



Floyd Middle School Comprehensive Needs Assessment 2021-2022

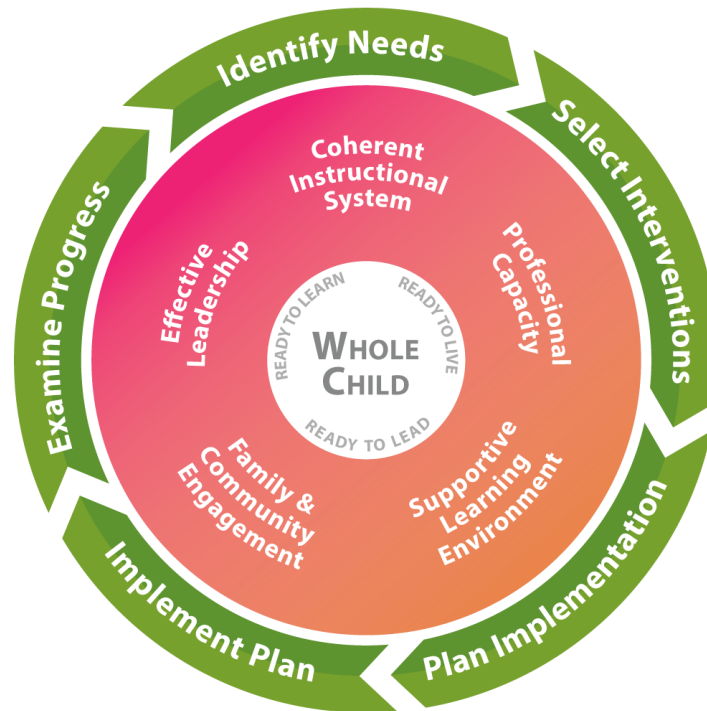


SCHOOL NAME: Floyd Middle School
PRINCIPAL: Dr. Ashley Hosey

DATE SUBMITTED
06-29-2021
DATE REVISED
08-31-2021

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 School District
<i>School Name</i>	Floyd Middle School
<i>Team Lead</i>	Dr. Ashley B. Hosey
<i>Position</i>	Principal
<i>Email</i>	Ashley.hosey@cobbk12.org
<i>Phone</i>	770-819-2453

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	“Fund 400” - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

1. General Improvement Plan Information

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

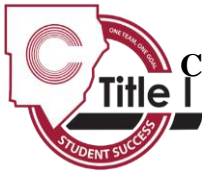
FCE-6 Collaborating with the community

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



PLANNING and PREPARATION

Date(s) _____

1.1 IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

Position/Role	Name
Title I Supervisor	
Academic Coach (District)	
Academic Coach (Local School)	
Parent (Non CCSD Employee)	
Business Partner	
Counselor	
Parent Facilitator	
Health Care Providers	
Social Workers	
IHE Leaders	
Faith-based Community Leaders	
Technology Experts (TIS)	
Media Specialists/Librarians	
Police/Public or School Safety Officers	



Meeting Date(s):

IDENTIFICATION OF TEAM

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by school.

Position/Role	Printed Name	Signature
Principal	Ashley Hosey	
Assistant Principal	Darsha Brooks	
Assistant Principal	Twyla Hinton	
Assistant Principal	Andri Cooke	
Academic Coach		
Academic Coach		
Parent Facilitator		

IDENTIFICATION of STAKEHOLDERS

References: Schoolwide Checklist 3.b.



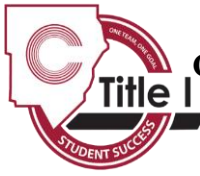
Cobb County Title I School Improvement Plan 2021-2022

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders **must** be engaged in the process to meet federal program requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

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

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

This school year due to the pandemic school year and a huge turn over in staff, the principal and administrative looked at the preliminary data from this past year to make a framework for needs assessment. Based on available data and indicators from this school year, in July the new Leadership team will begin more in-depth work into the additional predictable needs caused by the pandemic. The staff wide input and will begin in preplanning. All of the data gathered this year is slightly skewed due to the implementation of virtual and face to face learning.



Comprehensive Needs Assessment (References: Schoolwide Checklist 1.a.)

Comprehensive Needs Assessment Evaluation of Goal(s)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

For the School Year: FY21

Goal 1: The percentage of students scoring in the proficient and advanced levels on the Reading Inventory will increase by 10% from the September 2020 administration to the May 2021 administration for grades 6-8.

Was the goal met? **The goal was not met. Students made incremental progress in their Lexile reading levels. However, they did not increase by 10% in the Proficient and Advance levels as stated in Goal 1.**

- What data supports the outcome of the goal? **Students Reading Inventory assessment results were used to determine and support the outcome of the above goal.**
- What process/action step/Intervention contributed to the outcome of the goal? **Students’ attendance was inconsistent, and they oftentimes vacillated between virtual and face-to-face instruction. Also, there was limited participation in Wednesday’s tutorial sessions.**
- Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

RI Data Fall 2020

6th Grade 804
7th Grade 870
8th Grade 975
School 886

Winter 2021

6th Grade 823
7th Grade 899
8th Grade 1018
School 914

Spring 2021

6th Grade 880
7th Grade 928
8th Grade 1013
School 945

- A diagnostic assessment will be administered to all students in August 2021 to determine their academic mathematic levels.
- All teachers will receive professional development on the implementation of the Data Team Process, Cobb Collaborative Communities and RTI Process.
- Students will receive individualized and group support based on their literacy and reading comprehension skills data results.
- Saturday, after-school and before-school tutorial sessions will be provided.



Cobb County Title I School Improvement Plan 2021-2022

- USA Test Prep and IXL instructional assignments and assessments will be consistently used as a resource to remediate and differentiate instruction.
 - Title I Academic Coaches will support teachers with effective teaching strategies and lesson planning with literacy standards and reading comprehension skills.
 - Floyd Middle School academic coaches will support teachers with instructional planning and delivering of instruction.
 - Parent Curriculum Math Night
 - a. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - b. If the outcomes **exceeded** the goal, what are the next steps?
-

Goal 2: The percentage of students scoring in the proficient and advanced levels on the Math Inventory will increase by 10% from the September 2020 administration to the May 2021 administration for grades 6-8.

1. Was the goal met? **The goal was not met. There was inconsistent progress in students' mathematic assessment results as indicated by the Math Inventory Assessments. However, they did not increase by 10% in the Proficient and Advance levels as stated in Goal 2.**
2. What data supports the outcome of the goal? **Students Math Inventory assessment results were used to determine and support the outcome of Goal 2.**
3. What process/action step/Intervention contributed to the outcome of the goal? **Students' attendance was inconsistent. Oftentimes students vacillated between virtual and face-to-face instruction. Also, there was limited participation in Wednesday's tutorial sessions.**
4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

MI Data Fall 2020

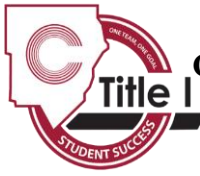
6th 523
7th 610
8th 717
School 614

MI Data Winter 2021

6th 527
7th 610
8th 723
School 619

MI Data Spring 2021

6th 521
7th 598
8th 723
School 612



Cobb County Title I School Improvement Plan 2021-2022

- A diagnostic assessment will be administered to all students in August 2021 to determine their academic mathematic levels.
 - All teachers will receive professional development on the implementation of the Data Team Process, Cobb Collaborative Communities and RTI Process.
 - Students will receive individualized and group support based on their literacy and reading comprehension skills data results.
 - Saturday, after-school and before-school tutorial sessions will be provided.
 - USA Test Prep assignments and assessments will be consistently used as a resource to remediate and differentiate instruction.
 - Title I Academic Coaches will support teachers with effective teaching strategies and lesson planning with literacy standards and reading comprehension skills.
 - Floyd Middle School academic coaches will support teachers with instructional planning and delivering of instruction.
 - Parent Curriculum Math Night
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - c. If the outcomes **exceeded** the goal, what are the next steps?
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Goal 3:

1. Was the goal met?
 2. What data supports the outcome of the goal?
 3. What process/action step/Intervention contributed to the outcome of the goal?
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - c. If the outcomes **exceeded** the goal, what are the next steps?
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Goal 4:

1. Was the goal met?
 2. What data supports the outcome of the goal?
 3. What process/action step/Intervention contributed to the outcome of the goal?
 4. Reflecting on outcomes:
 - a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
 - b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
 - c. If the outcomes **exceeded** the goal, what are the next steps?
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Comprehensive Needs Assessment (References: Schoolwide Checklist 1.a.)

Comprehensive Needs Assessment Summary of Findings

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data	Overall, students showed growth measured by both the Reading and Math Inventories.	Less than 50% of the student population did not take the Reading and Math Inventory therefore the results are skewed.	Reading Inventory and Math Inventory.
ELA	A total of 40 % of the students scored proficient or advanced on the Reading Inventory administer in May 2021 whereas only 33% in August 2020.	Students lacked the ability to comprehend the complexity of text and provide textual evidence to master the standards.	Reading Inventory and Math Inventory.
Math	Overall, students showed an average quantile growth of 70 points measured by the Math Inventory.	Students lacked the ability to fluently retrieve basic math facts.	Reading Inventory and Math Inventory.
Science	Virtual technical platforms enhanced lessons during the school year 2020-2021 in a digital school setting.	Engaging students in inquiry-based instruction, discussions, and implementing effective reading strategies such as Claims Evidence Reasoning (C.E.R.) to guide instruction.	Reading Inventory and Math Inventory.
Social Studies	Virtual technical platforms enhanced lessons during the school year 2020-2021 in a digital school setting.	Students lack the ability to cite the textual evidence that most strongly supports an in-depth analysis of the text and supports complex inferences drawn from the text.	Reading Inventory and Math Inventory.
Other			



Discipline / School Climate Data	*Decrease in ISS days & OSS Days	Numbers are skewed due to the Pandemic and virtual/Face to face learning	CSIS Behavior Data, Student Enrollment
Perception Data	* Climate rating remains the same		No CCRPI available for 2 years. Due to pandemic
Process Data	* Climate rating remains the same		No CCRPI available for 2 years. Due to pandemic

Prioritized Need #1	
Students at Floyd Middle School students are performing below grade level and are not proficient in <i>English Language Arts</i>.	
Root Cause #1	Students are deficient in reading and writing and unable to comprehend the complexity of text or provide textual evidence to master the standards.
Root Cause #2	Implementation of school-wide reading strategies are need to support all content areas, specifically English Language Arts.
Root Cause #3	Professional development is needed to focus on implementing research-based strategies, that focus on deconstructing standards, depth of knowledge and instructional best practices in English Language Arts.
Root Cause #4	Students are unable to use precise language and domain-specific vocabulary to inform or explain the topic presented in English Language Arts.
Root Cause #5	Teachers have limited knowledge of how to effectively apply the Data Team Process and use data to drive instruction in English Language Arts.



GOAL	<p>Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts :</p> <ul style="list-style-type: none"> • 6th Grade-Increase from 22% on May 2019 ELA EOG Assessment to 28.5% in May 2022. • 7th Grade-Increase from 21% on May 2019 ELA EOG Assessment to 24.3% in May 2022. • 8th Grade-Increase from 15% on May 2019 ELA EOG Assessment to 38.2% in May 2022.
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Prioritized Need #2

Students at Floyd Middle School students are performing below grade level and are not proficient in *Mathematics*.

Root Cause #1	Students are deficient in fundamental skills such as number sense and math fluency.
Root Cause #2	Professional development is needed to demonstrate to teachers how to implement and utilize manipulatives that correlate with state standards.
Root Cause #3	Professional development is needed to focus on implementing research-based strategies, that focus on deconstructing standards, depth of knowledge and instructional best practices in Mathematics.
Root Cause #4	Implementation of school-wide reading strategies are need to support all content areas, specifically Mathematics.
Root Cause #5	Teachers have limited knowledge of how to effectively apply the Data Team Process and use data to drive instruction in Mathematics.
GOAL	<p>Percentage of students scoring proficient and advance on the End of Grade Assessment in Mathematics:</p> <ul style="list-style-type: none"> • 6th Grade-Increase from 12% on May 2019 Mathematics EOG Assessment to 30.1% in May 2022. • 7th Grade-Increase from 6% on May 2019 Mathematics EOG Assessment to 26.4% in May 2022.



	<ul style="list-style-type: none"> 8th Grade-Increase from 12.6% on May 2019 Mathematics EOG Assessment to 16.6% in May 2022.
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Prioritized Need #3

Students at Floyd Middle School students are performing below grade level and are not proficient in Science.

Root Cause #1	Students are deficient in reading and writing for literacy in Science.
Root Cause #2	Implementation of school-wide reading strategies are need to support all content areas, specifically Science.
Root Cause #3	Students are unable to use precise language and domain-specific vocabulary to inform or explain the topic presented in Science.
Root Cause #4	Teachers have limited knowledge of how to effectively apply the Data Team Process and use data to drive instruction in Science.
Root Cause #5	Professional development is needed to focus on implementing research-based strategies, that focus on deconstructing standards, depth of knowledge and instructional best practices in Science.
GOAL	8 th grade students will increase from 28.6% on May 2019 End of Grade Science Assessment to 33.6% in May 2022.



Prioritized Need #4	
Students at Floyd Middle School students are performing below grade level and are not proficient in Social Studies.	
Root Cause #1	Students are deficient in reading and writing for literacy in history.
Root Cause #2	Students are unable to use precise language and domain-specific vocabulary to inform or explain the topic presented in Social Studies.
Root Cause #3	Professional development is needed to focus on implementing research-based strategies, that focus on deconstructing standards, depth of knowledge and instructional best practices in Social Studies
Root Cause #4	Implementation of school-wide reading strategies are need to support all content areas, specifically Social Studies.
Root Cause #5	Teachers have limited knowledge of how to effectively apply the Data Team Process and use data to drive instruction in Social Studies.
GOAL	8th grade students will increase from 21.3% on May 2019 End of Grade Social Studies Assessment to 28.2% in May 2022.