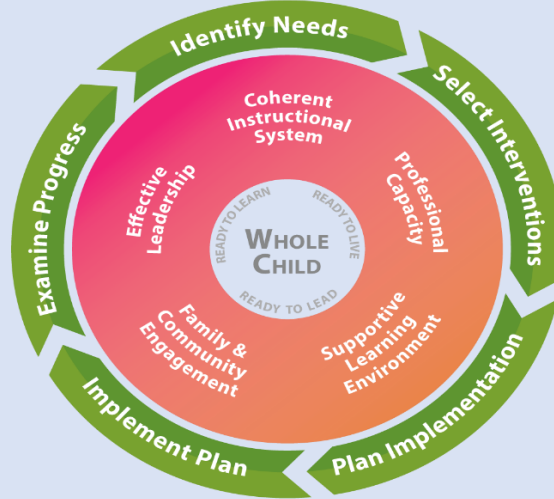




School Improvement Action Plan



School Year:	2022-2023
School Name:	Floyd Middle School
Principal Name:	Dr. Ashley Hosey
Date Submitted:	June 30, 2022
Revision Dates:	7/11/22, 8/16/22 and 9/12/22

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Floyd Middle School
<i>Team Lead</i>	Dr. Ashley Hosey
<i>Position</i>	Principal
<i>Email</i>	Ashley.hosey@cobbk12.org
<i>Phone</i>	
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)	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
X	Other (if selected, please describe below)
Direct Certification	

<p>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). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i></p>
<p>School Response: School administrators, teacher leaders, and staff were provided 2021-2022 student data results and template of the School Improvement Plan. The team analyzed, disaggregated, and reflected on results collected by domains and student groups and determined measurable SMART goals and strategies to implement school-wide for the 2022-23 school year.</p>

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 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	
Faith-based Community Leaders	
Technology Experts (TIS)	
Media Specialists/Librarians	
Police/Public or School Safety Officers	

Universities or Institutes of Higher Education	
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COMMITTEE MEMBERS SIGNATURE PAGE

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 the school.

Meeting Date(s):	
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Position/Role	Printed Name	Signature
Dr. Ashley Hosey/ Principal		
Dr. Darsha Brooks/ Assistant Principal		
Mr. Andri Cooke/ Assistant Principal		
Ms. Twyla Hinton/ Assistant Principal		
Ms. Shoneka O’Neal/ Academic Coach		
Ms. Angela Dennis/ Bookkeeper		
Ms. Kristie Campbell/ Parent Facilitator		
Ms. McKinney/ Social Studies Lead Teacher		
Mr. Honoray Ard / 7 th Grade Chairperson		
Ms. Seabrooks/ Special Education Lead		
Ms. Mauer/ 8 th Grade Chairperson		
Mr. Spiller/ Math Lead Teacher		

JorDaCahe' Atchison/ ELA Lead Teacher		
April Rouser/ Science Lead Teacher		

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

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).

Previous Year's Goal #1	<p>Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts:</p> <p>6th Grade will increase from 22% on May 2019 ELA EOG (End of Grade) Assessment to 28.5% on May 2022 EOG Assessment.</p>
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>The 2021-2022 End-of-Grade Milestone results support the outcome of the 6th grade ELA goal.</p> <p>Spring 22 ELA 6th Grade Proficient and Advanced: 30.4%</p>
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<p>There was a focus on the CCC process as a 6th grade ELA team.</p> <p>Teachers utilized iReady more consistently to remediate students who did not master ELA standards. The 6th grade teachers analyzed data and retaught standards that were not mastered. Teachers facilitated instruction that allowed students to read and annotate text as a class and group.</p>

Previous Year's Goal #2	<p>Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts:</p> <p>7th Grade will increase from 21% on May 2019 ELA EOG Assessment to 24.3% on May 2022 EOG Assessment.</p>
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Was the goal met? YES NO

What data supports the outcome of the goal?	<p>The 2021-2022 End-of-Grade Milestone results support the outcome of the 7th grade ELA goal.</p> <p>Spring 22 ELA 7th Grade Proficient and Advanced: 28.4%</p>
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Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	
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If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<p>There was a focus on the implementation of the Cobb Collaborative Community process.</p> <p>The percentage of students who did not pass ELA Quarter 1 and/or 2 utilized iReady program during Saturday School to obtain additional support in reading comprehension, analyzation of text, and vocabulary.</p> <p>The 7th grade teachers tried analyzing student data results and differentiating instruction.</p>
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Previous Year's Goal #3	<p>Percentage of students scoring proficient and advance on the End of Grade Assessment in English Language Arts:</p> <p>8th Grade students will increase from 15% on May 2019 ELA EOG Assessment to 38.2% on May 2022 EOG Assessment.</p>
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Was the goal met? YES NO

<p>What data supports the outcome of the goal?</p>	<p>The 2021-2022 End-of-Grade Milestone results support the outcome of the 8th grade ELA goal.</p> <p>Spring 22 ELA 8th Grade Proficient and Advanced: 23.3%</p>
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<h2>Reflecting on Outcomes</h2>	
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<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The following actionable strategies could be implemented to address areas of need for 8th grade students:</p> <ul style="list-style-type: none"> • Effective and consistent implementation of the Cobb Collaborative Community Process as an 8th grade ELA team. • Implement the 6 Step data team process to analyze, inform, plan, modify, and adjust instruction. • Utilize the ELA text and pacing guide to teach 8th grade standards according to the local and state. • Develop and implement systematic intervention and extension opportunities according to students’ data results. • Implement a systematic school-wide writing program. • To further support 8th grade students, teachers will create a pacing guide that aligns with the district’s calendar that allocates time for teaching, assessments, reteaching, remediation, and extension. 8th grade teachers will analyze student data results and effectively develop instructional assignments to address students’ instructional needs.
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<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	
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<p>Previous Year’s Goal #4</p>	<p>Percentage of students scoring proficient and advanced on the End of Grade Assessment in Math:</p>
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	<p>6th Grade students will increase from 12% on May 2019 Math EOG Assessment to 30.1% on May 2022 EOG Assessment.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>The 2021-2022 End-of-Grade Milestone results support the outcome of the 6th grade Mathematic goal.</p> <p>Spring 22 Math 6th Grade Proficient and Advanced: 24.9%</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The following actionable strategies could be implemented to address areas of need for 6th grade students:</p> <ul style="list-style-type: none"> • Effective and consistent implementation of the Cobb Collaborative Community process. • Implement the 6 Step data team process to analyze, inform, plan, modify, and adjust instruction. • Develop and implement systematic intervention and extension opportunities according to students’ data results. • Implement a systemic school-wide writing program for Mathematics that includes vocabulary terms and word problems. • Utilize the 360 boards more frequently for formative assessments. • Create rigorous critical thinking instructional Mathematical assignments that allow student collaboration and cooperative learning. • Provide instructional assignments that address students’ needs based on Mathematics formative and summative assessment results.

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	
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<p>Previous Year's Goal #5</p>	<p>Percentage of students scoring Proficient and Advance on the End of Grade Assessment in Math:</p> <p>7th Grade students will increase from 6% on May 2019 Math EOG Assessment to 26.4% on May 2022 EOG Assessment.</p>
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<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
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<p>What data supports the outcome of the goal?</p>	<p>The 2021-2022 End-of-Grade Milestone results support the outcome of the 7th grade Mathematic goal.</p> <p>Spring 22 Math 7th Grade Proficient and Advanced: 23.6%</p>
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<p style="text-align: center;">Reflecting on Outcomes</p>	
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<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The following actionable strategies could be implemented to address areas of need for 7th grade students in Mathematics:</p> <ul style="list-style-type: none"> • Effectively and consistently implement the Cobb Collaborative Community process. • Implement the 6 Step data team process to analyze, inform, plan, modify, and adjust instruction. • Develop and implement systematic intervention and extension opportunities according to students' data results. • Implement a systemic school-wide writing program for Mathematics that includes vocabulary terms and word problems. • Provide instructional assignments that address students' needs based on Mathematics formative and summative assessment results.
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If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #6	<p>Percentage of students scoring proficient and advance on the End of Grade Assessment in Math:</p> <p>8th Grade students will increase from 12.6% on May 2019 Math EOG Assessment to 16.6% on May 2022 Assessment.</p>
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>The 2021-2022 End-of-Grade Milestone results support the outcome of the 8th grade Mathematic goal.</p> <p>Spring 22 Math 8th Grade Proficient and Advanced: 22.3%</p>
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>Percentage of students who did not pass Math Quarter 1 and/or 2 utilized iReady instructional program during Saturday School to obtain additional support on Math concepts and skills.</p> <p>Below are processes, action steps, and interventions that contributed to success of the goal:</p> <ul style="list-style-type: none"> • Analyzed student data results to differentiate instruction and address students’ instructional needs. • Remediated using manipulatives both virtual and hands on • Utilized IXL assignments based on the aligned standards and students’ individual instructional needs. • Familiarize students with TI-36 XPro and utilize it as an instructional strategy to solve Mathematic problems. • use of 360 dry erase boards/markers and handheld gr • Examined and analyzed data to plan remediation strategies and instructional assignments. • limited access to supplemental touch screen devices for virtual manipulation activities specific to graphing
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<p>Previous Year’s Goal #7</p>	<p>Percentage of 8th Grade students scoring proficient and advance on the End of Grade Assessment in Science:</p> <p>8th Grade students will increase from 28.6% on May 2019 End of Grade Science Assessment to 33.6% on the May 2022 End of Grade Assessment.</p>
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>The 2021-2022 End-of-Grade Milestone results support the outcome of the 8th grade Science goal.</p> <p>Spring 22 Science 8th Grade Proficient and Advanced: 17.8%</p>
<p>Reflecting on Outcomes</p>	

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The following actionable strategies could be implemented to address areas of need for 8th grade students in science:</p> <ul style="list-style-type: none"> • Effectively and consistently implement the Cobb Collaborative Community process. • Implement the 6 Step data team process to analyze, inform, plan, modify, and adjust instruction. • Develop and implement systematic intervention and extension opportunities according to students' assessment data results. • Utilize C.E.R. and GRC (claim, evidence, reasoning, gather, reasoning, and communication) as writing strategies in science.
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p>Previous Year's Goal #8</p>	<p>Percentage of 8th Grade students scoring proficient and advance on the End of Grade Assessment in Social Studies:</p> <p>8th Grade students will increase from 21.3% on May 2019 End of Grade Social Studies Assessment to 28.2% on the May 2022 End of Grade Assessment.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>The 2021-2022 End-of-Grade Milestone results support the outcome of the 8th grade Social Studies goal.</p> <p>Spring 22 Social Studies 8th Grade Proficient and Advanced: 24.0%</p>
<p>Reflecting on Outcomes</p>	

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The following actionable strategies could be implemented to address areas of need for 8th grade students in Social Studies:</p> <ul style="list-style-type: none"> • Effectively and consistently implement the Cobb Collaborative Community process. • Implement the 6 Step data team process to analyze, inform, plan, modify, and adjust instruction. • Develop and implement systematic intervention and extension opportunities according to students’ data results in reading comprehension, analyzing text, and utilizing map skills. • Develop and consistently utilize the R.A.C.E writing strategy for Social Studies writing assignments. • Analyze results from DBQ’s and constructed responses writing assignments, provide feedback, and provide opportunities for reteaching, conferencing, and reassessing.
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
<p style="text-align: center;">ELA</p>	<p>10% decrease in the number of students performing below basic in ELA from August 2021 to May 2022.</p> <p>27.9 % of students scored proficient or advanced on the EOG May 2022 compared to 20.3% in May 2021.</p>	<p>73% of the incoming 6th Graders Lexile scores are below grade level.</p> <p>57% of the students in grades 6th – 8th performed below grade level in writing.</p>	<p>GA Milestone Assessment Reading Inventory</p> <p>ELA formative assessments informed us that non-fictional text needs to be focused.</p> <p>Students need additional time and support in</p>

			analyzing non-fictional texts.
Math	<p>Increase of Algebra 1 EOC (End of Course) scores from 50% of proficient and advanced Students in 2021 to 86% in 2022.</p> <p>35% decrease in the number of students performing below basic in Math from August 2021 to May 2022.</p>	<p>79.4% of the incoming 6th graders are performing below grade level according to the GA Milestone Assessment.</p> <p>4% of the upcoming 7th grades showed proficiency with Ratios and Proportional Relationships on the GA Milestone Assessment.</p>	<p>GA Milestone Assessment Math Inventory</p> <p>Math formative assessments informed us that most students performed at Level 1 at the remote and recall levels. Students struggled with applications of concepts and test taking skills.</p>
Science		<p>82% of students in 8th grade are performing below grade level in all of Content Standards of the Science End of Grade Assessment. (Matter, Energy, Motion, Waves and Force)</p>	<p>GA Milestone Assessment</p> <p>Science formative assessments informed us that teachers needed to incorporate science inquiry-based learning to make real world connections with science concepts students did not master. Additionally, CER, Phenomena, and GRC as the driving force to clearly understand the concept.</p>
Social Studies	<p>Increased from 21.3% on May 2019 EOC to 23.9% on May 2022.</p>		<p>Ga Milestone assessments</p> <p>Social Studies formative assessments informed us</p>

			that most students performed at Level 1 at the remote and recall levels. Students struggled with reading comprehension and responding to DOK Level 3 and 4 questions and map skills.
Discipline / School Climate Data	<p>Implementation of PBIS (Positive Behavioral Interventions and Supports) rewards. Decrease in the number of written referrals of <u>59</u> % to <u>49</u> % from Jan 2022 to May 2022.</p> <p>The yellow highlight is a goal. What does the data look like from last year? How many total referrals did we have in the 2021-2022 school year?</p>		
Professional Learning What has been provided? What is the impact?	Implementation of the CCC process.	<p>Continuation of the CCC and conduct a Professional Development on the data team process.</p> <p>Teachers will be able to collaborate and analyze student data results to inform, modify, and plan instructional assignments and assessments.</p> <p>Limited knowledge of deconstructing standards to plan a sequential lesson using the instructional framework.</p>	
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	39 % of ELL scored proficient or advanced on the May 2022 RI compared to 27 % on the August 2021 RI		Reading Inventory
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Average quantile growth of 121 points on the Math Inventory of English Language Learners from August 2021 to May 2022.	87% of students with disabilities are performing below grade level.	Ga Milestone Assessment Math Inventory
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		25% of students with disabilities have 10 or more absences during the 2021-2022 school year.	PBIS reports
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		Trauma-informed Professional Development sessions will be provided to support students with physical, mental, emotional well-being and development.	
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Overarching Challenge #1	Floyd Middle School students are performing below grade level in Mathematics.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Instructional strategies are not consistent for teaching integers and integer operations among grade level teachers. • Students are deficient in word problems due to reading comprehension and fluency.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Additional support is needed on effective use of the Cobb Collaborative Community process. • Professional development is needed on the use of instructional strategies, manipulatives, and common resources. • Professional development is needed on use of the 6 Step Data Team Process with a focus on disaggregating data to inform and plan instruction. • Vertical team alignment and data analysis is needed to address students' deficits and strengths.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Clear expectation of shared vision and school-wide initiative is not consistent across the school. • Clear expectations, goals, and vision for each subject are not provided. • Parent Facilitator is needed to help bridge the gap between students, parents, teachers, administrators, and community.
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> • Twenty-two new teachers were hired for the 2021-2022 school year. • Seventy-five percent of Floyd's administration team is a new post-pandemic. • Increase in student absences and high transient post-pandemic. • Limited parent engagement

<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>6th Grade students scoring proficient or distinguished will increase from 24.9% on May 2022 Math EOG Assessment to 34% on May 2023 EOG Assessment.</p> <p>7th Grade students scoring proficient or distinguished will increase from 23.6% on May 2022 Math EOG Assessment to 26.6% on May 2023 EOG Assessment</p> <p>8th Grade students scoring proficient or distinguished will increase from 22.3% on May 2022 Math EOG Assessment to 25.3% on May 2023 EOG Assessment.</p>
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Overarching Challenge #2	Floyd Middle School Students are performing below grade level in English Language Arts for Reading.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • The instructional strategies are not consistent for vocabulary and reading comprehension and fluency. • Students are deficient in vocabulary, reading comprehension, analyzation of texts, and fluency. • Vertical team alignment and data analysis are needed to address students’ deficits and strengths in reading.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Additional support is needed on effective implementation of the Cobb Collaborative Community process. • Professional development is needed on effective lesson planning development that include learning targets, instructional strategies, resources, differentiation of instruction, instructional assignments on various DOK levels, and assessments. • Professional development is needed on use of the 6 Step Data Team Process with a focus on disaggregating data to inform and plan instruction. • The integration and use of ELA in Social Studies classes is not clear and consistent across grade levels.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Parent Facilitator is needed to help bridge the gap between students, parents, teachers, administrators, community, and school. • Clear expectation of shared vision and school-wide initiative is not consistent across the school. • Clear expectations, goals, and vision for each subject are not provided.
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> • Twenty-two new teachers were hired for the 2021-2022 school year. • Seventy-five percent of Floyd’s administration team is new post-pandemic. • Increase in student absences and high transient post-pandemic. • Limited parent engagement

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>6th Grade students scoring proficient or distinguished will increase from 25.5% on the 2022 EOG Assessment to 29% on the 2023 EOG ELA Assessment for all grade levels combined.</p> <p>7th Grade students scoring proficient or distinguished will increase from 30.4% on May 2022 ELA EOG Assessment to 34.6% on 2023 EOG Assessment.</p> <p>8th Grade students scoring proficient or distinguished will increase from 28.4% on May 2022 ELA EOG Assessment to --35% on May 2023 EOG Assessment.</p>
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Overarching Challenge #3	Floyd Middle School students are performing below grade level in Writing.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • The instructional strategies are not consistent for teaching the writing process in each content and as a school-wide initiative. • Students are deficient in reading comprehension, vocabulary, vocabulary acquisition, organizational skills, and writing stamina. • Vertical team alignment and data analysis are needed to address students’ deficits and strengths in writing.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Professional development is needed for teachers support with instructional strategies and common resources for vocabulary, organization, and writing stamina. • Additional support is needed on effective implementation of the Cobb Collaborative Community Process. • Professional development is needed on use and implementation of the 6 Step Data Team Process with a focus on disaggregating data to inform and plan instruction.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • A school-wide writing strategy needs to be established and communicated to all. • Integration of writing in all content areas needs to be clear and concise.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> • Twenty-two new teachers were hired for the 2021-2022 school year. • Seventy-five percent of Floyd’s administration team is new to the school post-pandemic. • Increase in student absences and high transient post-pandemic. • Limited parent engagement
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students scoring ‘accelerate’ on the End of Grade Assessment in Writing Domain will increase from 13% on the 2022 EOG Assessment in Writing Domain to 17% on the 2023 EOG ELA Assessment for all grade levels combined.</p>

Overarching Challenge #4	All students at Floyd Middle School do not feel a positive connection to the school.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • A school-wide comprehensive counseling program is needed to support students with social and emotional concerns and development. • Grade level counselors will provide classroom guidance lessons that support students’ social emotional needs.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Trauma Informed Professional Development will be provided to teachers and staff to provide strategies on supporting the whole child. • Grade level counselors will provide
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • The school principal hired a third professional school counselor that will allow each grade level to be supported. • The leadership team will participate and provide resources to support the implantation of PBIS.
Contributing Factors (Outside of control)	

<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by 10% on the Georgia Health survey in the 4 domains under School Connectedness for the 2022-2023 school year.</p> <ol style="list-style-type: none"> 1. Most days I look forward to going to school- 61.54% to 71.54% 2. I feel like I fit in at my school. - 71.38% to 81.38% 3. I feel successful at school. - 74.15% to 74.15% 4. I feel connected to others at school. -72.31% to 82.31%
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<p>School Improvement Goals</p> <p><i>Include goals on the parent compacts and policy</i></p>	
Goal #1	<p>6th Grade students scoring proficient or distinguished will increase from 24.9% on May 2022 Math EOG Assessment to 34.9% on May 2023 EOG Assessment.</p> <p>7th Grade students scoring proficient or distinguished will increase from 23.6% on May 2022 Math EOG Assessment to 26.6% on May 2023 EOG Assessment</p> <p>8th Grade students scoring proficient or distinguished will increase from 22.3% on May 2022 Math EOG Assessment to 25.3% on May 2023 EOG Assessment.</p>
Goal #2	<p>6th Grade students scoring proficient or distinguished will increase from 25.5% on the 2022 EOG Assessment to 29% on the 2023 EOG ELA Assessment for all grade levels combined.</p> <p>7th Grade students scoring proficient or distinguished will increase from 30.4% on May 2022 ELA EOG Assessment to 34.6% on 2023 EOG Assessment.</p> <p>8th Grade students scoring proficient or distinguished will increase from 28.4% on May 2022 ELA EOG Assessment to --35% on May 2023 EOG Assessment.</p>

<p>Goal #3</p>	<p>The percentage of students scoring 'accelerate' on the End of Grade Assessment in Writing Domain will increase from 13% on the 2022 EOG Assessment in Writing Domain to 17% on the 2023 EOG ELA Assessment for all grade levels combined.</p>
<p>Goal #4</p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by 10% on the Georgia Health survey in the 4 domains under School Connectedness for the 2022-2023 school year.</p> <ol style="list-style-type: none"> 1. Most days I look forward to going to school- 61.54% to 71.54% 2. I feel like I fit in at my school. - 71.38% to 81.38% 3. I feel successful at school. - 74.15% to 74.15% 4. I feel connected to others at school. -72.31% to 82.31%

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Academic Coach will support teachers in content areas by providing professional development, modeling of instructional strategies, assisting with instructional planning, participating in CCC meetings, and providing appropriate feedback.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Parent Facilitator will serve as a liaison between the school, home, and community to effectively communicate information needed for students' academic and behavioral success.
READ 180 Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The READ 180 teacher will provide personalized and purposeful instruction strategies and measurable assessments to help students develop reading skills at grade level.
.5 Push Support Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The part time push in support teacher will push into academic classes to support students who have been identified to struggle with reading, writing, and ELA comprehension.

<p style="text-align: center;">GOAL #1</p>	<p>6th Grade students scoring proficient or distinguished will increase from 24.9% on May 2022 Math EOG Assessment to 34% on May 2023 EOG Assessment.</p> <p>7th Grade students scoring proficient or distinguished will increase from 23.6% on May 2022 Math EOG Assessment to 26.6% on May 2023 EOG Assessment</p> <p>8th Grade students scoring proficient or distinguished will increase from 22.3% on May 2022 Math EOG Assessment to 25.3% on May 2023 EOG Assessment.</p>					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">Person Responsible</p>
<p>Implement year-long Math Support classes to further assist students with foundational math skills, concepts, and standards.</p>	<p>Dreambox Flocabulary Calculators CARES Math Teachers Instructional Supplies IXL Math Program</p>	<p>District Title I Title I District Title I Title I</p>	<p>July 2022</p>	<p>Implementation: Students' Math Inventory results will be analyzed, and students will be scheduled and rotated into Math Support classes Quarterly based on their academic progress and proficiency levels. Artifacts: Math Inventory results, class rosters, CTLS Resources</p>	<p>Desired Outcome: Students will obtain the necessary foundational math skills and pre-requisites concepts needed to master grade level math standards. Evidence: Formative and Summative assessments, Quarterly report cards, and CCC summary of data analysis</p>	<p>Math Support Teachers Math Content Lead Teacher Principal Assistant Principals Academic Coach</p>
<p>Utilize iReady and IXL during Structured Intervention Extension block to remediate and provide extension in mathematics.</p>	<p>iReady Program Instructional supplies Laptop computers Calculators</p>	<p>Title I Title I District Title I</p>	<p>August 2022</p>	<p>Implementation: Teachers will utilize iReady to assist students during the daily intervention block with math skills and concepts needed to master grade level math standards. Artifacts:</p>	<p>Desired Outcome: Students will demonstrate progress and proficiency in math literacy, concepts, and problem-solving skills based on weekly, bi-weekly, and unit formative and summative assessments. Evidence:</p>	<p>Content Math Teachers Math Content Lead Teacher Principal Assistant Principals and Academic Coach will monitor</p>

				<p>Students' data results on the Reading Inventory assessment, weekly progress monitoring on specific skills and standards based on formative and summative data results from CTLS Assess.</p> <p>Academic Coach and administrators' observations and monitoring of iReady usage reports.</p>	<p>Formative and Summative assessments, Quarterly report cards, and CCC summary of data analysis</p>	<p>teacher implementation of iReady and assessments results</p>
<p>Implement a clear CCC collaboration and data analysis focus with all subject grade level teachers.</p>	<p>Title I Instructional Supplies</p>	<p>Title I District</p>	<p>July 2022</p>	<p>Implementation: Teachers will implement the CCC process with fidelity and provide appropriate instructional strategies and resources needed to support students in mastering grade level math standards.</p> <p>Artifacts: CCC lesson plans agendas, CTLS Assessment results,</p>	<p>Desired Outcome: Teachers will collaborate, obtain appropriate instructional strategies, and analyze student data results to inform, modify instruction, meet, and increase students' academic progress in mathematics.</p> <p>Evidence: CCC lesson plans agendas, CTLS Assessment results, walkthroughs, and observations</p>	<p>Teachers Math Content Lead Teacher Principal Assistant Principal Academic Coach</p>
<p>Implement Saturday School Remediation Program to support students who do not master and pass Quarterly math standards.</p>	<p>Title I Instructional Supplies iReady Calculators Laptops</p>	<p>Title I Title I Title I Title I District</p>	<p>October 2022</p>	<p>Implementation: Teachers utilize iReady and</p> <p>Artifacts: Quarterly grade reports, CTLS Assessments reports,</p>	<p>Desired Outcome: Teachers will utilize iReady program to provide additional support and increase students' math academic levels.</p> <p>Evidence: CTLS Assessment reports, teacher recommendations, Quarterly report cards</p>	<p>Teachers Math Content Lead Principal Assistant Principal Academic Coach</p>

Implement and utilize iReady during morning tutorial to students who need Tier II intervention in mathematics.	Title I Instructional Supplies iReady Calculators Laptops	Title I Title I Title I Title I District	October 2022	Implementation: Teachers utilize iReady and CCC Process Artifacts: Quarterly grade reports, CTLS Assessments reports,	Desired Outcome: Teachers will utilize iReady program to provide additional support and increase students' math academic levels. Evidence: CTLS Assessment reports, teacher recommendations, Quarterly report cards	Teachers Math Content Lead Principal Assistant Principal Academic Coach
Implement the RTI process to support students with math skills and standards and behavior deficits.	Instructional Supplies	Title I	August 2022	Implementation: Teachers utilize iReady and CCC Process, which includes the following: <ul style="list-style-type: none"> Teachers will indicate in their lesson plans a specific time to provide additional support to Tier I students who do not master subject standards. ESOL students who scored a 3 and below on the ACCESS test will be scheduled to a Sheltered English Language Arts class 	Desired Outcome: Teachers will utilize iReady program and instructional strategies to provide additional support and increase students' math academic levels. Evidence: CTLS Assessment reports, teacher recommendations, Quarterly report cards Students will be monitored and moved through the appropriate Tiers of the RTI process based on the student data results	Teachers Math Content Lead Principal Assistant Principal Academic Coach BLT Team

				<ul style="list-style-type: none"> • Students who scored a 525 and below on the Reading and Math Inventory Assessment will be scheduled to a Math Support and/or Read 180 class. • Students will receive Tier II support during 3rd Block in reading, mathematics, and writing each week. <p>Artifacts:</p> <p>Quarterly grade reports, CTLS Assessments reports, RTI Notes and action steps</p>		
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<p align="center">GOAL #2</p>	<p>6th Grade students scoring proficient or distinguished will increase from 25.5% on the 2022 EOG Assessment to 29% on the 2023 EOG ELA Assessment for all grade levels combined.</p> <p>7th Grade students scoring proficient or distinguished will increase from 30.4% on May 2022 ELA EOG Assessment to 34.6% on 2023 EOG Assessment.</p> <p>8th Grade students scoring proficient or distinguished will increase from 28.4% on May 2022 ELA EOG Assessment to --35% on May 2023 EOG Assessment.</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i></p>	<p align="center">Person Responsible</p>
<p>Implement year-long Read 180 Support classes to further assist students with foundational reading skills and ELA standards.</p>	<p>Flocabulary CARES Teacher Instructional Supplies Technology</p>	<p>District District Title I District</p>	<p>August 2022</p>	<p>Implementation: Students' Reading Inventory results will be analyzed, and students will be scheduled and rotated into Read 180 Support classes Quarterly based on their academic progress and proficiency levels.</p> <p>Artifacts: Reading Inventory results, class rosters, CTLS Assessment reports</p>	<p>Desired Outcome: Students will obtain the necessary foundational reading skills and pre-requisites concepts needed to master grade level reading standards.</p> <p>Evidence: Formative and Summative assessments, Quarterly report cards, and CCC summary of data analysis</p>	<p>Read 180 Teachers Principal Assistant Principals Academic Coach</p>
<p>Utilize iReady during Structured Intervention Extension block to remediate and provide extension in mathematics.</p>	<p>iReady Program Instructional supplies and resources Laptop computers</p>	<p>Title I Title I District</p>	<p>August 2022</p>	<p>Implementation: Teachers will utilize iReady to assist students during the daily intervention block with reading skills and concepts needed to master grade level ELA standards.</p>	<p>Desired Outcome: Students will demonstrate progress and proficiency in reading literacy and ELA standards based on weekly, bi-weekly, and unit formative and summative assessments.</p>	<p>Content ELA Teachers ELA Content Lead Teacher Principal Assistant Principals and</p>

				<p>Artifacts:</p> <p>Students' data results on the Reading Inventory assessment, weekly progress monitoring on specific skills and standards based on formative and summative data results from CTLS Assess.</p> <p>Academic Coach and Administrators observations and monitoring of iReady usage reports.</p>	<p>Evidence:</p> <p>Formative and Summative assessments, Quarterly report cards, and CCC summary of data analysis</p>	<p>Academic Coach will monitor teacher implementation of iReady and assessments results</p>
Implement a clear CCC collaboration and data analysis focus with all subject grade level teachers.	Title I Instructional Supplies	Title I District	July 2022	<p>Implementation:</p> <p>Teachers will implement the CCC process with fidelity and provide appropriate instructional strategies and resources needed to support students in mastering grade level math standards.</p> <p>Artifacts:</p> <p>CCC lesson plans agendas, CTLS Assessment results,</p>	<p>Desired Outcome:</p> <p>Teachers will collaborate, obtain appropriate instructional strategies, and analyze student data results to inform, modify instruction, meet, and increase students' academic progress in mathematics.</p> <p>Evidence:</p> <p>CCC lesson plans agendas, CTLS Assessment results, walkthroughs, and observations</p>	<p>ELA Teachers</p> <p>ELA Content Lead Teacher</p> <p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>
Implement Saturday School Remediation Program to support students who do not master and pass Quarterly ELA standards.	Title I Instructional Supplies iReady Calculators Laptops	Title I Title I Title I Title I District	October 2022	<p>Implementation:</p> <p>Teachers utilize iReady and</p> <p>Artifacts:</p>	<p>Desired Outcome:</p> <p>Teachers will utilize iReady program to provide additional support to students with ELA standards and literacy skills to increase proficiency academic levels.</p> <p>Evidence:</p>	<p>ELA Teachers</p> <p>ELA Content Lead</p> <p>Principal</p> <p>Assistant Principal</p>

				Quarterly grade reports, CTLS Assessments reports,	CTLS Assessment reports, teacher recommendations, Quarterly report cards	Academic Coach
Implement and utilize iReady during morning tutorial to students who need Tier II intervention in English Language Arts.	Title I Instructional Supplies iReady Laptops	Title I Title I Title I District	October 2022	Implementation: Teachers utilize iReady and Artifacts: Quarterly grade reports, CTLS Assessments reports,	Desired Outcome: Teachers will utilize iReady program to provide additional support and increase students' ELA academic levels. Evidence: CTLS Assessment reports, teacher recommendations, Quarterly report cards	Teachers ELA Content Lead Principal Assistant Principal Academic Coach
Implement the RTI process to support students with English Language Arts skills and standards and behavior deficits.	Instructional Supplies	Title I	August 2022	Implementation: Teachers utilize iReady and CCC Process Artifacts: Quarterly grade reports, CTLS Assessments reports	Desired Outcome: Teachers will utilize iReady program and instructional strategies to provide additional support and increase students' math academic levels. Evidence: CTLS Assessment reports, teacher recommendations, Quarterly report cards	Teachers ELA Content Lead Principal Assistant Principal Academic Coach

GOAL #3	The percentage of students scoring ‘accelerate’ on the End of Grade Assessment in Writing Domain will increase from 13% on the 2022 EOG Assessment in Writing Domain to 17% on the 2023 EOG ELA Assessment for all grade levels combined.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Utilize R.A.C.E and CER as a school-wide writing strategy ELA /Social Studies and Science and Mathematics classes to support and increase students’ writing and ELA skills and standards.	Flocabulary Instructional supplies and resources	Title I District	August 2022	Implementation: Students will be expected to utilize the RACE strategy during their ELA and SS classes for their writing assignment and DBQ’s. For math and Science, the students will be expected to utilize the CER writing strategy for all writing assignments. Students’ writing assessment results will be analyzed, and students will receive additional support based on their academic progress and writing proficiency levels. Artifacts: Lesson Plans, Student work, teacher feedback	Desired Outcome: Students will obtain the necessary foundational reading skills and pre-requisites concepts needed to master grade level reading standards. Evidence: Formative and Summative Assessments, Quarterly report cards, and CCC summary of data analysis	Read 180 Teachers Principal Assistant Principals Academic Coach
Purchase and utilize MI-Write writing program with fidelity in grades 6 th -8 th to support students in reading, writing, and language skills.	MI-Write Instructional supplies	Title I Title I	PL will occur Nov 2022. Student implementation will occur 2 weeks	Implementation: Students will be given various writing topics and prompts in the three genres and receive immediate feedback for improvement from the MI-Write web based formative assessment program. This will take place during the 3 rd period X Block. Students RI, MI, unit,	Desired Outcome: Utilizing MI-Write will provide a systematic process for assessing students’ writing school-wide in all grades and subjects. Students’ writing will improve through immediate feedback, suggestions, and guided support. Evidence:	Teachers Academic Coach Principal Assistant Principals

			after training	and formative assessment results in subjects will be analyzed. Intervention or extension instructional assignments will be provided to students based on their assessment results. Artifacts: MI-Write formative assessment results, MI-Write data will be reviewed monthly	Formative and Summative Assessments , EOG Writing results	
Implement a clear CCC collaboration and data analysis focus with all subject grade level teachers.	Title I Instructional Supplies	Title I District	July 2022	Implementation: Teachers will implement the CCC process with fidelity and provide appropriate instructional strategies and resources needed to support students in mastering grade level math standards. Artifacts: CCC lesson plans agendas, CTLS Assessment results,	Desired Outcome: Teachers will collaborate, obtain appropriate instructional strategies, and analyze student data results to inform, modify instruction, meet, and increase students' academic progress in mathematics. Evidence: CCC lesson plans agendas, CTLS Assessment results, walkthroughs, and observations	ELA Teachers ELA Content Lead Teacher Principal Assistant Principal Academic Coach
Implement the RTI process to support students with Writing skills and standards and behavior deficits.	Instructional Supplies	Title I	August 2022	Implementation: Teachers utilize iReady and CCC Process Artifacts: Quarterly grade reports, CTLS Assessments reports,	Desired Outcome: Teachers will utilize iReady program and instructional strategies to provide additional support and increase students' math academic levels. Evidence:	Teachers Content Teachers Principal Assistant Principal Academic Coach

					CTLS Assessment reports, teacher recommendations, Quarterly report cards	
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<p align="center">GOAL #4</p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by 10% on the Georgia Health survey in the 4 domains under School Connectedness for the 2022-2023 school year.</p> <p>1. Most days I look forward to going to school- 61.54% to 71.54%</p> <p>2. I feel like I fit in at my school. - 71.38% to 81.38%</p> <p>3. I feel successful at school. - 74.15% to 74.15%</p> <p>4. I feel connected to others at school. -72.31% to 82.31%</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i></p>	<p align="center">Person Responsible</p>
<p>Implement PBIS strategies school wide consistently.</p>	<p>Print supplies & materials</p> <p>PBIS training materials</p> <p>PBIS Rewards system</p>	<p>District</p> <p>Title I</p> <p>Local</p> <p>Partners in Ed</p>	<p>August 2022</p>	<p>Implementation:</p> <p>Students and Staff will be trained on our PBIS strategies and system</p> <p>Artifacts:</p> <p>PBIS committee meetings, documents, and PBIS data</p>	<p>Desired Outcome:</p> <p>Student discipline will decrease, and positive student engagement will increase.</p> <p>Evidence:</p> <p>PBIS/discipline Data, student participation, end of the year survey data.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>PBIS Committee</p> <p>Building Leadership Team</p>
<p>The school Counseling department will have targeted and specific student groups and students' lessons across the school and each grade level focus on student social emotional and academic needs.</p>	<p>Instructional supplies</p>	<p>District</p> <p>Title I</p> <p>Local</p> <p>Partners in Ed</p>	<p>August 2022</p>	<p>Implementation:</p> <p>The counselors will develop lessons on emotional inventory, anger management, academic progress, to be used during the Enrichment/Remediation period weekly.</p> <p>Artifacts:</p>	<p>Desired Outcome:</p> <p>Students will learn techniques to deal with social issues with their peers, emotional issues and learn techniques to be better students academically.</p> <p>Evidence:</p> <p>Decrease in minor discipline infractions such as</p>	<p>School Counselor</p> <p>Building Leadership Team</p> <p>Principal</p> <p>Assistant Principals</p>

				RAMP data, school calendar, students survey	insubordination and verbal altercations.	
Increase the number of recognitions, rewards and celebrations for students who achieve academically, improve and meet social goals	Print material and supplies	District Local Partners in Ed		<p>Implementation:</p> <p>Our school and grade levels will focus on finding many ways to recognize the work that students are doing school wide, grade level and in the classroom.</p> <p>Artifacts:</p> <p>School calendar of events. School displays</p>	<p>Desired Outcome:</p> <p>Students rewards and recognitions will reinforce positive behavior, achievement, and student connectedness to school</p> <p>Evidence:</p> <p>Increase in the number of students receiving recognitions, awards, and honors.</p>	Principal Assistant Principals PBIS Committee Building Leadership Team
Trauma Informed Professional Development Cobb County School District Office of Student Support will provide 3 sessions on ways to identify trauma and strategies that can be used to support students who have experienced trauma.	Print material and supplies			<p>Implementation:</p> <p>Three school-wide Professional Development sessions will be provided to teachers and staff by district personnel</p> <p>Artifacts:</p> <p>Trauma Informed</p>	<p>Desired Outcome:</p> <p>Reduction in referrals and positive interaction and relationships among students and staff.</p> <p>Evidence:</p> <p>Reduction in referrals and suspensions</p>	

Actions to Assist Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	ESOL teachers will incorporate additional time during connections to utilize IREADY Teachers will provide differentiated assignments involving different modalities of learning such as graphic organizers and technology. Teachers will use data from ACCESS testing by incorporating the CAN-DO reports during instruction to scaffold learning.	IREADY	Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Add in .5 targeted assistance position to specifically support our ESOL students by pushing into classrooms and providing small group or individual support.		
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	August 25th		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	On or before August 12 th through September 6 th (survey sent to parents via forms)		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	April 10 th through April 24 th , 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>	Sept. 22nd (Thursday)		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Nov. 3rd (Thursday)		
	Jan. 26th (Thursday)		
	March 23 rd (Thursday)		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here: Strategies and information will be provided to support students with bridging the gap and transitioning from grade level to the next. 6th Grade Meet and Greet Orientation- July 13, 2022 7th and 8th Grade Meet and Greet Orientation- July 19, 2022 Rising 6th Grade Night- May 11, 2023 Rising 9th Grade Information Night- TBD</p>	6th Grade Orientation -July 13 th 7 th -8 th -Orientation July 19 th Rising 6 th - May 11 th Riding 9 th - TBD		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u></p> <p>Conference Week information Testing information Curriculum Content Information Grade Level Communications Counseling Department Communications</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
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School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Coffee and Conversation with the Principal, Administrators and Counselors	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			Sept. 15 th Jan. 19 th March 30 th	Parent Facilitator Counselors Principals Administrators	
Curriculum Night Parent University	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			Nov. 3 rd	Academic Coach Parent Facilitator Subject Area Lead Teachers	
Testing Tips and Strategies Parent Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			March 31 st	Academic Coach Parent Facilitator Subject Area Lead Teachers Administrators	

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state, and local assessments, and how to monitor their child's academic progress.

2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**
2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**
3. Cobb County’s schoolwide plans 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. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**
4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and 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. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)**

5. Describe how the schoolwide plan has been 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. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE: End of Grade Assessment results and the School Improvement Plan template were shared with members of the Building Leadership Team. The data results were analyzed and desegregated by grade level, subjects, and domains. Measurable goals and action steps were created based on students' strengths and challenges on the EOG Assessment, Reading, and Mathematics Inventories.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: State, local, and school student assessment results will be monitored and examined weekly, bi-weekly, and monthly during teachers CCC meetings and monthly content meetings to determine students' academic progress, intervention, and remediation.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: Students' assessment results from formative and summative assessments will be analyzed to determine students' progress and proficiency in content skills and standards. Usage of web-based programs used for intervention and remediation will be monitored

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: Students' Math and Reading (Lexile) results, Quarterly grades, and formative and summative assessment results will be monitored during weekly CCC meetings and students' placement for intervention and remediation will be modified according to assessment data.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A) (i-iii) (I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: 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 and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: Data-driven Response to Intervention (RTI) and PBIS multi-tiered process will be implemented to address students' academic and behavioral concerns.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE: To improve instruction, use data, recruit and retain teachers, the following Professional Development will be provided:

- Trauma-informed Practices
- Implementation of the Data Team Process
- Implementation of the CCC Process

- Implementation of the RTI Process
- Implementation of a school-wide mentor program

15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE: Strategies and information will be provided to support students with bridging the gap and transitioning from grade level to the next.

6th Grade Meet and Greet Orientation- July 13, 2022

7th and 8th Grade Meet and Greet Orientation- July 19, 2022

Rising 6th Grade Night- May 11, 2023

Rising 9th Grade Night- TBD

16. ONLY HIGH SCHOOL RESPONSE REQUIRED Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to 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. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE: N/A

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*