



Floyd Middle School School Improvement Plan 2021-2022 Action Plan



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

Date Submitted: June 29, 2021
Date(s) Revised: September 9, 2021

TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #1	Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts : 6 th Grade-Increase from 22% on May 2019 ELA EOG Assessment to 28.5% in May 2022. 7 th Grade-Increase from 21% on May 2019 ELA EOG Assessment to 24.3% in May 2022. 8 th Grade-Increase from 15% on May 2019 ELA EOG Assessment to 38.2% in May 2022.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
Teachers in grades 6-8 will meet weekly and utilize the CCC model with fidelity to provide teacher support in English Language Arts.	Title I Local Instructional budget	August 2021	<p>Implementation: Administrators and coaches will monitor the CCC process, lesson plans, CCC agenda, and student data weekly for academic growth.</p> <p>Impact: Grade-level teams will discuss actionable feedback to provide teacher support weekly by adjusting instructional practices and planning.</p> <p>Artifacts/Evidence: Agendas, lesson plans, observations, and data reports.</p>	<p>Principal</p> <p>Administrative Team</p> <p>School Leadership Team</p> <p>Academic Coaches</p>
Purchase i-Ready and Mi-Write to implement with fidelity for grades 6-8 to improve student reading and writing achievement levels in English Language Arts.	Title I Local Instructional budget	August 2021	<p>Implementation: Administrators and coaches will monitor the CCC process, lesson plans, CCC agenda, and student data monthly for growth.</p> <p>Impact: Grade-level teams will share and discuss iReady and Mi-Write scores and adjust instructional strategies accordingly.</p> <p>Artifacts/Evidence: CCC notes, walkthrough feedback, and data reports</p>	<p>Principal</p> <p>Academic Coaches</p> <p>Administrative Team</p> <p>School Leadership Team</p>

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>Laptop or iPads with charging carts and cases for grades 6-8 to increase the academic achievement levels in English Language Arts will be used with fidelity.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Purchase 9 laptops carts per grade level for ELA content classes. iReady, MI-Write, and CTLS reports will be used to monitor student’s weekly progress. Impact: I-Ready, MI-Write, and CTLS Assess reports will be utilized to differentiate instructional best practices. Artifacts/Evidence: Agendas, lesson plans, observations, and data reports.</p>	<p>Principal Academic Coaches Administrative Team School Leadership Team</p>
<p>Utilize graphic organizers and reading strategies such as R.A.C.E.S and C.E.R. with fidelity to increase student Lexile scores and achievement level across all content areas and connections.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklists. Impact: Grade-level teams will share RACE and CER strategies in weekly CCC’s and adjust instructional planning accordingly. Artifacts/Evidence: CCC notes, walkthrough feedback, data reports, and student work.</p>	<p>Principal Academic Coaches Administrative Team School Leadership Team</p>

EFFECTIVE LEADERSHIP

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>GOAL #1</p>	<p>Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts :</p> <p>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.</p>			
<p>Action Step(s)</p>	<p>Funding Source(s)</p>	<p>Start Date</p>	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support
<p>Weekly collaboration meetings with fidelity and ensure consistent actionable feedback to drive improvement efforts and leadership.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Administrators and coaches will meet weekly to discuss the previous week’s collaboration and the upcoming week’s plans that relate to the CCC process and observations. Artifacts/Evidence: Agendas, lesson plans, observations, and data reports</p>	<p>Principal Academic Coaches Administrative Team School Leadership Team</p>
<p>Conduct classroom walkthroughs with fidelity every 2 weeks to monitor the implementation of best practices.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Administrators and coaches will provide instructional support weekly to bi-weekly walkthroughs to monitor best practices and student growth. Artifacts/Evidence: Walkthroughs, lesson plans, observations, and data reports.</p>	<p>Principal Academic Coaches Administrative Team School Leadership Team</p>
<p>Implement protected time for students to engage in independent reading; support classroom libraries.</p>	<p>Title I Local Instructional budget</p>	<p>October 2021</p>	<p>Implementation: Teachers will initiate school-wide Drop Everything and Read daily to our school schedule. Artifacts/Evidence: Walkthroughs, lesson plans, observations, and data reports.</p>	<p>Principal Academic Coaches Administrative Team</p>

TITLE I

ASSESS. ACHIEVE. SUCCEED.

				School Leadership Team
Implement book studies with the leadership team, grade-level CCCs, and staff members on literature to support SEL, Equity in Education, PLC (CCCs), SEL, etc.	Title I Local Instructional budget	October 2021	Implementation: Teachers will initiate school-wide Drop Everything and Read and Write daily to our school schedule. Artifacts/Evidence: Walkthroughs, lesson plans, reflections observations, and data reports.	Principal Academic Coaches Administrative Team School Leadership Team

TITLE I

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY				
GOAL #1	Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts : 6 th Grade-Increase from 22% on May 2019 ELA EOG Assessment to 28.5% in May 2022. 7 th Grade-Increase from 21% on May 2019 ELA EOG Assessment to 24.3% in May 2022. 8 th Grade-Increase from 15% on May 2019 ELA EOG Assessment to 38.2% in May 2022.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
Four teachers will attend National Title I Conference (ESEA) with fidelity and a focus on strategies to ensure high-quality instruction in all classrooms.	Title I Local Instructional budget	August 2021	Implementation: Teachers will attend the conference and redeliver instructional strategies within 1 week to grades 6-8 teacher during CCC's in February 2022. Artifacts/Evidence: Conference presentation, registration, receipts, badge, and redelivery presentation.	Principal Academic Coaches Administrative Team School Leadership Team
Provide teachers with opportunities to collaborate on lesson planning, implementing prioritized standards and best practices.	Title I Local Instructional budget	August 2021	Implementation: Teachers will attend Professional Development meetings bi-monthly to collaborate on lesson planning, implementing prioritized standards and best practices. Artifacts/Evidence: Presentations, lesson plans, and observations, Teacher log-in sheet	Principal Academic Coaches Administrative Team School Leadership Team

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Provide certified substitutes for teachers to participate in full-day staff development	Title I Local Instructional budget	August 2021	<p>Implementation: Teachers will attend Professional Development meetings bi-monthly to collaborate on lesson planning, implementing prioritized standards and best practices.</p> <p>Artifacts/Evidence: Presentations, lesson plans, and observations, Teacher log-in sheet</p>	<p>Principal</p> <p>Academic Coaches</p> <p>Administrative Team</p> <p>School Leadership Team</p>
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SUPPORTIVE LEARNING ENVIRONMENT				
GOAL #1	<p>Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts:</p> <p>6th Grade-Increase from 22% on May 2019 ELA EOG Assessment to 28.5% in May 2022. Grade-Increase from 21% on May 2019 ELA EOG Assessment to 24.3% in May 2022. Grade-Increase from 15% on May 2019 ELA EOG Assessment to 38.2% in May 2022.</p>			7 th 8 th
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>Provide and implement English Language Arts tutorials to focus on remediation and acceleration.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Teachers grades (6-8) English Arts will provide tutorials during the week to focus on remediation and acceleration.</p> <p>Impact: Grade level teams and content teachers will analyze data reports weekly to modify and differentiate instructional planning and assessments.</p> <p>Artifacts/Evidence: Tutoring Schedules, weekly data reports, and assessments.</p>	<p>Principal Academic Coaches Administrative Team School Leadership Team</p>
<p>Utilize Social Emotional Learning strategies that allow both adults and children to put learning at the center of their daily activities to ensure a student learning community.</p>	<p>Title I Local Instructional budget</p>	<p>August 21</p>	<p>Implementation: Academic Coaches will provide lessons weekly to the Grade Level Team (6-8) teachers to implement social-emotional learning competencies.</p> <p>Impact: Grade level teams and content teachers will learn how to modify the teacher's mindset and instructional planning by adding SEL strategies that to create a culture of learning.</p> <p>Artifacts/Evidence: SEL Lessons, surveys and reflections for both s</p>	<p>Principal Academic Coaches Administrative Team School Leadership Team</p>

TITLE I

ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	<p>Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts :</p> <p>6th Grade-Increase from 22% on May 2019 ELA EOG Assessment to 28.5% in May 2022.</p> <p>7th Grade-Increase from 21% on May 2019 ELA EOG Assessment to 24.3% in May 2022.</p> <p>8th Grade-Increase from 15% on May 2019 ELA EOG Assessment to 38.2% in May 2022.</p>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support
Effectively communicate with families about their student’s progress, SMART Goals, and best practices.	Title I Local Instructional budget	August 2021	<p>Implementation: Grade-Teams Levels will meet with families to provide strategies/resources to implement at home to master SMART Goals.</p> <p>Artifacts/Evidence: Agenda, If-then Statement for success, Participation Reports, (CTLS ParentVue) Student SMART Goals</p>	<p>Principal</p> <p>Academic Coaches</p> <p>Administrative Team</p> <p>School Leadership Team</p>

TITLE I

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<p>Purposefully involve families with opportunities to advocate and attend Curriculum Night for their students.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Grade-Teams Levels will meet with families to provide strategies/resources to implement at home to address learning gaps/grade-level skills. Artifacts/Evidence: Agenda, Syllabi, Participation Reports, (CTLS ParentVue) Sign-In sheets, Reflections</p>	<p>Principal Academic Coaches Administrative Team School Leadership Team</p>
<p>Use technology to engage parents and the community with CTLS tools to support student’s achievement at home.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Academic Coaches and District IT staff will meet with families to provide CTLS tools to support student’s achievement at home. Artifacts/Evidence: Agenda, If-then Statement for success, Participation Reports, (CTLS ParentVue) , Reflections</p>	<p>Principal Academic Coaches Administrative Team School Leadership Team</p>
<p>Distribute Parent Policy and Compact to all stakeholders.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Floyd Middle School will provide commitments to families: “We as a school, We as parents, and We as students are dedicated to growth for 2021-2022 academic goals. Artifacts/Evidence: Compact, Policy, Agreements/Forms</p>	
<p>Engage Every Family in seminars to create a collaborative community.</p>			<p>Implementation: Administrators, Grade-Teams Levels or will meet or Academic Coaches will meet with families to provide communication or shared or leadership skills to teach students at home to develop their leadership skills.</p>	

TITLE I

ASSESS. ACHIEVE. SUCCEED.

			Artifacts/Evidence: Sign-In Sheet, Digital Document with Reflections, Book study sample Reflections quarterly.	
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STUDENT GROUPS					
Goal #2	Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts : 6 th Grade-Increase from 22% on May 2019 ELA EOG Assessment to 28.5% in May 2022. 7 th Grade-Increase from 21% on May 2019 ELA EOG Assessment to 24.3% in May 2022. 8 th Grade-Increase from 15% on May 2019 ELA EOG Assessment to 38.2% in May 2022.				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support 	
Economically Disadvantaged	Floyd's Food Pantry sponsored by Must Ministries will be open monthly for families to acquire food and essential needs.	Title I Local Instructional budget	August 2021	Implementation: The social worker will submit a log and amount of food by weight distributed to families Artifacts/Evidence: report of food distribution to parents	<ul style="list-style-type: none"> Social Worker Administration Volunteers

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>English Learners</p>	<p>The ESOL lead and Parent Facilitator will provide parent/family information sessions in Spanish.</p> <p>ESOL teachers will provide ESOL instructional support for grades 6-8 during connection.</p>	<p>Title I</p> <p>Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Spanish speaking families will be able to read documents in their native language which allows them to understand the day-to-day operations at school. ESOL students will be able to demonstrate improved success on assessments.</p> <p>Artifacts/Evidence: Documents, CTLS Posts, Lesson Plans</p>	<ul style="list-style-type: none"> • ESOL Lead • Administration
<p>Race / Ethnicity</p>	<p>Teachers will incorporate social emotional learning and culturally relevant teaching during instruction to address the social, cultural, and emotional needs of the students</p> <p>Teachers will consistently collaborate and modify instructional planning to address the academic needs of all students.</p>	<p>Title I</p> <p>Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation/Impact: Social and emotional learning skills will be addressed and taught to all students. Students will receive individualized interventions based on current data.</p> <p>Artifacts/Evidence: SEL weekly lessons, CTLS assessment reports, CCC agendas, lesson plans</p>	<p>Principal</p> <p>Academic Coaches</p> <p>Administrative Team</p> <p>School Leadership Team</p>
<p>Foster and Homeless</p>	<p>The social worker will partner with Floyd Baptist church to provide necessary resources for families and school wide functions (ex: food, clothing, financial assistance).</p>	<p>Title I</p> <p>Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Tangible needs of the families will be provided to children to allow them to focus on their academics.</p> <p>Artifacts/Evidence: Contact Log</p>	<ul style="list-style-type: none"> • Social Workers • District HEP staff • Administration

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>Migrant</p>	<p>The IEL/ESOL teachers will collaborate with the IWC to provide resources and academic support.</p> <p>Non-speaking English students will receive IEL support services from Garret Middle School IEL program.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: IEL students will show progression on content standards and demonstrate improved language skills.</p> <p>Artifacts/Evidence: CCC agendas, lesson plans and observations</p>	<ul style="list-style-type: none"> • ESOL Lead • District ESOL/Title III staff
<p>Students with Disabilities</p>	<p>General education and SWD teachers will collaborate to modify lessons and implement interventions to address individual learning needs</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation/Impact: Students will receive modified individualized instructions based on common assessments and learning gaps</p> <p>Artifacts/Evidence: Assessment CTLS Assess, RI/MI Data, lesson plans</p>	<p>Principal</p> <p>Academic Coaches</p> <p>Administrative Team</p> <p>School Leadership Team</p>

TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #2	<p><u>Percentage of students scoring proficient and advance on the End of Grade Assessment in Math :</u></p> <ul style="list-style-type: none"> • <u>6th Grade-Increase from 12% on May 2019 ELA EOG Assessment to 30.1% in May 2022.</u> • <u>7th Grade-Increase from 6% on May 2019 ELA EOG Assessment to 26.4% in May 2022.</u> • <u>8th Grade-Increase from 12.6% on May 2019 ELA EOG Assessment to 16.6% in May 2022</u> 			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Create a clear CCC focus and collaboration model across the building.	Title 1 Local Instructional	August 2021	<p>Implementation: The academic teachers will monitor the CCC process, lesson plans and student data for academic growth.</p> <p>Impact: Grade levels will discuss the impact of instructional strategies during weekly CCC's by reviewing assessment data and modifying practice as needed.</p> <p>Artifacts/Evidence: CCC agendas, lesson plans and walkthrough observations.</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coaches
Purchase IREADY and IXL software to remediate and advanced student achievement in math.	Title I Local Instructional	October 2021	<p>Implementation: The admin team and coaches will monitor student performance monthly.</p> <p>Impact: Teachers will discuss and review strategies during their weekly CCC meetings. Teachers will monitor the use of IXL and I-Ready monthly and modify usage as needed.</p> <p>Artifacts/Evidence: usage and progress monitoring reports</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coaches

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Purchase laptops, iPads, charging carts, and cases to increase the academic achievement levels in Math.	Title I Local Instructional	October 2021	<p>Implementation: The admin team will purchase laptop carts to provide student access to IXL, I-Ready and other instructional technology programs.</p> <p>Impact: Laptop carts will provide one to one technology for each student to effectively use IXL and I-Ready. Teachers will revise instructions for students based on reports generated through IXL and I-Ready.</p> <p>Artifacts/Evidence: Inventory check in and check out sheets, usage reports</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coaches
Integrate a school wide literacy framework such as C.E.R. and C.U.B.E.S to solve word problems, annotate and justify the problem-solving process.	Title I Local Instructional	September 2021	<p>Implementation: Academic Coaches will provide CER and CUBES framework to the teachers. Teachers will implement strategies daily.</p> <p>Impact: Teachers will implement strategies during daily instruction to provide a tool for students to analyze word problems.</p> <p>Artifacts/Evidence: Student journals and Student work</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coaches
Purchase math manipulatives to support differentiation, student engagement, and to support student thinking while providing additional representation on the standards being taught.	Title 1 local Instructional budget	October 2021	<p>Implementation: Coaches and administration will walk through classrooms weekly to monitor the use of manipulatives and debrief during CCC meetings.</p> <p>Impact: Teachers will discuss the effectiveness of the manipulatives and adjust during instructions. Teachers will use manipulatives to scaffold instruction for the students.</p> <p>Artifacts/Evidence: student work samples</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coach

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>Teachers will effectively use CTLS Access to have weekly data driven collaboration and give common assessments.</p>	<p>Title 1 local Instructional budget</p>	<p>October 2021</p>	<p>Implementation: Grade level teachers will use CTLS ACCESS to create and implement common assessment to track data.</p> <p>Impact: Teachers will use data collect from common assessments to differentiate instruction.</p> <p>Artifacts/Evidence: CCC Agenda, data analysis report</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coach
<p>Implement before and after school math recovery to help struggling learners.</p>	<p>Title 1 local Instructional budget</p>	<p>October 2021</p>	<p>Implementation: Teachers will provide remedial math instruction to below level performing students.</p> <p>Impact: Students will use IREADY and IXL as a tool to monitor growth and performance.</p> <p>Artifacts/Evidence: usage reports</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coach • Grade level Teachers

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EFFECTIVE LEADERSHIP				
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Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Attend weekly collaboration meetings and provide feedback.	Title I budget	August 2021	<p>Implementation: Admin team and academic coaches will attend weekly meetings.</p> <p>Artifacts/Evidence: Agendas, lesson plans and observation form</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coach
Conduct instructional learning walks and debrief with individual teachers and CCCs.	Title I budget	August 2021	<p>Implementation: Admin team, coaches and teachers will implement quarterly</p> <p>Artifacts/Evidence: Agendas, lesson plans and observations forms</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coach

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Hold monthly building leadership meetings and staff meetings.	Title I budget	August 2021	<p>Implementation: Admin team & School leadership team will monitor monthly</p> <p>Artifacts/Evidence: Agendas, meeting calendar</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coach • School Leadership Team
Implement New Teacher Mentoring Academy for new teachers to Floyd and teachers with 0-2 years of teaching experience.	Title 1 budget	August 2021	<p>Implementation: Admin Team and Academic Coaches will conduct monthly meetings to discuss teacher concerns and upcoming events. Admin team and Coaches will meet with the new teacher mentor academy monthly to provide social emotional learning/support to meet the need of the teachers.</p> <p>Artifacts/Evidence: Agenda, meeting calendar,</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coach • School Leadership Team
Academic coaches will offer classroom support to teachers and offer instructional strategies to help meet the needs of the students.	Title 1 budget	September 2021	<p>Implementation: Admin team will meet weekly with the coaches to discuss grows and glows from the previous week and agenda for the upcoming week.</p> <p>Artifacts/Evidence: CCC agendas, Teacher support and reflection observation form,</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coach

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Hire a math 180 teacher to remediate math students performing below grade level.	Title 1 Budget	September 2021	Implementation: Admin Team and Academic Coach will meet weekly as a CCC to review scaffolding, differentiation, and upcoming lessons. Artifacts/Evidence: CCC agenda and lesson plans	<ul style="list-style-type: none">• Principal• Admin Team• Academic Coach
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PROFESSIONAL CAPACITY				
GOAL #2	<p><u>Percentage of students scoring proficient and advance on the End of Grade Assessment in Math :</u></p> <ul style="list-style-type: none"> • <u>6th Grade-Increase from 12% on May 2019 ELA EOG Assessment to 30.1% in May 2022.</u> • <u>7th Grade-Increase from 6% on May 2019 ELA EOG Assessment to 26.4% in May 2022.</u> • <u>8th Grade-Increase from 12.6% on May 2019 ELA EOG Assessment to 16.6% in May 2022</u> 			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Math teachers will collaborate during the summer on lesson plans unit development and assessments	Title I Local Instructional budget	August 2021	<p>Implementation: Academic Coaches will support grade level teachers with developing curriculum resources such as curriculum maps, lesson plans and common assessments in grades 6-8.</p> <p>Artifacts/Evidence: Agendas, lesson plans, and observations</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches
Register 5 school leaders to attend professional conferences throughout the school year and present information.	Title I budget	August 2021	<p>Implementation: Admin team will send school leaders and teacher leaders to a leadership conference. School leaders and teacher leaders will redeliver information/strategies obtained from the conference.</p> <p>Artifacts/Evidence: registration, travel documentation, conference logic model, ccc agenda</p>	<ul style="list-style-type: none"> • Principal • Admin Team

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Provide certified substitutes for teachers to participate in full-day staff developments.	Title I Local Instructional budget	August 2021	<p>Implementation: Admin team will schedule professional learning sessions based on the needs of teachers. This will allow teachers to add resources and strategies to their educational toolbox.</p> <p>Artifacts/Evidence: Agendas, lesson plans and observations</p>	<ul style="list-style-type: none"> • Principal • Admin Team
Offer training to all teachers in the CTLS Platform so they can analyze data, create assessments, and group students based on their proficiency level.	Title I Local Instructional budget	August 2021	<p>Implementation: Admin team and Technology Instructional Coach (Mr. Croom) will schedule and provide technology training to help teachers use CTLS with fidelity. Teachers will use technology resources in CTLS to amend instruction as need.</p> <p>Artifacts/Evidence: Agendas, lesson plans and observations</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coaches
Academic coaches will provide professional development to teachers based on instructional needs.	Title I Local Instructional budget	August 2021	<p>Implementation: Academic coaches will provide quarterly surveys to teachers to determine if any instructional support is needed.</p> <p>Artifacts/Evidence: survey forms, coaching request forms</p>	<ul style="list-style-type: none"> • Academic Coaches • Admin Team

SUPPORTIVE LEARNING ENVIRONMENT

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Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Math 180 students will receive additional math support thorough IXL, DreamBox intervention and Iready programs.	Title I Local Instructional budget	August 2021	<p>Implementation: Math 180 teachers will work with students requiring math support as identified by MI data. Academic Coach will monitor progress weekly for implementation.</p> <p>Impact: Student growth will be analyzed monthly during CCC's using usage and individualized student growth reports.</p> <p>Artifacts/Evidence: CCC agenda and individualized student growth reports.</p>	<ul style="list-style-type: none"> • Principal • Admin Team • Academic Coach
Provide extended day tutoring and Saturday school.	Title I Local Instructional budget	August 2021	<p>Implementation: Grade Level teachers will work with students requiring additional math support as identified by the MI data. Teachers will modify instruction based on student's weakness.</p> <p>Impact: Student progression with be analyzed every month and adjustment will be made based on the progression of the student.</p> <p>Artifacts/Evidence: lesson plans and observations, student grade reports</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches • Certified Teachers

TITLE I

ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT				
GOAL #2	<p><u>Percentage of students scoring proficient and advance on the End of Grade Assessment in Math :</u></p> <ul style="list-style-type: none"> • <u>6th Grade-Increase from 12% on May 2019 ELA EOG Assessment to 30.1% in May 2022.</u> • <u>7th Grade-Increase from 6% on May 2019 ELA EOG Assessment to 26.4% in May 2022.</u> • <u>8th Grade-Increase from 12.6% on May 2019 ELA EOG Assessment to 16.6% in May 2022</u> 			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Increase parent involvement through curriculum nights with a focus on STEAM and math literacy.	Title I Local Instructional budget	August 2021	<p>Implementation: Grade level teachers and academic coach will meet each semester with families to provide strategies and resources to implement at home to address learning gaps and grade level skills.</p> <p>Artifacts/Evidence: Participation Reports (CTLs) , agenda and lesson plan Reflection Report</p>	<ul style="list-style-type: none"> • Math Teachers • Parent Facilitator •
Distribute Parent Policy and Compact to all stakeholders.	Title I Local Instructional budget	August 2021	<p>Implementation: Parent facilitator will provide opportunities at family and community engagements to distribute our parent policy and compact.</p> <p>Artifacts/Evidence: Participation Report</p>	<ul style="list-style-type: none"> • Parent Facilitator • Admin Team
Provide translated documents for ELL parents.	Title I Local Instructional budget	August 2021	<p>Implementation: Administration team will provide translated documents to parents in their native language. The team will notify IWC 3 days prior to asking for translated documents for our ELL students.</p> <p>Artifacts/Evidence: Original and translated document, log of records.</p>	<ul style="list-style-type: none"> • School Leadership Team

TITLE I

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS				
Goal #2	<p><u>Percentage of students scoring proficient and advance on the End of Grade Assessment in Math :</u></p> <ul style="list-style-type: none"> • <u>6th Grade-Increase from 12% on May 2019 ELA EOG Assessment to 30.1% in May 2022.</u> • <u>7th Grade-Increase from 6% on May 2019 ELA EOG Assessment to 26.4% in May 2022.</u> • <u>8th Grade-Increase from 12.6% on May 2019 ELA EOG Assessment to 16.6% in May 2022</u> 			
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support
<p>Economically Disadvantaged</p> <p>Floyd’s Food Pantry sponsored by Must Ministries will be open monthly for families to acquire food and essentials needs.</p>	<p>Title I</p> <p>Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: The social worker will submit a log and amount of food by weight distributed to families</p> <p>Artifacts/Evidence: report of food distribution to parents</p>	<ul style="list-style-type: none"> • Social Worker • Administration • Volunteers
<p>English Learners</p> <p>The ESOL lead and Parent Facilitator will provide parent/family information sessions in Spanish.</p> <p>ESOL teachers will provide ESOL instructional support for grades 6-8 during connection.</p>	<p>Title I</p> <p>Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Spanish speaking families will be able to read documents in their native language which allows them to understand the day to day operations at school. ESOL students will be able to demonstrate improved success on assessments.</p> <p>Artifacts/Evidence: Documents, CTLS Posts, Lesson Plans</p>	<ul style="list-style-type: none"> • ESOL Lead • Administration

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>Race / Ethnicity</p>	<p>Teachers will incorporate social emotional learning and culturally relevant teaching during instruction to address the social, cultural, and emotional needs of the students</p> <p>Teachers will consistently collaborate and modify instructional planning to address the academic needs of all students.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation/Impact: Social and emotional learning skills will be address and taught to all students. Students will receive individualized interventions based on current data.</p> <p>Artifacts/Evidence: SEL weekly lessons, CTLS assessment reports, CCC agendas, lesson plans</p>	<p>Principal</p> <p>Academic Coaches</p> <p>Administrative Team</p> <p>School Leadership Team</p>
<p>Foster and Homeless</p>	<p>The social worker will partner with Floyd Baptist church to provide necessary resources for families and school wide functions (ex: food, clothing, financial assistance).</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Tangible needs of the families will be provided to children to allow them to focus on their academics.</p> <p>Artifacts/Evidence: Contact Log</p>	<ul style="list-style-type: none"> • Social Workers • District HEP staff • Administration

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>Migrant</p>	<p>The IEL/ESOL teachers will collaborate with the IWC to provide resources and academic support.</p> <p>Non-speaking English students will receive IEL support services from Garret Middle School IEL program.</p>	<p>Title I</p> <p>Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: IEL students will show progression on content standards and demonstrate improved language skills.</p> <p>Artifacts/Evidence: CCC agendas, lesson plans and observations</p>	<ul style="list-style-type: none"> • ESOL Lead • District ESOL/Title III staff
<p>Students with Disabilities</p>	<p>General education and SWD teachers will collaborate to modify lessons and implement interventions to address individual learning needs</p>	<p>Title I</p> <p>Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation/Impact: Students will receive modified individualized instructions based on common assessments and learning gaps</p> <p>Artifacts/Evidence: Assessment CTLS Assess, RI/MI Data, lesson plans</p>	

TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #3	<p>8th grade students will increase from 28.6% on May 2019 End of Grade Science Assessment to 33.6% in May 2022.</p> <p>8th grade students will increase from 21.3% on May 2019 End of Grde Social Studies Assessment to 28.2% in May 2022</p>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Create a clear CCC focus and collaboration model across the building	Title I Local Instructional budget	August 2021	<p>Implementation: Administrators and Academic Coaches will monitor the CCC process, lesson plans, agendas, student data weekly for academic growth</p> <p>Impact: Grade level teachers will discuss instructional strategies, student data and adjust instruction during their weekly CCC's</p> <p>Artifacts/Evidence: Agendas, lesson plans and observations</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches • Administrative team • p Team • Content Lead Teachers

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>Purchase New York Times Upfront to support develops students' critical thinking skills using non-fictional reading</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Administrators, Academic Coaches, and Content Team teachers will monitor the use of Upfront reading assignments weekly.</p> <p>Impact: weekly review and discussions.</p> <p>Artifacts/Evidence: Agendas, lesson plans and observations</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches • Administrative team • • Content Lead Teachers
<p>Utilize Explore Learning Online Science Program that provides differentiated reading texts and Science assimilations that relate to science standards.</p>	<p>Title I Local Instructional budget</p>	<p>J August 2021</p>	<p>Implementation: Administrators, Academic Coaches, and Content Team teachers, and Curriculum Building Leadership Team will monitor the use of Upfront Science reading assignments weekly and monthly.</p> <p>Impact: Grade level teachers will discuss the impact of instructional strategies, and level reading texts on students' formative and summative unit data results during their weekly CCC's and monthly Curriculum Building Leadership meetings.</p> <p>Artifacts/Evidence: Agendas, lesson plans and observations</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches • Administrative team • School Leadership Team • Content Teachers
<p>Utilize manipulatives that allow students to apply the Science standards to real-world experiences and concepts.</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation: Admin team & BLT will monitor weekly.</p> <p>Impact: weekly review and discussions.</p> <p>Artifacts/Evidence: Agendas, lesson plans and observations</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches • Administrative team • School Leadership Team

TITLE I

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP				
GOAL #3	<p>8th grade students will increase from 28.6% on May 2019 End of Grade Science Assessment to 33.6% in May 2022.</p> <p>8th grade students will increase from 21.3% on May 2019 End of Grde Social Studies Assessment to 28.2% in May 2022</p>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Academic Coaches were hired to support teachers in content areas requiring reading and writing in the Social Studies. Coaches will provide professional learning, modeling of strategies, and instructional feedback to teachers.	Title I Local Instructional budget	August 2021	<p>Implementation/Impact: Administrators and Academic Coaches will meet weekly with Academic Coaches weekly to discuss previous week's implementation of reading and writing instructional strategies and upcoming week's plans.</p> <p>Artifacts/Evidence: Documents, forms, samples and observations</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches • Administrative team

TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>Unit Development Fall Collaboration Winter Collaboration Data Summit</p>	<p>Title I Instructional budget</p>	<p>August 2021</p>	<p>Implementation/Impact: Academic Coaches and teachers will meet and develop pacing guides and instructional framework to address prioritized standards that developing and proficient.</p> <p>Artifacts/Evidence: Documents, forms, samples and observations</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches • Administrative team
<p>New Panther Academy Exploration</p>	<p>Title I Local Instructional budget</p>	<p>August 2021</p>	<p>Implementation/Impact: Administrators, Coaches and Grade-Level Teams will meet rising students and explore content areas in a middle school environment</p> <p>Artifacts/Evidence: Documents, forms, samples and observations, sign-in sheets, reflections</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches • Administrative team

PROFESSIONAL CAPACITY

<p>GOAL #3</p>	<p>8th grade students will increase from 28.6% on May 2019 End of Grade Science Assessment to 33.6% in May 2022.</p> <p>8th grade students will increase from 21.3% on May 2019 End of Grde Social Studies Assessment to 28.2% in May 2022.</p>
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ASSESS. ACHIEVE. SUCCEED.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Create a clear CCC focus and collaboration model across the building	Title I Instructional budget	August 1st	<p>Administrators and Academic Coaches will monitor the CCC process, lesson plans, agendas, student data weekly for academic growth</p> <p>Grade level teachers will discuss instructional strategies, student data and adjust instruction during their weekly CCC's agendas, lesson plans and observations</p>	<ul style="list-style-type: none"> • Principal • Academic Coaches • Administrative team
Teachers will collaborate and design unit lesson plans and assessments based on subject standards and pacing guide.	Title I Instructional budget	August 1st	Academic Coaches will support Science teachers during school breaks and summer with utilizing instructional resources to develop unit lesson plans, assessments, and pacing guides. unit lesson plans, sign-in sheets and agendas	<ul style="list-style-type: none"> • Principal • Academic Coaches • Administrative team

REQUIRED QUESTIONS

CCSD Schoolwide Plan Development Sec. 114(b)(1-5) of ESSA

References: Schoolwide Checklist (3.a., 3.c., 3.d.)

Statement #1: The School Improvement Plan is developed during a one-year period (**Grant Year**) as outlined in **Sec. 114(b) (1-5) of ESSA**.

Statement #2: (Monitoring) The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

Statement #3: (SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Statement #4: (Coordination and Integration of Funds) Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

Question #1: Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

TITLE I

ASSESS. ACHIEVE. SUCCEED.

(Local School)

A staff development /professional development calendar of local, district and state pd will be created which supports the goals and objectives of the SIP. This will include support for new teachers, new staff as well as leadership team and committee meeting schedules.

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Question #2: 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)]**

References: Schoolwide Checklist (2.iii.d)

TITLE I

ASSESS. ACHIEVE. SUCCEED.

All students at Floyd Middle school will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

(Local School)

At Floyd Middle School we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.

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ASSESS. ACHIEVE. SUCCEED.

Question #3: Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to

TITLE I

ASSESS. ACHIEVE. SUCCEED.

coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); **[Sec. 1114(b)(7)(ii)]**

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

We have two school counselors who provided counseling to those students who need additional support. Through our monthly PBIS meetings and weekly grade-level meetings, we identify students who need additional support for academics, behavior, etc. We provide Tier 2 Interventions through RTI and PBIS. Now that school is resuming as normal, we will look in add back mentoring for students as possible. We will also implement and use the Check & Connect mentoring program at Floyd Middle.

Question #4: Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]**

TITLE I

ASSESS. ACHIEVE. SUCCEED.

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Question #5: 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)]**

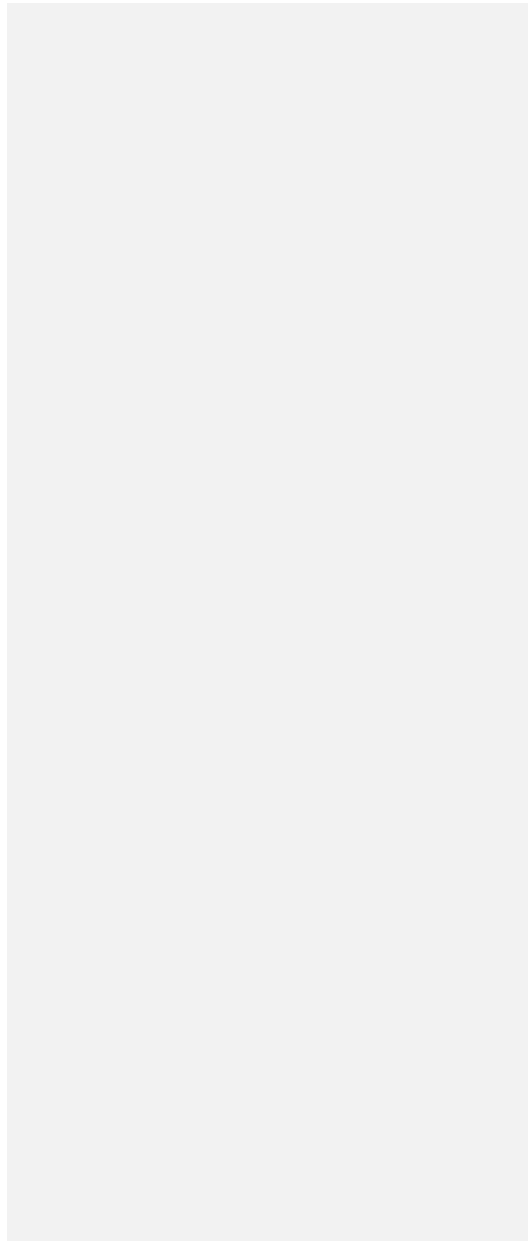
TITLE I

ASSESS. ACHIEVE. SUCCEED.

Our PBIS team works to develop behavior/character lessons for our teachers to use with our students on a monthly basis. These lessons will be developed based on our monthly behavior data – specific to each grade level. We will work to provide positive interventions and restorative practices, to reduce our number of ISS and OSS days. Students identified for Tier 2 interventions will be provided a mentor to check in and out with daily. We will also analyze data for each of our subgroups so that we can work to find solutions for addressing their specific needs.

TITLE I

ASSESS. ACHIEVE. SUCCEED.



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Empty response box for Question #6.

Question #6:

Transition:

ES: 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)]**

TITLE I

ASSESS. ACHIEVE. SUCCEED.

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: 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)**]

References: Schoolwide Checklist 4c

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Now that school is resuming as normal , we will look at providing summer enrichment opportunities for students coming into Floyd (6th) and connecting students with their high school programs(8th). We have also established a partnership with Clark Atlanta University TRIO program which focuses on helping students attend college.

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Question #7: 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, academic based 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)]

TITLE I

ASSESS. ACHIEVE. SUCCEED.

(Local School that is **TA Schools Only**)

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

TITLE I

ASSESS. ACHIEVE. SUCCEED.

Our administration and media center specialist work with our Technology services to make sure purchased items are tagged , maintained, and repaired properly.

TITLE I

ASSESS. ACHIEVE. SUCCEED.

ADDITIONAL RESPONSES

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

How is the School Improvement Plan developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

Commented [NH1]: This question was added by the State for FY22.

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ASSESS. ACHIEVE. SUCCEED.