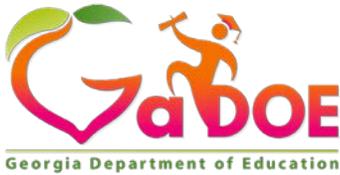


# School Improvement Plan 2018-2019



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Richard Woods, State School Superintendent  
“*Educating Georgia’s Future.*”

This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia’s planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- |   |                   |
|---|-------------------|
| • Georgia’s Systems of Continuous Improvement Overview                  | February 10, 2017 |
| • Planning and Preparation  | February 17, 2017 |
| • Coherent Instructional System   | February 24, 2017 |
| • Effective Leadership  | March 3, 2017     |
| • Professional Capacity   | March 10, 2017    |
| • Family and Community Engagement                                       | March 17, 2017    |
| • Supportive Learning Environment                                       | March 24, 2017    |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017    |
| • Problem Solving Process and Selecting Interventions                   | April 7, 2017     |
| • Improvement Planning - Systems and Processes                          | April 21, 2017    |
| • Planning - Budgeting  | April 28, 2017    |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP)              | May 5, 2017       |

To contact the Department with any questions related to this plan, please email [federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us) and include “CNA Question” in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at [nhandville@doe.k12.ga.us](mailto:nhandville@doe.k12.ga.us).

## GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



### *Systems to Improve (What to Improve)*

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

### *Georgia's Systems of Continuous Improvement*

**Effective Leadership:** A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

**Professional Capacity:** A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

### ***Georgia's Systems of Continuous Improvement***

**Supportive Learning Environment:** A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

### ***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation:** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan:** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

**Step 5: Examine Progress:** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

*Georgia's Systems of Continuous Improvement*

# Georgia Department of Education

## School Improvement Plan

### 1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Cobb County Schools
<i>School Name</i>	Milford Elementary
<i>Team Lead</i>	Dr. Hermia Simmons-Deveaux
<i>Position</i>	Principal
<i>Email</i>	Hermia.Simmons-Deveaux@cobbk12.org
<i>Phone</i>	678-842-6966
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
<input type="checkbox"/>	“Fund 400” - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
<input checked="" type="checkbox"/>	Free/Reduced meal applications
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

*Specific                      Measurable                      Attainable                      Relevant                      Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

#### 2.1.1 Completing the Improvement Goals Tables

Enter the school’s two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia’s Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

**Coherent Instructional System**

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

**Effective Leadership**

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

**Professional Capacity**

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

**2. School Improvement Goals**

**Family and Community Engagement**

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

**Supportive Learning Environment**

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

## 2.2 OVERARCHING NEED #1

Overarching Need	
Lack of proficiency in literacy.	
Root Cause #1	Students lack the necessary phonics, phonemic awareness and/or vocabulary skills to properly decode words when reading passages.
Root Cause #2	Inconsistencies with instructional practices related to the lack of understanding as it relates to DOK levels in reading and writing.
Root Cause #3	Students lack skills to comprehend text, interpret meaning, and make inferences.
Root Cause #4	Students lack the prerequisite skills in reading (i.e. comprehension and vocabulary) to assist them in responding in writing to textual based questions.
Root Cause #5	Lack of reading stamina
<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 38% to 50% on the RI administration from August 2018 to May 2019.

### 2. School Improvement Goals

**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 38% to 50% on the RI administration from August 2018 to May 2019.
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<b>Structure(s)</b>	CIS-1, CIS-2, CIS-3, CIS-4
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Teachers in K-2 will implement the new phonics adoption with fidelity.	Title I Funds	a. August 2018; daily	Academic Coach
		b. Academic Impact Checklist/iWalk; lesson plans; observational feedback	
2. All teachers will implement the balanced literacy framework with fidelity with a focus on guided reading and conferring, and guided writing.	Title I Funds – Mentoring Minds ELA activities and WriteScore	a. August 2018; daily	Academic Coach
		b. Academic Impact Checklist/iWalk; lesson plans; observational feedback	
3. Students will read independently daily during covered independent reading time.	Title I Funds – Mentoring Minds ELA activities and WriteScore	a. August 2018; daily	Academic Coach
		b. Walk-throughs during independent reading time.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Take home books will be distributed to assist with the balanced literacy framework on students’ instructional reading levels.	Provide family support and relevant resources
English Learners	Migrant
Teachers will incorporate the speaking and learning standards into their lessons.	Work with IWC to identify any migrant students and provide support to students and families as needed.

	Implement a process to provide additional instructional time during the school day to address gaps resulting from mobility.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Provide support and relevant resources	Quarterly collaboration between classroom teachers and special education teachers.

**EFFECTIVE LEADERSHIP**

<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 38% to 50% on the RI administration from August 2018 to May 2019.
<b>Structure(s)</b>	EL-1, EL-2, EL-3, EL-4, EL-5

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Administration will continue to provide protected time and establish protocols to ensure that teachers collaborate weekly with the academic coach to plan literacy instruction	Title I	a. August 2018; weekly	Principal
		b. Collaboration walk-throughs	
2. Administration will empower academic coach to observe instructional practices and give feedback to teachers. .	Title I	a. August 2018; weekly	Principal
		b. Classroom walk-throughs using iWalk	
3. Administration will continue to attend data meetings to provide feedback and support teacher during the data team process in literacy.	N/A	a. August 2018; twice a quarter	Principal
		b. Teacher sign-in; data team notebook; formative assessment data	
4. Employ an academic coach to support implementation of literacy instructional strategies and collaborative planning processes.	Title I	a. July 2018; annually	Principal
		b. Alternative Evaluation Instrument	
5. Share data from iWalk monthly with grade level teams.		a. August 2018; monthly	

	Title I	b. Data in iWalk application	Principal
6. Employ a parent facilitator to support family and community engagement across all content areas.	Title I	a. July 2018; annually	Principal
		b. Alternative Evaluation Instrument	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Provide support and relevant resources		Provide support and relevant resources	
<b>English Learners</b>		<b>Migrant</b>	
Continue to provide general education teachers trainings with ESL teachers regarding student goals and language objectives.		Ensure processes are in place to meet the needs of any migrant students that may enroll.  Implement processes to provide additional instructional time during the school day to address learning gaps.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
Provide support and relevant resources		Administration will ensure that SPED teachers collaborate with teams and academic coach weekly.	

<b>PROFESSIONAL CAPACITY</b>			
<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 38% to 50% on the RI administration from August 2018 to May 2019.		
<b>Structure(s)</b>	PC-2, PC-4		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b> <b>b. Method for Monitoring</b>	<b>Position/Role Responsible</b>

1. Collaboration with teams conducted by literacy coach on teaching students to provide evidence to support their thinking in literacy.	Title I	a. August 2018; weekly	Academic Coach
		b. Training sign-in sheet/Lesson Plans/Classroom Observations	
2. Teachers will collaborate weekly with the academic coach for job-imbedded professional development with a focus on guided reading, conferring, and content literacy.	Title I	a. August 2018; compile data monthly for each grade level	Academic Coach & District Coach
		b. Training sign-in sheet/iWalk Observation Data	
3. Teachers will be notified of district trainings related to improving literacy instruction.	Title I	a. August 2087; TBD	Academic Coach
		b. Workshop re-delivery for grade level teams	
4. Teachers in K-2 will continue to receive training on the new phonics adoption provided by the school district	Title I	a. August 2018; weekly	Academic Coach
		b. Academic Impact Checklist/iWalk	
5. K-5 teachers will receive training on teaching students to use strategies to explain their reasoning (CER, RACE, annotating text and accountable talk).	Title I	a. August 2018; weekly	Academic Coach
		b. Academic Impact Checklist/iWalk	
6. Attend local, state, and national conferences to support literacy instruction across content areas.	Title I	a. October 2018; TBD	Principal/Academic Coach
		b. conference agendas; travel documentation	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Provide support and relevant resources	Provide family support and relevant resources
<b>English Learners</b>	<b>Migrant</b>
General education teachers will receive training on incorporating EL strategies in their lessons.	Upon enrolling, assess to determine skill level and provide support accordingly.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

Provide support and relevant resources	General education teachers will receive training on how to incorporate special education strategies within their lessons.
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**FAMILY and COMMUNITY ENGAGEMENT**

<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 38% to 50% on the RI administration from August 2018 to May 2019.
<b>Structure(s)</b>	FCE-1, FCE-2, FCE-3, FCE-4, FCE-5, FCE-6

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Quarterly academic workshops will be implemented to provide parents with strategies to assist with homework and encourage independent reading at home.	Title I	a. August 2018; monthly	Parent Facilitator
		b. Workshop sign-in sheet; agenda; parent evaluation	
2. Provide families with school policy and compact to support literacy goal at home.	Title I	a. October 2018; annually	Parent Facilitator
		b. Workshop sign-in sheet; agenda; parent evaluation	
3. "Terrific Kids" celebrations will occur quarterly to support student success.	Title I	a. August, October, January, March	Parent Facilitator
		b. Literacy Data	
4. Hispanic School Council to support literacy initiative	Title I	a. October 2018; monthly	Principal
		b. School Council sign-in sheet and agenda	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Provide support and relevant resources	Provide family support and relevant resources
English Learners	Migrant

ESOL teachers will reach out to ELL parents to attend workshops. ESOL teachers will support the Hispanic School Council. The parent compact and policy will be translated for Spanish speaking parents.	Upon enrolling, assess to determine skill level and provide support accordingly
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Provide support and relevant resources	SPED teachers will reach out to parents of students with disabilities to attend workshops.

### SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 38% to 50% on the RI administration from August 2018 to May 2019.
<b>Structure(s)</b>	SLE-1, SLE-2, SLE-3

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. A computer schedule will be created to ensure that students are assessed on the RI in a timely manner	N/A	a. August 2018, December 2018, May 2019	Academic Coach
		b. Computer Schedule	
2. Implement the data team process with fidelity to identify students that are not making progress in literacy.	Title I	a. August 2018; twice a quarter	Principal
		b. data team notebook; student grades	
3. Students scoring below proficient will receive extra support from a literacy strategy specialist.	Title I	a. September 2018; daily	Strategy Specialist
		b. Data notebook of strategy specialist	
4. Provide tutoring during the school day for students that are reading below level as measured by the RI	Title I	a. September 2018; twice a week	Principal
		b. data from RI	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Provide support and relevant resources	Provide family support and relevant resources
<b>English Learners</b>	<b>Migrant</b>
ELL students will receive instruction from a certified ESOL teacher to support their literacy learning needs.	Implement a process to provide additional instructional time during the school day to address gaps resulting from mobility.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Provide support and relevant resources	Students with disabilities will be provided with a SPED teacher to support their identified literacy needs.

# SCHOOL IMPROVEMENT PLAN

## 2.3 OVERARCHING NEED #2

Overarching Need	
Increase the academic achievement in math.	
Root Cause #1	Students are lacking basic fact fluency.
Root Cause #2	Students have difficulty with problem solving skills.
Root Cause #3	Students are lacking the necessary prerequisite math skills to master grade level standards.
Root Cause #4	Lack of vertical collaboration on math standards.
Root Cause #5	Teachers lack an understanding of the DOK related to the math standards.
<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 33% to 50% on the MI administration from August 2018 to May 2019.

## COHERENT INSTRUCTIONAL SYSTEM

<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 33% to 50% on the MI administration from August 2018 to May 2019.		
<b>Structure(s)</b>	CIS-1, CIS-2, CIS-3, CIS-4		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. K-5 teachers will continue to implement guided math with fidelity to include constructed responses daily.	N/A	a. August 2018; daily	Academic Coach
		b. Academic Impact Checklist/iWalk	
2. K-5 teachers will implement Number Talks with fidelity with a focus on questioning.	N/A	a. August 2018; daily	Academic Coach
		b. Academic Impact Checklist/iWalk	
3. Utilize Fast Math with fidelity to support students' basic math fact fluency	Title I	a. August 2018; 3 times a week	Academic Coach
		b. Fast Math data	
4. Implement "Target the Question" school wide to support problem solving strategies.	Title I	a. August 2018; daily	Principal
		b. focus walk; student conferences	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Provide support and relevant resources		Provide family support and relevant resources	
<b>English Learners</b>		<b>Migrant</b>	
ESOL teachers will additionally attend trainings to assist ELL students.		Upon enrolling, assess to determine skill level and provide support accordingly	

Race/Ethnicity/Minority	Students with Disabilities
Provide support and relevant resources	SPED teachers will receive math training to assist students with disabilities.

<b>EFFECTIVE LEADERSHIP</b>
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<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 33% to 50% on the MI administration from August 2018 to May 2019.
<b>Structure(s)</b>	EL-1, EL-2, EL-3, EL-4, EL-5

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Administration will continue to provide protected time and establish protocols to ensure that teachers collaborate weekly with the academic coach to plan math instruction. .	N/A	a. August 2018; weekly	Principal
		b. Collaboration Walk-throughs	
2. Administration will continue to empower academic coach to observe instructional practices and give feedback to teachers.	N/A	a. August 2018; weekly	Principal
		b. Classroom walk-throughs	
3. Continue to create and implement a walk-through schedule using the Academic Impact Checklist/iWalk to ensure that guided math is implemented with fidelity.	N/A	a. August 2018; weekly Academic Impact Checklist/iWalk	Principal
		b. Classroom observations and walk-throughs	
4. Administration will continue to attend data meetings to provide feedback and support teacher during the data team process in math.	N/A	a. August 2018; twice a quarter	Principal
		b. Teacher sign-in; data team notebook; formative assessment data	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
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Provide support and relevant resources	Provide family support and relevant resources
<b>English Learners</b>	<b>Migrant</b>
Administration will ensure that ESOL teachers collaborate with teams and academic coach weekly.	Upon enrolling, assess to determine skill level and provide support accordingly
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Provide support and relevant resources	Administration will ensure that SPED teachers collaborate with teams and academic coach weekly.

**PROFESSIONAL CAPACITY**

<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 33% to 50% on the MI administration from August 2018 to May 2019.
<b>Structure(s)</b>	PC-2, PC-4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Teachers in K-5 will receive training on the district initiatives in math.	N/A	a. August 2018; weekly	Academic Coach/ District Coach
		b. Training sign-in sheet/iWalk informal feedback	
2. K-5 teachers will receive training from the academic coach on teaching students to respond to math questions	N/A	a. August 2018; weekly	Academic Coach
		b. Training sign-in sheet/iWalk informal feedback	
3. Teachers will collaborate weekly with the academic coach for job-imbedded professional development in unpacking standards, Number Talks, problem solving, guided math instruction, etc.	N/A	a. August 2018; weekly	Academic Coach
		b. Training sign-in sheet/iWalk informal feedback	

4. Teacher will receive support on developing and analyzing common assessments to pinpoint deficits in math.	N/A	a. August 2018; twice a quarter	Academic Coach
		b. Training sign-in sheet	
5. Attend local, state, and national conferences to support math instruction across content areas.	Title I	a. October 2018; TBD	Principal
		b. Conference agendas; travel documentation	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Provide support and relevant resources	Provide family support and relevant resources
<b>English Learners</b>	<b>Migrant</b>
ESOL teachers will receive the same trainings as classroom teachers to assist with math instruction.	Upon enrolling, assess to determine skill level and provide support accordingly
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Provide support and relevant resources	SPED teachers will receive the same trainings as classroom teachers to assist with instruction.

### FAMILY and COMMUNITY ENGAGEMENT

<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 33% to 50% on the MI administration from August 2018 to May 2019.
<b>Structure(s)</b>	FCE-1, FCE-2, FCE-3, FCE-4, FCE-5, FCE-6

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
		a. August, October, January, March; quarterly	

1. Quarterly math workshops will be implemented to provide parents with strategies to assist with homework	Title I	b. Workshop sign-in	Parent Facilitator
2. Provide families with school policy and compact to support math goal at home.	Title I	a. October 2018; annually	Parent Facilitator
		b. Workshop sign-in sheet; agenda; parent evaluation	
3. Host an open house of the resource room to introduce the math activities for check-out	Title I	a. September 2018; annually	Parent Facilitator
		b. Resource room sign-in sheet	
4. Hispanic School Council to support literacy and math initiative	Title I	a. October 2018; monthly	Principal
		b. Hispanic School Council sign-in sheet and agenda	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Provide support and relevant resources	Provide family support and relevant resources
<b>English Learners</b>	<b>Migrant</b>
ESOL teachers will reach out to ELL parents to attend workshops. ESOL teachers will support the initiatives of the Hispanic School Council.	Upon enrolling, assess to determine skill level and provide support accordingly
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Provide support and relevant resources	SPED teachers will reach out to students with disabilities to attend workshops.

### SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL</b>	The average percentile of students scoring proficient or better in kindergarten through fifth grade will increase from 33% to 50% on the MI administration from August 2018 to May 2019.
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<b>Structure(s)</b>	SLE-1, SLE-2, SLE-3		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation b. Method for Monitoring</b>	<b>Position/Role Responsible</b>
1. Students scoring below level on the MI will receive extra support from a math strategy specialist.	Title I	a. September 2018; daily	Strategy Specialist
		b. Data notebook of strategy specialist	
2. Continue to implement the data team process with fidelity to identify students that are not making progress in math.	Title I	a. August 2018; twice a quarter	Principal
		b. data team notebook; student grades	
3. Math tutoring with a certified teacher will be offered to support students with math deficits.	Title I	a. September 2018; twice a week	Academic Coach
		b. Conceptua Data	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Provide support and relevant resources		Provide family support and relevant resources	
<b>English Learners</b>		<b>Migrant</b>	
ELL students will receive instruction from a certified ESOL teacher to support their mathematics learning needs.		Upon enrolling, assess to determine skill level and provide support accordingly	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
Provide support and relevant resources		Students with disabilities will be provided with a SPED teacher to support their identified math needs.	

## 4. REQUIRED QUESTIONS

**4.a** - In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included.

[Sec. 2103(b)(2)]

We developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were administration, academic coaches, parent facilitator, classroom teachers, school counselor, media specialist, ESOL teacher, Special Education teacher, and parent member. They were involved by carefully reviewing Milford's Comprehensive Needs Assessment for the 2018-19 academic year. The team had the responsibility of disaggregating and reviewing data, socioeconomic needs, and planning professional development trainings. Upon approval, the members of the team will publish and share this document with the community.

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

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

We implemented support measures to ensure that student-learning difficulties are identified through PLC's, data teams and RTI process. We ensure ongoing training for teachers in identifying learning difficulties and provide appropriate assistance for implementing effective strategies. We schedule student-teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student and any additional assistance available to the student at the school or in the community. Parents are provided with student data regarding progress. Progress reports are shared in the middle of each quarter and graded work is sent home on a bi-weekly basis. Students not progressing receive an academic alert at the mid-point of the quarter followed by a parent-teacher conference. Strategies to attract and retain highly qualified teachers include participating in district job fairs and reviewing candidate information using the Talent Ed HR recruitment system. We continue to host KSU, interns throughout the school year. Providing these experiences for undergraduate students helps to support our SES students and helps us to observe student teachers and in turn, select those who might be an asset to our school.

**4.c** - Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

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

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:

- An academic coach was hired using Title I funds to model exemplary lessons/teaching strategies in reading/ELA and math. The coach will assist with implementing instructional technology, and delivery of professional development.
- Title I funds will be used to hire a Parent Liaison. The parent liaison is a link between the parents and the school. She provides needed resources for parents such as workshops, materials available to check out, as well as oral and written translation.
- Benchmark Literacy (K-2<sup>nd</sup>) and Expeditionary Learning (3<sup>rd</sup> – 5<sup>th</sup>) curriculum resources provided by the County will be supplemented with Mentoring Minds and Write Score to enhance Language Arts instruction. Title I funding will be used to provide materials for these additional materials.
- Title I monies will be used to foster the development and implementation of Number Talks, Model Drawing, problem solving, and the workshop framework in all classrooms. Money will be used for training and resources as needed.
- Title I monies will be used to foster the integration of content areas across the curriculum as needed for implementation.

## SCHOOL IMPROVEMENT PLAN

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

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

Collecting and disaggregating assessment data is a priority at Milford Elementary. Teachers meet bi-weekly in collaborative grade level teams facilitated by our academic coaches and administration to create assessments and analyze data from those assessments. Our teachers develop rubrics, performance tasks, pre/posttests, and I-Respond assessments to support student learning improve the overall instructional program. In addition, Milford participates in all state assessments, national assessments, and school district assessments. Results from these assessments drive the instructional planning, both horizontally and vertically, for all students. Grade level meetings, leadership meetings, and staff meetings are used to design and implement assessment to drive instruction. Data from the RI and MI is used to rank students based on their performance so that they are identified to receive additional services offered through the RTI process, academic tutoring, and Early Intervention Program. Students scoring in the bottom quartile are identified for services.

**4.e** - If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

[Sec. 1114(b)(7)(V)]

Plans for assisting preschool children in the transition from early childhood programs consist of Kindergarten Boot Camp. Each summer Milford invites all upcoming kindergarten and low-performing rising first graders to attend a kindergarten camp. The camp is for three hours a day for two weeks. While at camp, the students will experience a typical kindergarten day complete with the kindergarten curriculum.

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

**4.f** - If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

[Se. 1114(b)(7)(II)]

N/A

**4.g - Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]**

Milford Elementary has adopted a “Positive Office Referral” program that encourages students to display and practice positive behaviors to be recognized by the staff. Students that display outstanding behavior receives a “Positive Office Referral” write-up and goes to the office to receive praise from administration and the student’s family is notified. The student is also recognized on the afternoon announcements as a student showing positive, Milford behavior. Students that display good behaviors at Milford also participate in the “Milford Arcade” on Fridays where they are allowed to play video games in the cafeteria to reward them for behavior.

The school’s Assistant Principal and Student Support Administrator meets with staff members to discuss strategies to increase student engagement in order to minimize disruptive behaviors. Alternative strategies and various classroom consequences are discussed to limit the amount of time that students spend outside of the classroom for behavior infractions. Milford’s counselor and social worker also identify repeated infractions and construct small groups to assist students with strategies to improve those behaviors.

## ADDITIONAL RESPONSES

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

The following scientifically based research supports our instructional practices and strategies to increase student achievement:

- Number Talks by Sherry Parrish (Math Solutions, 2010)
- When Kids Can't Read by Kyleene Beers (Heinemann, 2003)
- Ten Traits of Highly Effective Teachers: How to Hire, Coach, and Mentor Successful Teachers by Elaine K. McEwan-Adkins (Sep 21, 2001)
- Reading Strategy Lessons for Science & Social Studies: 15 Research-Based Strategy Lessons That Help Students Read and Learn From Content-Area Texts by Laura Robb (Feb 1, 2009)
- Research-Based Strategies Narrowing the Achievement Gap for Under-Resourced Students by Ruby K. Payne, Ph.D. and Dan Shenk and Jesse Conrad (Jun 9, 2009)
- Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher by Judy Willis (Aug 2006)
- Managing Challenging Behaviors in Schools: Research-Based Strategies That Work (What Works for Special-Needs Learners) by Kathleen Lynne Lane Phd, Holly Mariah Menzies PhD, Allison L. Bruhn MA and Mary Crnabori MEd (Sep 29, 2010)
- Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock (May 7, 2004)
- The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson by Harvey F. Silver, Richard W. Strong and Matthew J. Perini (May 22, 2008)
- Classroom Management That Works: Research-Based Strategies for Every Teacher by Robert J. Marzano, Jana S. Marzano and Debra J. Pickering (Oct 2003)
- How Learning Works: Seven Research-Based Principles for Smart Teaching (The Jossey-Bass Higher and Adult Education Series) by Susan A. Ambrose, Michael W. Bridges, Michele DiPietro and Marsha C. Lovett (May 17, 2010)