

Cabell County Schools (012) Public District - FY 2025 - Milton Elementary School (012-263) Public School - School Strategic Plan - Rev 1

Plan Items)

G 1 Achievement and Growth

Description:

The number of students scoring proficient will increase from 47% to 52% in ELA and from 50% to 55% in Math on the West Virginia General Summative Assessment May 2025.

PM 1.1 Curriculum-Based Measures

Description:

Some examples may include DIBELS in grades K-1, CKLA formative assessments, iReady Math, iReady Reading, Ready Math formative assessments.

S 1.1.1 Data-Informed Instruction & Practices

Description:

School will implement data-informed instruction and practices, analyzing available data sources to identify areas of which goals and needs will be established.

AS 1.1.1.1 Data Displays

Description:

Each grade level will use academic and behavioral data to create a visible display, tracking and monitoring success for each student. The data may include attendance, iReady passed lessons, math facts fluency achievements, ClassDojo points, and other information aimed at school improvement throughout the year.

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/6/2024

Estimated Completion Date:

5/27/2025

AS 1.1.1.2 Student Data Notebooks

Description:

Students will be actively engaged with their data. Students will understand their current data, set goals, and monitor progress throughout the year.

Person Responsible:

Classroom Teachers

Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025	AS 1.1.1.3 Teacher- Student Data Conferencing Description: Teachers and students will work together to collect and analyze data. Conferences will be held in a timely manner as established by the classroom teacher. Person Responsible: Classroom Teachers Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025
S 1.1.2 Root Cause Analysis Description: School will analyze data looking for areas of weakness from which goals and needs will be developed. Both grade level and vertical team discussions will be included in the data mining.	AS 1.1.2.1 Student Assessment Data Description: Milton Elementary School grade-level teams will analyze formative and summative assessment data at the student level, grade level, and building level for the purpose of school improvement. Person Responsible: Sara Barracough Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025
	S 1.1.3 Curriculum Mapping Description: Teachers will implement pacing as outlined by the county-adopted curriculum maps for reading and math curriculum components.

S 1.1.4 Multi-Tiered System of Supports Description: The MTSS framework suggests flexible use of resources to provide academic, behavioral, and mental health support to enhance learning for all students ensures equitable education opportunities that include high-quality resources, strategies, and practices is available to all students at Milton Elementary School. The Student Assistance Team (SAT), a support available to students includes parents, teachers, and other support staff will be scheduled timely to address student academic and behavioral needs. AS 1.1.4.1 Response to Intervention (RTI) Description: In addition to classroom teachers, two interventionists will be funded. Students performing below grade level proficiency are provided additional instructional support or intervention. Their progress toward individually determined goals is monitored carefully through a progress monitoring process. Progress monitoring data is examined frequently to see how students are responding to the intervention so important instructional decisions can be made by teachers, other school staff and parents. Person Responsible: Classroom Teachers, Interventionists Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025	G 2 Improving Family and Community Engagement Description: Milton Elementary school will improve family and community engagement through school-to-home communication, increasing the number of positive points awarded in Class Dojo from an average of 3 per student, per day to 6 per student, per day as measured by Class Dojo Whole Class, All-time report May 2025. PM 2.1 Class Dojo Classroom Reports Description: ClassDojo will be used with fidelity throughout Milton Elementary School to support PBIS, streamlining behavior management and student support both in and out of class. S 2.1.1 Promoting home-school relationships Description: Teachers and families will work to improve home-school relationships, implementing strategies that will improve student success by encouraging parents and teachers to share relevant information with each other. AS 2.1.1.1 Timely Communication with Families Description:
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	Staff members and families will use Class Dojo, Behavior Reports, a student agenda or communication notebook daily to relay messages to and from school. Person Responsible: Milton Staff Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025
	PM 2.2 Project Hope Coordinator Logs Description: A Project Hope coordinator will be funded to work with the principal, staff, and families to develop and implement a diverse parent engagement program that includes, but is not limited to volunteer initiatives, training, home-based strategies, performances and/ or other options to appeal to a broad number of families.
	S 2.2.1 Parent- Community Events Description: Milton Elementary invites families and community members to participate in school events including a Back-to-School Bash, fundraising activities, music and classroom performances, Holiday Parties, the Halloween Parade, Thanksgiving Luncheon, Good News Club, mentorship, and more.
	AS 2.2.1.1 Parent Involvement/ Volunteers Description: A Project Hope coordinator will oversee the recruitment and management of parent volunteers to act as homeroom parents, assist with fundraising activities, school performance and other events throughout the school year. Person Responsible: Dawn York Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025
	S 2.2.2 Student Recognition Description: Brag tags and certificate awards will be used to recognize student achievement including math facts fluency, attendance, mentorship and citizenship, ClassDojo points earned, and others.

G 3 Sustaining a Model of Continuous Improvement

Description:

Milton Elementary School will improve educator and student learning outcomes by sustaining a model of continuous improvement, increasing the number of students meeting annual typical growth from 64% (May 2024) to 70% in Reading and Math as measured by iReady Diagnostic Growth May 2025.

PM 3.1 School Culture & Leadership Surveys

Description:

The School Culture & Leadership Surveys provide feedback to school leaders on the shared values/beliefs, patterns of behavior, and relationships in the school that influence student success.

S 3.1.1 Professional Development

Description:

Milton Elementary School staff will attend training sessions aimed to improve their teaching quality and effectiveness. These resources allow instructors to further their knowledge in their subject area and allows for mentorship and the opportunity to learn new teaching techniques.

AS 3.1.1.1 School-based training

Description:

Staff will participate in school-based learning sessions based on needs identified in the school Leadership and Culture Surveys administered twice annually, teacher self-reflection, informal surveys, and schoolwide student assessment data. School faculty with developed skills and expertise will facilitate sessions with MES staff. Professional development participation will be documented in Tech Central.

Person Responsible:

Shannon Leggett

Estimated Begin Date:

8/6/2024

Estimated Completion Date:

5/27/2025

AS 3.1.1.2 County-based instructional coaching

Description:

A county-based instructional coach will work closely with MES classroom teachers and administrators to develop data literacy and address areas for schoolwide improvement.

Person Responsible:

Shannon Leggett

Estimated Begin Date:

8/6/2024

	Estimated Completion Date: 5/27/2025
PM 3.2 Project AWARE	Description: Project AWARE is part of a national initiative to support students, teachers, schools, and communities in recognizing and responding to mental health concerns among youth.
S 3.2.1 School-Based Social Worker	Description: The Project AWARE grant provides funding to employ a mental health professional at Milton Elementary School. Direct services are provided in the school setting. The school-based social worker aims to foster students' social-emotional skills, increasing access to evidence-based, culturally competent, developmentally appropriate, and trauma sensitive mental and behavioral health services for students.
AS 3.2.1.1 Chronic Absence Attendance Monitoring	Description: When chronic absences occur, the social worker will reach out to the family, let them know the child was missed and offer support. Person Responsible: Keith Thomas Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025
AS 3.2.1.2 Individual student counseling	Description: The social worker will identify and service students with Tier III social emotional learning needs. Person Responsible: Keith Thomas Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025
S 3.2.2 Positive Behavior Intervention and Supports (PBIS)	Description:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. AS 3.2.2.1 ClassDojo Student Behavior & Support Description: ClassDojo will be used with fidelity throughout Milton Elementary School to support PBIS, streamlining behavior management and student support both in and out of class. Person Responsible: Sara Barracough Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025 AS 3.2.2.2 Attendance & Behavior Award Celebrations Description: Students who meet the attendance and behavioral goals agreed upon by the PBIS Team will attend an award celebration, held quarterly. Person Responsible: Sara Barracough Estimated Begin Date: 8/6/2024 Estimated Completion Date: 5/27/2025
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Estimated Completion Date:
6/25/2024

AS 3.2.3.2 The 2024 Annual Conference on Advancing School Mental Health

Description:

Members of the PBIS team will be invited to attend The 2024 Annual Conference on Advancing School Mental Health hosted in Orlando, FL December 2024.

Person Responsible:

Keith Thomas

Estimated Begin Date:

12/5/2024

Estimated Completion Date:

12/7/2024

AS 3.2.3.3 National Training Institute on Effective Practices: Addressing Challenging Behavior

Description:

Members of the PBIS team will be invited to attend National Training Institute on Effective Practices: Addressing Challenging Behavior hosted in Tampa, FL April 2025.

Person Responsible:

Keith Thomas

Estimated Begin Date:

4/21/2025

Estimated Completion Date:

4/25/2025

PM 3.3 Professional Learning Communities

Description:

Teachers at Milton Elementary School will participate in bi-weekly Professional Learning Communities (PLC). The goals of the PLC will include review of diagnostic assessments, progress monitoring and other formative assessment data as well as reflection of instructional practices. Each PLC will submit an agenda for each meeting documenting adherence to the four guiding questions.

PM 3.4 WVDE Educator Evaluation

Description:

Educator self-reflection, student learning goals, evidence for student learning goals and evaluator observations recognize the professional commitment and hard work necessary for students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.

S 3.4.1 eWalk Walkthrough Observations

Description:

Administrators will conduct a minimum of 5 eWalk observations weekly, providing meaningful feedback to teachers aimed at reflecting on schoolwide instructional practices.