



Comprehensive School Improvement Plan

Milton Elementary School
Trimble County

Mrs. Sharon James, Principal
9245 Hwy 421 N
Milton, KY 40045

TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	5
Notable Achievements and Areas of Improvement	6
Additional Information	7
KDE Needs Assessment	
Introduction	9
Data Analysis	10
Areas of Strengths	11
Opportunities for Improvement	12
Conclusion	13
Milton Elementary School (5) 2013	
Overview	15
Goals Summary	16
Goal 1: Milton Elementary's goal is to increase the averaged combined reading and math K-PREP scores for elementary school students from 44% to 72% in 2017.	17
Goal 2: Milton Elementary School's goal is to increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2012 to 72.9% in 2017 as measured by the school report. . .	

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Milton Elementary School is a small school located in a rural community. We have two hundred sixty nine students ranging in grades kindergarten through fifth grade working toward academic and behavioral excellence. The school has two classes of each grade level, in addition to having a grade 1/2 split. We are approximately half way between Louisville, Kentucky and Cincinnati, Ohio. The school is truly the heart of the small community of Milton, Kentucky. We host four to five family community nights where the focus is science, social studies, math, ELA, etc. The mission of Milton Elementary is to develop academically prepared students who are responsible, independent thinkers, possessing effective communication skills, self-discipline and respect by providing an innovative learning environment supported by quality teachers and staff, involved parents and community. The high goals and standards set by the school have developed academically prepared students. Our school's accomplishments have occurred because of a dedicated faculty and hard-working students with concerned parents. Milton Elementary School has lost all of their instructional aids except the two in kindergarten and one for special needs students. This has presented a challenge to teachers who were depending on the instructional aids to help pull out students for small group instruction.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Milton Elementary School's purpose is to prepare students with the skills they need to be successful in their next level of education, the middle school. We feel that in addition to our purpose of preparing students for the next step of academic excellence, our purpose is also to give the students the tools to be successful in life. For example, our students learn how to deal with other people in a positive and polite way. We believe these skills are imperative to be successful. Our belief is that all students can learn and be successful.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

According to the 2011-2012 K-PREP assessment, Milton Elementary School students scored most notably well in the area of science, moving from a 2011 ranking of 612th in the state to number 1. In mathematics, we improved from a 2011 ranking of 567th to 197th. Overall, our ranking improved from 652nd in the state to 165th.

Our goals include decreasing the number of novice readers and reducing the number of gap students scoring novice or apprentice. We want to increase student exposure to expository text. We want to focus on rigorous and intentional vocabulary instruction. In the area of mathematics, our goal is to provide a more consistent and vertically aligned program.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Milton Elementary School strives to increase the level of involvement of all community stakeholders.

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

The questions we were trying to answer with the information from the Tell Survey were how the faculty feels about the working conditions of the school. This includes, but is not limited to, the class size, building condition, community involvement and support, the role of the administrator and the overall desire to be a part of this school. The information gathered from the survey gave a very detailed picture of several facets of a teacher's daily life at Milton Elementary School. It outlined many areas of strengths; however, it also revealed several areas that we can and should attempt to improve. The following sections give a framework to follow as we examine in detail the strengths and areas for improvement for our school.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

There is a very strong community bond between Milton Elementary School and the parents, grandparents and other stakeholders. Parents are welcomed at the time they enter the building by the office staff, and teachers throughout the building express appreciation to them for volunteering their time. Also, we have a special luncheon for the volunteers each year.

In addition, classroom teachers feel they are encouraged to try new things to improve their instruction with minimum interruptions while being protected from duties that interfere with their instruction. They stated they have full access to any needed instructional materials, technology, copy paper, office supplies and that the school is clean and safe. While the internet service is fairly reliable, it could be faster. Teachers held that they provided useful information to parents about student learning and that parents know what is happening within the school. They also believed the community is supportive of both the teachers and the school. Milton Elementary School teachers believe they are recognized as educational experts that are encouraged to participate in leadership roles. Most teachers stated they are held to a high standard of instruction and that the administration uses data to improve student learning. The teachers gave high marks to having their performance assessed objectively, that procedures are consistent and that the faculty is recognized for accomplishments. They also indicated that the SBDM was performing a valuable service to the school. Reviews were mixed on the subject of professional development showing that while sufficient time was given for professional development, it was not always designed to fit the teachers' needs.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Teachers feel that class sizes need to be reduced and that they are being asked to perform too much routine paperwork. The principal will be assessing the paperwork required of the teachers to determine if there is any way of combining or reducing the amount of things that take time away from their instruction time. At this time, there is no way available to reduce class sizes unless funding changes.

Teachers feel that parents need to have more of a voice in the decision making process. Discussion will take place to determine ways to address this concern. Teachers indicated the administrator does not consistently enforce rules for student conduct. The principal will open discussions with the classroom teachers as to the situation, if one exists, that may be a mitigating factor in student consequences in order to achieve a better understanding of the circumstances. In addition, teachers feel there are no defined steps to solve problems. The teachers will come together in a faculty meeting to delineate specific steps for the problem solving process. They feel that the school does not have a shared vision, which will also be addressed in the faculty meetings. Once everyone is satisfied with the vision, it will be communicated to the community through a variety of ways. Also, we will begin each faculty meeting with a reminder of the vision. Teachers cited as a negative the fact that Milton does not have an instructional coach. This is a budget issue that cannot be handled at the school level. However, the district does provide instructional support through personnel that is shared among the four schools and Head Start.

Finally, teachers indicated that they do not feel a high level of trust and/or mutual respect. We will address this issue through team building exercises and programs that the administration will explore and select for the school.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Conclusion:

After analyzing the data provided by the Tell Survey, it can be said that there are several areas in need of improvement. The previous sections outlined the issues that the faculty felt were concerns, such as, class sizes, consistent enforcement of conduct expectations, and an atmosphere of distrust. As stated, we will be attempting to address all of the areas of concern mentioned in the survey.

Additionally, we will celebrate and continue to strive to meet expectations in the areas of strengths. These areas include uninterrupted instructional time, leadership opportunities for teachers, and holding teachers to a high standard of instruction. The SBDM will continue to work to help improve student achievement and to provide effective leadership within the school.

The administration will take into account the indicators of needs improvement and set in motion a plan to address these needs through shared responsibility and input from the teachers while keeping the channels of communication open.

In conclusion, the survey indicated that most feel it is a good place to work. Milton Elementary School is a strong community based school that is the hub of the area. It is a school with high expectations for students and staff.

Milton Elementary School (5) 2013

Overview

Plan Name

Milton Elementary School (5) 2013

Plan Description

Milton Elementary School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Milton Elementary's goal is to increase the averaged combined reading and math K-PREP scores for elementary school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 7 Activities: 7	Organizational	Demonstrate a proficiency by increasing the averaged combined reading and math K-PREP scores to 57.5% by 05/31/2013 as measured by performance on the 2016/2017 KPREP test.	\$3300
2	Milton Elementary School's goal is to increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2012 to 72.9% in 2017 as measured by the school report.	Objectives: 2 Strategies: 8 Activities: 8	Academic	73% of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency by increasing achievement in English Language Arts by 05/31/2017 as measured by KPREP Assessment., 14% of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency by increasing achievement in Mathematics by 05/31/2017 as measured by KPREP Assessment.	\$4817

Goal 1: Milton Elementary's goal is to increase the averaged combined reading and math K-PREP scores for elementary school students from 44% to 72% in 2017.

Measurable Objective 1:

Demonstrate a proficiency by increasing the averaged combined reading and math K-PREP scores to 57.5% by 05/31/2013 as measured by performance on the 2016/2017 KPREP test.

Strategy 1:

ELA and Math Skills - Twice weekly, students in grades K-5 will have the opportunity to work on Study Island and practice Common Core ELA and Math skills.

Research Cited: <https://www109.studyisland.com>

<http://www.studyisland.com/StateDocuments.cfm?myState=OH&docType=6>

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice a week students are in computer lab working on Study Island.	Academic Support Program	05/31/2012	06/01/2013	\$0	Other	Teachers and tech coordinatrator

Strategy 2:

Response to Intervention - RTI targets students who are struggling with math and ELA standards through daily, intensive, and rigorous research-based interventions.

Research Cited: <http://www.rtinetwork.org/learn/research/researchreview>

<http://eag.sagepub.com/>

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For 30 minutes each day, targeted students will be given intensive and rigorous research based interventions.	Academic Support Program	09/03/2012	05/31/2013	\$0	No Funding Required	Principal, teachers

Strategy 3:

Extended School Services - ESS will be made available twice weekly to all students K-5 who require additional instruction and/or support in mastering ELA and math standards.

Research Cited: <http://education.ky.gov/educational/int/Pages/ESS.aspx>http://e-archives.ky.gov/pubs/Education/Research%20reports/KYESSFinalReport_2002.pdf

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Milton Elementary School

Extended school services will be available to students on Tuesdays and Thursdays from 3:30 to 4:15. There will be a certified teacher for 3 groups of students. There will be a K-1 group, a 2-3 group and a 4-5 group.	Academic Support Program	02/05/2013	04/11/2013	\$0	Other	Principal, ESS teachers
---	--------------------------	------------	------------	-----	-------	-------------------------

Strategy 4:

Thinking Strategies - Over the next two years, all reading teachers will become trained in Thinking Strategies to give students the ability to use higher order thinking skills and problem solving.

Research Cited: <http://www.pebc.org/>

<http://www.ncl.ac.uk/cflat/projects/>

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in Thinking Strategies.	Academic Support Program	08/15/2012	05/31/2013	\$1300	District Funding	Teachers/Principal/Instructional Supervisor

Strategy 5:

ELA and Math PLC - Teachers will meet once a month in PLC's in order to work together to share strategies and techniques to analyze student work.

Research Cited: <http://www.allthingsplc.info/>

<http://www.centerforcsri.org/plc/literature.html>

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once per month, ELA teachers are meeting in PLC.	Professional Learning	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, teachers in the areas of the ELA

Strategy 6:

Expository Text - We will increase the amount of expository and non-fiction texts available in the media center for all students to have the opportunity to read.

Research Cited: <http://msjordanreads.com/2012/04/19/non-fiction-text-structures/>

Activity - Expository Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be an increase in the amount of expository and non-fiction texts in the media center that teachers will use to engage students and promote their level of interest in non-fiction material.	Academic Support Program	02/15/2013	05/31/2013	\$2000	General Fund	Principal, media center specialists and teachers

Strategy 7:

Vocabulary Instruction - Milton Elementary will use the vocabulary provided by KASC that is focused on the Common Core Standards to increase intentional, rigorous vocabulary instruction school-wide. Vocabulary words along with their definitions will be posted throughout the school (i.e. in the classroom hallways). As students travel from place to place, teachers will focus on the appropriate vocabulary words and allow students to read the words along with the definitions.

Research Cited: http://t4.jordan.k12.ut.us/cbl/images/CBL_Documents/research_based_vocab.pdf

Activity - Intentional, rigorous vocabulary instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of methods to guide students to a better understanding of targeted vocabulary words and their meanings.	Academic Support Program	01/31/2013	05/31/2013	\$0	No Funding Required	Principal and teachers

Goal 2: Milton Elementary School's goal is to increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2012 to 72.9% in 2017 as measured by the school report.

Measurable Objective 1:

73% of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency by increasing achievement in English Language Arts by 05/31/2017 as measured by KPREP Assessment.

Strategy 1:

Response to Intervention - Students who show a weakness in the area of reading or math will have the opportunity to work on those skills daily.

Research Cited: <http://www.rtinetwork.org/learn/research/researchreview>

<http://www.nea.org/tools/13038.htm>

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Milton Elementary School

<p>Response to Intervention is when the teacher provides small group instruction to students who have shown a weakness based on the PAS test which is given 3 times a year and weekly probes. The membership of the groups is fluid, and the teacher is consistently assessing them to determine the skills that need to be worked on.</p>	<p>Academic Support Program</p>	<p>06/27/2012</p>	<p>05/30/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The personnel responsible for determining the students who receive RTI services and what those services are will be the classroom teachers. The personnel responsible for administering those services will be classroom teachers and special area teachers.</p>
--	---------------------------------	-------------------	-------------------	------------	----------------------------	---

Strategy 2:

Teacher Collaboration - The regular education teacher and the special education teacher will work together to provide supplemental work needed to move targeted students toward proficiency in the ELA. Both teachers will attend team planning meetings in order to better understand where the student is academically and what is needed from the special education teacher in order to give the necessary assistance to the student.

Research Cited: <http://www.districtadministration.com/article/benefits-teacher-collaboration>

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The special education teacher will work with the regular education teacher to provide necessary instruction to guide all students to the level of proficiency.</p>	<p>Academic Support Program</p>	<p>01/31/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principal, Resource teacher and regular education teacher.</p>

Strategy 3:

Data Wall - A data wall will be constructed in order to use assessment data more efficiently. Review and discussion of this data will drive instruction toward our proficiency goals.

Research Cited: <http://education.missouri.edu/orgs/mper/fellows/files/Piekarski,%20Doris%20Mentor%20Research%20Paper.pdf>

Comprehensive School Improvement Plan

Milton Elementary School

Activity - Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and principal will review and discuss the data represented on the data wall in order to better understand how a student is progressing and if the student is meeting his goals.	Academic Support Program	01/21/2013	05/31/2013	\$0	No Funding Required	Principal and teachers

Strategy 4:

Extended School Services - Targeted students who are struggling with appropriate concepts and skills will be encouraged to attend after school academic services. There will be three teachers to facilitate learning in three groups, k/1,2/3, and 4/5. The targeted students will be determined based on their PAS scores and teacher recommendation.

Research Cited: http://e-archives.ky.gov/pubs/Education/Research%20reports/KYESSFinalReport_2002.pdf

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school instruction will be provided to targeted students to help them to have a better understanding of the age appropriate and grade appropriate skills and concepts.	Academic Support Program	02/05/2013	04/11/2013	\$3317	Other	Principal, ESS co-ordinator and ESS teachers

Strategy 5:

Differentiated Instruction - Targeted students will be grouped in the intermediate grades to address their needs based on the PAS test scores and classroom performance. During this grouping, students will receive individualized instruction based on and focused to their needs. Teachers will develop individualized lesson plans that concentrate on facilitating the students learning.

Research Cited: http://education.alberta.ca/apps/aisi/literature/pdfs/Final_Differentiated_Instruction.pdf

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be grouped together to better address the students' academic needs.	Academic Support Program	01/16/2013	05/31/2013	\$0	No Funding Required	Principal, classroom teachers

Measurable Objective 2:

14% of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency by increasing achievement in Mathematics by 05/31/2017 as measured by KPREP Assessment.

Strategy 1:

Thinking Strategies - Teachers will implement the strategies that they learned in the Thinking Strategies training. There will be a gradual transfer of the learning responsibility from the teacher to the student, eventually leading to the student achieving his/her own learning goal.

Research Cited: <http://www.mentoringminds.com/research/intervention-strategies-guide>

<http://www.studygs.net/crtthk.htm>

Comprehensive School Improvement Plan

Milton Elementary School

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Strategies is an activity that focuses on the student eventually learning how they think about their own thinking and taking responsibility of their own learning goals.	Academic Support Program	01/28/2013	05/31/2013	\$0	Other	Principal, classroom teachers.

Strategy 2:

Extended School Services - Targeted students will be given the opportunity to receive intensive academic support to reduce the achievement gap. Each Tuesday and Thursday, students will remain after school until 4:15 to work on their needed skills. The students will receive differentiated grouping between three certified teachers. Research Cited: <http://education.ky.gov/educational/int/Pages/ESS.aspx>http://e-archives.ky.gov/pubs/Education/Research%20reports/KYESSFinalReport_2002.pdf

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended school services will be available to students on Tuesdays and Thursdays from 3:30 to 4:15. There will be a certified teacher for 3 groups of students. There will be a K-1 group, a 2-3 group and a 4-5 group.	Academic Support Program	02/05/2013	04/11/2013	\$0	Other	Principal, teachers

Strategy 3:

Study Island - Students are given the opportunity to work with an online program, Study Island, to increase their Math skills. The goals are chosen by the student's teacher based on the data from PAS scores and teacher observation. Students must successfully pass a level before the program will allow them to proceed to the next level.

Research Cited: <http://www.studyisland.com/StateDocuments.cfm?myState=OH&docType=6>

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is designed to give additional support to students who may be struggling with certain math concepts. The students work on the program in the computer lab and their results are followed by the teacher in order to determine adequate progress.	Academic Support Program	08/20/2012	05/31/2013	\$1500	Other	Classroom teacher and technology teacher.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Strategies	All teachers will be trained in Thinking Strategies.	Academic Support Program	08/15/2012	05/31/2013	\$1300	Teachers/Principal/Instructional Supervisor
Total					\$1300	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Expository Text	There will be an increase in the amount of expository and non-fiction texts in the media center that teachers will use to engage students and promote their level of interest in non-fiction material.	Academic Support Program	02/15/2013	05/31/2013	\$2000	Principal, media center specialists and teachers
Total					\$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Strategies	Thinking Strategies is an activity that focuses on the student eventually learning how they think about their own thinking and taking responsibility of their own learning goals.	Academic Support Program	01/28/2013	05/31/2013	\$0	Principal, classroom teachers.
Study Island	Twice a week students are in computer lab working on Study Island.	Academic Support Program	05/31/2012	06/01/2013	\$0	Teachers and tech coordinator
Extended School Services	After school instruction will be provided to targeted students to help them to have a better understanding of the age appropriate and grade appropriate skills and concepts.	Academic Support Program	02/05/2013	04/11/2013	\$3317	Principal, ESS coordinator and ESS teachers
Extended School Services	Extended school services will be available to students on Tuesdays and Thursdays from 3:30 to 4:15. There will be a certified teacher for 3 groups of students. There will be a K-1 group, a 2-3 group and a 4-5 group.	Academic Support Program	02/05/2013	04/11/2013	\$0	Principal, ESS teachers

Comprehensive School Improvement Plan

Milton Elementary School

Study Island	Study Island is designed to give additional support to students who may be struggling with certain math concepts. The students work on the program in the computer lab and their results are followed by the teacher in order to determine adequate progress.	Academic Support Program	08/20/2012	05/31/2013	\$1500	Classroom teacher and technology teacher.
Extended School Services	Extended school services will be available to students on Tuesdays and Thursdays from 3:30 to 4:15. There will be a certified teacher for 3 groups of students. There will be a K-1 group, a 2-3 group and a 4-5 group.	Academic Support Program	02/05/2013	04/11/2013	\$0	Principal, teachers
Total					\$4817	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated instruction	Targeted students will be grouped together to better address the students' academic needs.	Academic Support Program	01/16/2013	05/31/2013	\$0	Principal, classroom teachers
Response to Intervention	Response to Intervention is when the teacher provides small group instruction to students who have shown a weakness based on the PAS test which is given 3 times a year and weekly probes. The membership of the groups is fluid, and the teacher is consistently assessing them to determine the skills that need to be worked on.	Academic Support Program	06/27/2012	05/30/2013	\$0	The personnel responsible for determining the students who receive RTI services and what those services are will be the classroom teachers. The personnel responsible for administering those services will be classroom teachers and special area teachers.
RTI	For 30 minutes each day, targeted students will be given intensive and rigorous research based interventions.	Academic Support Program	09/03/2012	05/31/2013	\$0	Principal, teachers
Intentional, rigorous vocabulary instruction	Teachers will use a variety of methods to guide students to a better understanding of targeted vocabulary words and their meanings.	Academic Support Program	01/31/2013	05/31/2013	\$0	Principal and teachers

Comprehensive School Improvement Plan

Milton Elementary School

Data Wall	Teachers and principal will review and discuss the data represented on the data wall in order to better understand how a student is progressing and if the student is meeting his goals.	Academic Support Program	01/21/2013	05/31/2013	\$0	Principal and teachers
Teacher Collaboration	The special education teacher will work with the regular education teacher to provide necessary instruction to guide all students to the level of proficiency.	Academic Support Program	01/31/2013	05/31/2013	\$0	Principal, Resource teacher and regular education teacher.
PLC	Once per month, ELA teachers are meeting in PLC.	Professional Learning	08/15/2012	05/31/2013	\$0	Principal, teachers in the areas of the ELA
Total					\$0	