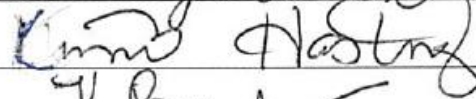
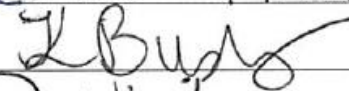
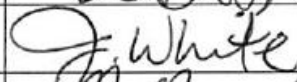
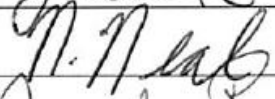
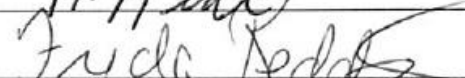
Positions and Roles to consider when developing the SIP Committee.

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 20, 2024
-------------------------	---------------------

Position/Role	Printed Name	Signature
Principal	Dr. Hermia Simmons-Deveaux	
2024-2025 Principal	Dr. Tiffany Jones	
Assistant Principal	Chris Moll	
Parent Facilitator	Elsa Alejandra Constantino-Toto	
Student Support Administrator	Patrice Honore	
Title I Supervisor	Cheryl Johnson	
Counselor	Kelly Jenkins	
Social Worker	Joanna Jasso	
Kindergarten Teacher	Courtney Roberson	
1 st Grade Teacher	Kimi Hasting	
2 nd Grade Teacher	Katie Busby	
3 rd Grade Teacher	Jessica White	
4 th Grade Teacher	Natasha Neal	
5 th Grade Teacher	Freda Redding	

EIP Teacher – Math Lead	Dr. Tykier Brown	Tykier Brown
EIP Teacher – ELA Lead	Suzanne Price	Suzanne Price
Specialist Teacher	John Serna	John Serna
ESOL Teacher	Lisa Cabrera	Lisa Cabrera
Core Connections Teacher	Courtney Weldon	Courtney Weldon
Special Education Teacher	Sharmonica Prince	Sharmonica Prince
Secretary	Nicole Sandy	Nicole Sandy
Partner In Education – Girls Scouts of Atlanta	Donna Joseph	Donna Joseph
Parent	Araceli Correa	Araceli Correa

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 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 (NSGRA) will increase by 10% from August 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 August 2023 to May 2024.</p>																					
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO																						
<p>What data supports the outcome of the goal?</p>	<p>Assessment data shows the following proficiency levels: Kindergarten: increased proficiency from 27% to 39%. 1st Grade: increased 13% to 35% 2nd Grade: increased 18% to 40% 3rd Grade: increased 15% to 41% 4th Grade: increased 18% to 37% 5th Grade: increased 35% to 60%</p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Percentage of Students Scoring Proficient or Higher</caption> <thead> <tr> <th>Grade</th> <th>August</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>KINDERGARTEN</td> <td>27</td> <td>39</td> </tr> <tr> <td>1ST GRADE</td> <td>13</td> <td>35</td> </tr> <tr> <td>2ND GRADE</td> <td>18</td> <td>40</td> </tr> <tr> <td>3RD GRADE</td> <td>15</td> <td>41</td> </tr> <tr> <td>4TH GRADE</td> <td>18</td> <td>37</td> </tr> <tr> <td>5TH GRADE</td> <td>35</td> <td>60</td> </tr> </tbody> </table> </div>	Grade	August	May	KINDERGARTEN	27	39	1ST GRADE	13	35	2ND GRADE	18	40	3RD GRADE	15	41	4TH GRADE	18	37	5TH GRADE	35	60
Grade	August	May																				
KINDERGARTEN	27	39																				
1ST GRADE	13	35																				
2ND GRADE	18	40																				
3RD GRADE	15	41																				
4TH GRADE	18	37																				
5TH GRADE	35	60																				

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 3rd-grade students reading below Lexile 400 from January – May contributed to student success in literacy.

Previous Year's Goal #2	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.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	The Mathematics Inventory (MI) data indicates that Milford increased the percentage of students scoring proficient or better by 17% from August 2023 to May 2024.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	N/A

<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 used Title I funds for an additional paraprofessional and class-size reduction teacher for the 2023-2024 school year. These additional allotments contributed to the additional small group, targeted instruction for many of our students. 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) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> • Walkthrough data indicates that 75% of kindergarten through 2nd grade teachers are actively implementing the UFLI program with fidelity, indicating a growing understanding of the science of reading and an increased understanding of instructional strategies targeting phonological awareness. • Walk through data indicates that 90% of classes consistently participate in the Book of the Month read aloud. Lesson plans also show that teachers regularly include interactive read-alouds in literacy instruction. 	<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. • An average of 42% of our students K-5 are reading on grade level. 	<ul style="list-style-type: none"> • Walk-through data • RI • NSGRA • Write Score • i-Ready Diagnostic Assessment
Math	<ul style="list-style-type: none"> • Teachers developed a better understanding of strategies used to teach math standards. The first quarter math interims indicate that an average of 72% of our students scored in the developing, proficient, or distinguished performance bands. During the second quarter, math interims indicate that 76% of our students scored in the developing, proficient, or distinguished performance bands. • A variety of hands-on math activities being utilized. i-Ready data indicates an overall increase of 17% points from the beginning of the year. 	<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

	<ul style="list-style-type: none"> Differentiated instruction to address students' needs has increased. Look-fors data indicates that teachers are implementing the balanced math framework 88% of the time that administrative walkthroughs are conducted. Small group instruction was the major component noted to differentiate instruction for students. 		
Science	<ul style="list-style-type: none"> usage of hands-on science materials Student milestones data indicates an increase of 5% of the students scoring in the proficient range. 	<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 Data indicates concerns in all domains of science. 	<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 discipline and small group counseling to provide instructional support 71 office referrals 	<ul style="list-style-type: none"> Student of the Day referrals Administration office referrals
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> Teachers attend weekly professional learning for literacy and math Milford has provided protective time for professional learning and teacher collaboration. 	<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

	<ul style="list-style-type: none"> Weekly professional learning opportunities ensure that teachers follow the scope and sequence of the standards with fidelity 		
Other			

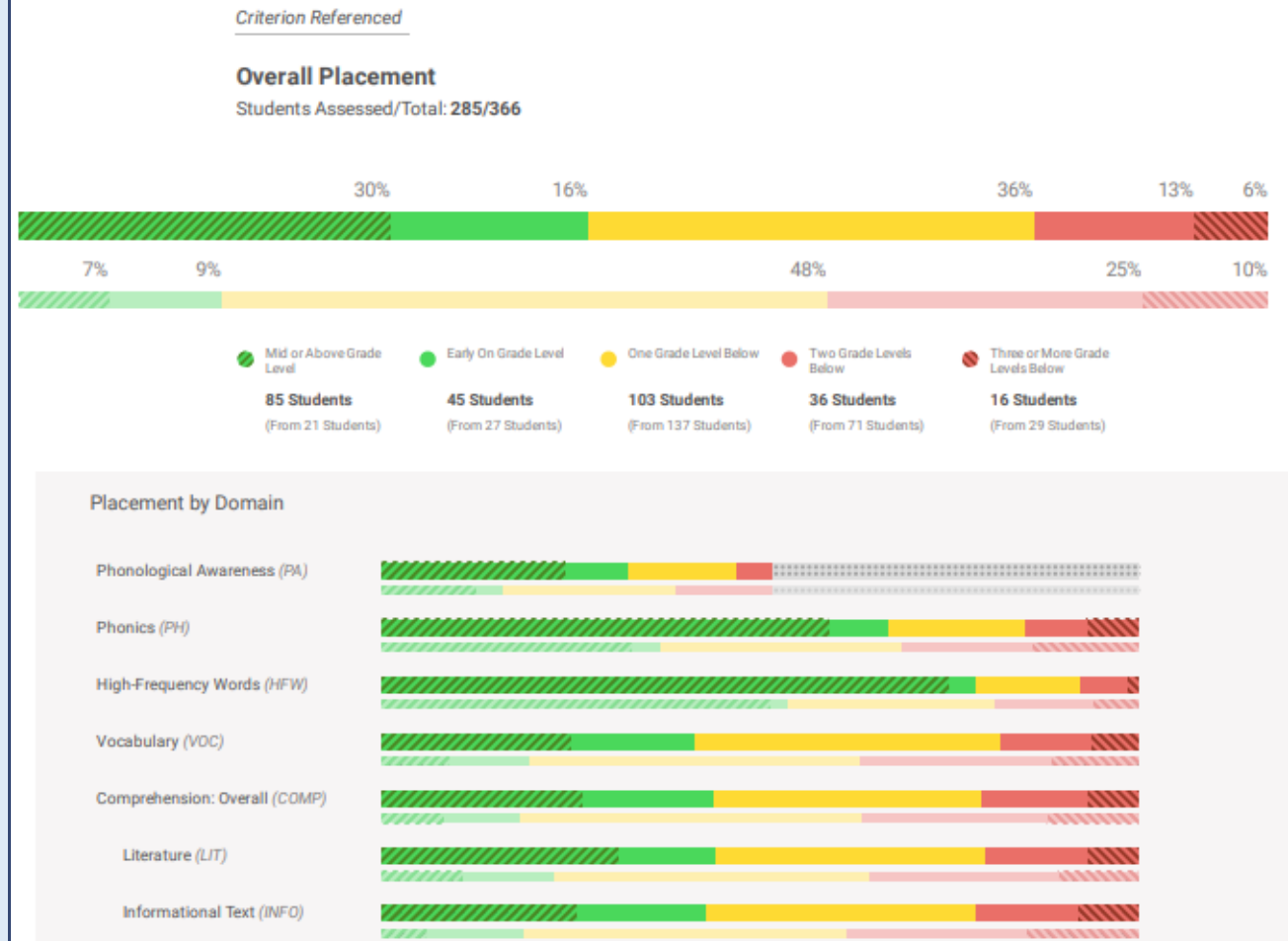
Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<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"> Early Literacy Framework implemented with fidelity ACCESS scores indicate that 86% of MLLs improved their overall composite score from the previous school year. Third and fourth grade students participating in the Read 180/System 44 reading intervention programs increased their Lexile an average of 177 points during the 2023-2024 school year. 	<ul style="list-style-type: none"> Lack of appropriate independent reading materials for ELLs. Limited knowledge of instructional strategies aligned with the science of reading by 3rd – 5th grade teachers. 	<ul style="list-style-type: none"> RI/NSGRA ACCESS iReady Diagnostic Assessment
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
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 	<ul style="list-style-type: none"> Classroom assessments 5th-grade Milestones data

			Time constraints	
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	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

RI and NSGRA data show 21% of students reading on or above grade level in the fall of 2023. According to the beginning of the year iReady diagnostic assessment, students show significant deficits in the phonological awareness, phonics, and vocabulary domains. These deficits are impacting student's overall levels of reading proficiency.



<p>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</p>	<p>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 ELF resources, 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.</p>
<p>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</p>	<p>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.</p>
<p>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</p>	
<p>Contributing Factors (Outside of control)</p>	<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>Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students in K-2nd grade performing at proficient or higher on the iReady Diagnostic assessment will increase by 15% from May 2024 to May 2025.</p> <p>The percentage of 3rd – 5th grade students performing at proficient or higher on the Georgia Milestone assessment will increase by 15% from May 2024 to May 2025.</p>

Statement of Concern #2	<p>Increase the number of students across all student groups performing at or above grade level in the domain of algebraic thinking. The iReady data indicates that 15% of our students are at-risk in this specific domain. The majority of the students at-risk consist of students receiving EIP services.</p>
Root Cause #1 - (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	<p>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. End-of-year i-Ready data indicates that 15% of our students are at-risk in the area of algebraic thinking although the standards are addressed all school year.</p>
Root Cause #2 - (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	<p>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. During the 2024-2025 school year, the CCC process will include a revised approach to intentionally focus more on the priority standards while disaggregating data for student proficiency.</p>
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	<p>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.</p>
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<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>By May 2025, students in K-2nd grades will increase their level of achievement to proficient or advanced by 15% from August 2025 to May 2025 on the Beacon assessment.</p> <p>The percentage of 3rd – 5th grade students performing at proficient or higher on the section of the Georgia Milestone assessment will increase by 15% May 2024 to May 2025.</p>

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p>The percentage of students in K-2nd grade performing proficient or higher on the Amira assessment will increase by 15% from August 2024 to May 2025.</p> <p>The percentage of 3rd – 5th grade students performing at proficient or higher on the reading section of the Georgia Milestone assessment will increase by 15% from May 2024 to May 2025.</p>
Goal #2	<p>By May 2025, students in K-2nd grades will increase their level of achievement to proficient or advanced by 15% from August 2025 to May 2025 on the Beacon assessment.</p> <p>By May 2025, students in 3rd-5th grades will increase their level of achievement to proficient or advanced from 34% (58 students) to 49% (83 students) on the math Milestones assessment.</p>
Goal #3	
Goal #4	

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

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

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.
	<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	
	<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 style="text-align: center;">GOAL #1</p>	<p>The percentage of students in K-2nd grade performing proficient or higher on the Amira assessment will increase by 15% from May 2024 to May 2025.</p> <p>The percentage of 3rd – 5th grade students performing at proficient or higher on the Georgia Milestone assessment will increase by 15% from May 2024 to May 2025.</p>					
<p style="text-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 style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;">People Responsible</p>
<p>K-3 teachers will implement explicit phonics instruction daily during the uninterrupted literacy block as indicated by monthly walkthrough data.</p>	<p>UFLI Foundations Lessons, decodable books, phonics manipulatives (K-2)</p> <p>CTLS Enhanced phonics lessons (3rd Grade)</p>	<p>Title I</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of K-2 teachers will implement UFLI phonics program with fidelity.</p> <p>100% of 3rd grade teachers will implement the CTLS Enhanced phonics lessons with fidelity.</p> <p>Implementation Plan: August: Provide refresher training to K-3 teachers on program components and resources</p> <p>August – May: ELA Lead Teacher will provide bi-weekly PL aligned with the science of reading.</p> <p>August – May: Administrators and coaches will monitor lesson plans in OnCourse</p>	<p>Evaluation Performance Target: By May 2025 70% of K-2 students will score proficient or higher on the iReady EOY Diagnostic assessment domain of phonics.</p> <p>Evaluation plan: Beginning in August 2024 all K-2 teachers will administer the iReady diagnostic assessment.</p> <p>ELF assessments will be administered four times each marking period. Results will be analyzed during CCCs.</p> <p>Instructional adjustments will be noted in weekly CCC minutes and daily lesson plans. ELF assessment data will be shared with administration monthly.</p> <p>Evidence:</p>	<p>Principal</p> <p>ELA Lead Teacher</p> <p>Grade Level CCCs</p>

				<p>September – April: Administrators, coaches, and teachers will conduct weekly walkthroughs using an academic impact checklist.</p> <p>August – May: Weekly grade-level CCCs will analyze and discuss formative assessments to determine the next steps for instruction.</p> <p>September Monthly walkthroughs focusing on UFLI implementation.</p> <p>Artifacts: Weekly lesson plans and walkthrough form.</p>	<p>ELF assessment data iReady diagnostic assessment data.</p>	
<p>Kindergarten through third grade teachers will implement consistent vocabulary instruction to improve reading comprehension by explicit instruction of three grade level appropriate words per week as indicated by monthly walk-through data.</p>	NA	NA	August 2024	<p>Implementation Performance Target: 100% of K-3 teachers will explicitly teach three grade level appropriate vocabulary words each week.</p> <p>Implementation Plan: August: ELA Lead teacher will facilitate bi-weekly PL session on LETRS vocabulary instructional routine.</p> <p>August – May: K-3rd grade teachers will introduce three new grade-level appropriate vocabulary words each week using the LETRS vocabulary instructional routine.</p>	<p>Evaluation Performance Target: K-3rd grade students will increase their performance on the iReady Diagnostic assessment by 15%, in the vocabulary domain, by May of 2025.</p> <p>Evaluation plan: In August, January, and May all K-3rd grade teachers will administer the iReady diagnostic assessment. Results will be analyzed during quarterly data team meetings, focusing specifically on the vocabulary domain.</p>	

				<p>September – April: Administrators, coaches, and teachers will conduct monthly walkthroughs using an academic impact checklist.</p> <p>Artifacts: Weekly lesson plans and walkthrough form.</p>	<p>Evidence: Data from iReady diagnostic assessment and walk-through data.</p>	
<p>4th - 5th-grade teachers will implement vocabulary and advanced word study instruction weekly during the uninterrupted literacy block as indicated by monthly walkthrough data.</p>	<p>CTLs Intermediate Word Study and Phonics resources</p>	<p>Title I</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of 4-5 teachers will implement daily advanced word study instruction with fidelity.</p> <p>Implementation Plan: August: Provide introductory training to 4th and 5th grade teachers on program components and resources.</p> <p>August – May: ELA Lead Teacher will provide bi-weekly PL aligned with the science of reading, targeting vocabulary and advanced word study.</p> <p>August – May: Administrators and coaches will monitor lesson plans in OnCourse and conduct weekly walkthroughs using an academic impact checklist.</p>	<p>Evaluation Performance Target: By May 2025 70% of 4-5th grade students will score proficient on the vocabulary domain on the iReady Diagnostic Assessment.</p> <p>Evaluation plan: In August, January, and May all 4-5th grade teachers will administer the iReady diagnostic assessment. Results will be analyzed during quarterly data team meetings, focusing specifically on the domains of vocabulary, literary comprehension, and informational comprehension.</p> <p>Additionally, results from common assessments will be analyzed during weekly CCC meetings. Adjustments will be noted in weekly CCC</p>	<p>Principal</p> <p>ELA Lead Teacher</p> <p>Grade Level CCCs</p>

				<p>August – May: Weekly grade-level CCCs will analyze and discuss formative assessment to determine the next steps for instruction.</p> <p>September Monthly walkthroughs focusing on advanced word study instruction</p> <p>Artifacts: Weekly lesson plans and walkthrough form.</p>	<p>minutes and daily lesson plans.</p> <p>Evidence: Data from common assessments, iReady diagnostic assessment, and walk-through data.</p>	
Teachers will implement ELlevation strategies for multilingual learners during ELA instruction.	Elevation Platform	Title III	September 2024	<p>Implementation Performance Target: 100% of K-3 teachers will implement ELlevation strategies during daily ELA instruction.</p> <p>Implementation Plan: Beginning in September, ESOL lead teacher in, collaboration with Title III, will facilitate professional development on the ELlevation platform.</p> <p>Classroom teachers will include ELlevation strategies in daily lesson plans.</p> <p>Artifacts: Weekly lesson plans and walkthrough form.</p>	<p>Evaluation Performance Target: K-3rd grade EL students will increase their performance on the iReady Diagnostic assessment by 15% by May of 2025.</p> <p>Evaluation plan: In August, January, and May all K-3rd grade teachers will administer the iReady diagnostic assessment. Results will be analyzed during quarterly data team meetings, focusing specifically on the vocabulary domain.</p> <p>Evidence: Data from iReady diagnostic assessment and walk-through data.</p>	

<p style="text-align: center;">GOAL #2</p>	<p>By May 2025, students in K-2nd grades will increase their level of achievement to proficient or advanced by 15% from August 2025 to May 2025 on the Beacon assessment.</p> <p>By May 2025, students in 3rd-5th grades will increase their level of achievement to proficient or advanced from 34% (58 students) to 49% (83 students) on the math Milestones assessment.</p>					
<p style="text-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 style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-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 style="text-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 style="text-align: center;">People Responsible</p>
<p>K-5 teachers will utilize Title 1 purchased, i-Ready to address math deficits in all domains for all student groups and used daily to differentiate instruction.</p>	<p>Math manipulatives , i-Ready technology</p>	<p>Title I</p>	<p>August 2024</p>	<p>Implementation Performance Target:</p> <p>100% of K-5 teachers will implement i-Ready math to address students’ deficits by September 2024</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • Provide refresher training on i Ready math implementation • K-5 teachers will implement a balanced math framework and iReady resources as evidenced by walkthrough data to improve tier 1 instruction. • K-5 teachers will use iReady assessment data to guide tier one instructional planning. <p>Artifacts:</p> <ul style="list-style-type: none"> • PL agenda for i-Ready refresher & sign-in sheet • PL presentation materials • Lesson plans 	<p>Evaluation Performance Target:</p> <p>100% of K-5 students will utilize the iReady platform at least 3 times weekly.</p> <p>75% of students in K-5 will meet their iReady mid-year growth goal as measured by the diagnostic assessment.</p> <p>75% of students in K-5 will meet their iReady end-of-year growth goal as measured by the diagnostic assessment.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Students will be assessed mid-year and end-of-year. <p>Evidence:</p> <ul style="list-style-type: none"> • iReady usage reports 	<ul style="list-style-type: none"> • Administration • Math instructional lead teacher

				<ul style="list-style-type: none"> • Walk-through data • I-Ready usage data 	<ul style="list-style-type: none"> • Instructional walks data • Math common assessments 	
Teachers will collaborate bi-weekly with a math lead teacher for job imbedded professional development focused on instructional strategies and activities to increase students' number sense and understanding of algebraic thinking skills.	Instructional materials for hands-on activities	Title 1	August 2024	<p>Implementation Performance Target:</p> <p>100% of K-5 teachers will collaborate bi-weekly with the math instructional lead for job-imbedded professional development.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • Instructional math lead will meet with grade level teams each Wednesday for job-imbedded professional development • K-5 teachers will implement strategies and activities covered in weekly staff development meetings • Administration and instructional math lead teacher will monitor the implementation of strategies and activities using a walk-through form • Math instructional lead teacher will share walkthrough data with grade-level teams and make adjustments as needed. <p>Artifacts:</p>	<p>Evaluation Performance Target:</p> <p>At least 75% of our students will score at least 80% on the end-of-unit assessments.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Students will complete common summative assessment the end of each unit. • Students will complete formative assessments throughout each unit. <p>Evidence:</p> <ul style="list-style-type: none"> • End-of-unit assessments 	<ul style="list-style-type: none"> • Administration • Math instructional lead teacher

				<ul style="list-style-type: none"> • PL agendas & sign-in sheets • PL presentation materials • PL schedule • Lesson plans • Walk-through data 		
K-5 grade teachers will implement a daily number sense activity to increase students' understanding of algebraic thinking as measured by walk-through data.	Materials to support number sense activities	Title I	August 2024	<p>Implementation Performance Target:</p> <p>100% of K-5 teachers will implement a daily number sense activity during whole group instruction by September 2024.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • The math instructional lead teacher will provide number sense activities each Wednesday during in the CCC meetings during the month of August to provide a variety of choices for number sense activities. • The math instructional lead teacher will provide additional number sense activities at the beginning of each Wednesday math CCC for K-5 teachers to add to their toolbox of instructional strategies. • K-5 teachers will implement number sense activities daily when beginning their math instructional block. • Administration and the math instructional lead 	<p>Evaluation Performance Target:</p> <p>At least 75% of our students will score at least 80% on the end-of-unit assessments.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Students will complete common summative assessment the end of each unit. • Students will complete formative assessments throughout each unit. <p>Evidence:</p> <ul style="list-style-type: none"> • End-of-unit assessments 	<ul style="list-style-type: none"> • Administration • Math instructional lead teacher

				<p>teacher will monitor the use of number sense activities during walkthroughs</p> <ul style="list-style-type: none"> • Walkthrough data for number sense activities will be shared quarterly with K-5 teachers. <p>Artifacts:</p> <ul style="list-style-type: none"> • PL agendas & sign-in sheets • PL presentation materials • Lesson plans • Walk-through data 		
Semester 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	October 2024	<p>Implementation Performance Target:</p> <p>Milford will host at least one family engagement math night each semester of the school year.</p> <p>A Publix math night will be conducted during the second semester of the school year.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • Provide information on the 1st semester workshop during Open House in September • Plan and purchase games/activities for family game night in September • Contact Publix in October to decide on the exact date of the 2nd semester workshop. 	<p>Evaluation Performance Target:</p> <p>At least 50% of our families will participate in both math workshops during the 1st semester and 2nd semester of the school year as measured by sign-in sheets and parent survey data.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Parent facilitator will create sign-in sheets for parents for both workshops • A QR code will be available at both workshops for parents to scan with their phones to give feedback on both events. <p>Evidence:</p>	<ul style="list-style-type: none"> • Parent Facilitator • Math instructional lead teacher

			<ul style="list-style-type: none"> • Create activities for math Publix night in December. • Send out workshop information in CTLS Parent 2 weeks prior to implementation. • Send out workshop information 2 days prior, 1 day prior, and on the day of the event to increase participation. <p>Artifacts:</p> <ul style="list-style-type: none"> • CTLS parent notifications • Sign-in sheets • Workshop materials 	<ul style="list-style-type: none"> • Sign-in sheets • Parent surveys 	
--	--	--	---	--	--

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.	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	Provide opportunities and resources to assist students with experiencing balanced literacy; provide technology to virtual students to access the learning portal	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	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.	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 instructional materials that are inclusive of different races/ethnicities	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	Provide family support and relevant resources.	CCC materials for weekly meetings; tutoring resources for instruction	Title I

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

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 30, 2024</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>	August 29, 2024		<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 , November 4, 2024</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>	October 15-18, 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>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 20, 2025</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>	April 17, 2025		<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:</u> PL#1 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</p>	July 31, 2024		
	December 4, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	January 2, 2025		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	April 1, 2025		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p>	July 30, 2024		<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 (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Family Game 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	Instructional games Copy supplies	Title I	3/6/2025	Parent surveys Sign in sheet	Instructional Lead Teacher Parent Facilitator
STEAM 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	Supplies for hands-on science, art, and math activities Copy supplies	Title I	11/7/24	Parent surveys Sign in sheet	STEAM Committee
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	Copy supplies	Title I	4/17/25	Parent surveys Sign in sheet	Math Instructional Lead

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

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

School Improvement Plan Required Questions

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

1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**
3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages. SWP Checklist 5(d)**
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. **SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

Milford Elementary 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.

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

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

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

SCHOOL RESPONSE:

The 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 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

Comprehensive Needs Assessment – Section 1114(b)(1)(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*