



# School Improvement Action Plan



School Year:	2023-2024
School Name:	Lindley Middle School
Principal Name:	Dr. Tracy Guillory
Date Submitted:	5/26/2023
Revision Dates:	6/7/2023, 6/14/2023

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Lindley Middle School 7 <sup>th</sup> /8 <sup>th</sup>
<i>Team Lead</i>	Dr. Marcella Jones
<i>Position</i>	Academic Coach
<i>Email</i>	Marcella.jones@cobbk12.org
<i>Phone</i>	770-819-2496 Ext.062

**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 <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty  
(Select all that apply)**

X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).  
*References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]*

**School Response:** Lindley Middle School implemented a School Improvement Plan Committee which was comprised of Administrators, Teacher Leaders, Department Chairs, a Title 1 Science Coach, and local Academic Coach who met on 5/10/2023, 5/23/2023, and 5/24/2023 to analyze the SIP goals, data, and identify and address the needs of the school. The data became the impetus for the direction and focus of the Title 1 plan for FY24. During the collaboration, team members analyzed student data to identify root causes, create goals and action steps that would be used to obtain the desired results. The final draft will be shared with staff, parents, and the community of Lindley Middle School at the beginning of the school year.

## 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. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Dr. Tracy Guillory -Principal
2. Dr. Bethany Harrison-Assistant Principal
3. Content or Grade Level Teachers
  - Math-Tonya Agnew and Marcia Hood
  - ELA-Janice Watson and Angela Bourrage
  - Science- Erica Jordan
  - Social Studies-Beverley Cross
  - Gifted-Dana Roberts
  - ESOL-Tamela McKenzie
  - PBIS-Christopher Marshall
  - SWD-Lionel Butler
4. Local School Academic Coaches- Dr. Marcella Jones
5. District Academic Coach- Brittany Matthews
6. **Required: At least one Parent (Non CCSD Employee)**
7. School Counselor- Bradleigh Perkinson
8. Parent Facilitators-Tanisha Humphrey
9. Media Specialists-Tawanda Coaxum
10. Public Safety Officers- Felicia Russell
11. Business Partners
12. Social Worker-Kimberly Chinn
13. Faith Based Community Leaders-Leslie Shield
14. School Technology Specialists- Tawanda Coaxum
15. Community Health Care Providers

**COMMITTEE MEMBERS SIGNATURE PAGE**

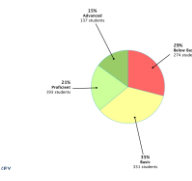

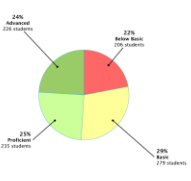
The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs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

Meeting Date(s):	5/10/2023, 5/23/2023, 5/24/2023
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Position/Role	Printed Name	Signature
Principal	Dr. Tracy Guillory	
Assistant Principal	Dr. Bethany Harrison	
Academic Coach	Dr. Marcella Jones	
District Title 1 Coach	Brittany Matthews	
Counselors	Jessica Chester Bradleigh Perkinson	
Parent Facilitator	Tanisha Humphrey	
7 <sup>th</sup> Grade ELA Teacher	Janice Watson	
8 <sup>th</sup> Grade ELA Teacher	Angela Bourrage	
7 <sup>th</sup> Grade Math Teacher	Tonya Agnew	
8 <sup>th</sup> Grade Math Teacher	Marcia Hood	
8 <sup>th</sup> Grade Science Teacher	Erica Jordan	
8 <sup>th</sup> Grade Social Studies Teacher	Beverley Cross	
Gifted Lead	Dana Roberts	

ESOL	Tamela McKenzie	
<b>Position/Role</b>	<b>Printed Name</b>	<b>Signature</b>
STEM Coach		
SPED	Lionel Butler	
PBIS Coach	Christopher Marshall	
Media Specialist	Tawanda Coaxum	
Social Worker	Kimberly Chinn	

**Comprehensive Needs Assessment Evaluation of Goal(s)**  
*(References: Schoolwide Checklist 1.a.)*

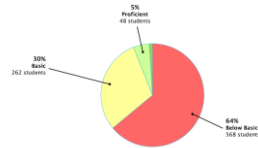
<p><b>Previous Year's Goal #1</b></p>	<p>By the end of the 2022-2023 school year, reduce the percentage of students performing below basic from 29% (275 Students) to 22% (206 students) as measured by the Reading Inventory</p>		
<p><b>Was the goal met?</b>    <input checked="" type="checkbox"/> <b>YES</b>    <input type="checkbox"/> <b>NO</b></p>			
<p>What data supports the outcome of the goal?</p>	<p>The Scholastic Reading Inventory assessments were given three times through the school year Fall, Winter, and Spring. 29 % (275 students) of students scored below basic on the Reading Inventory in the Fall. In the Spring test 22% (206 Students) scored below basic on the Reading Inventory, reducing below basic by 7%.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><b>Fall</b></p> <p>275 Students Below Basic 29% 331 Students Basic 35% 194 Students Proficient 20% 137 Students Advanced 15%</p> </div> <div style="text-align: center;">  <p><b>Winter</b></p> <p>248 Students Below Basic 28% 287 Students Basic 33% 179 Students Proficient 20% 162 Students Advanced 18%</p> </div> <div style="text-align: center;">  <p><b>Spring</b></p> <p>206 Students Below Basic 25331 279 Students Basic 29% 235 Students Proficient 226 Students Advanced 25%</p> </div> </div>		
<p style="text-align: center;"><b>Reflecting on Outcomes</b></p>			
<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>			
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The implementation of the following strategies:</p> <ul style="list-style-type: none"> <li>• Three Read Protocol- School-Wide</li> <li>• Intervention Falcon Focus Block</li> <li>• Capsule Summary</li> <li>• Data Meetings after common assessments to adjust instruction to meet the needs of students</li> <li>• Monitoring students results on Progress Learning, IXL,</li> <li>• Tutorial</li> <li>• The usage of IXL, tutorial, team collaboration, data team meetings, data folders, Falcon Focus. March Madness, Tutorial, Progress Learning, data error analysis contributed to the success of the goal</li> </ul>		

**Previous Year's Goal #2** By the end of the 2022-2023 school year, reduce the percentage of students performing below basic from 64% (569 Students) to 58% as measured by the Mathematics Inventory.

**Was the goal met?**  YES  NO

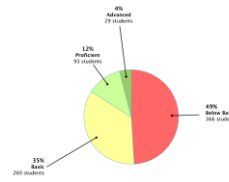
The Scholastic Mathematics Inventory assessments are given three times throughout the school year Fall, Winter, and Spring. 64% (569 students) of the students scored below basic the Mathematics Inventory in the Fall. In the Spring test 29% (282 Students) scored below basic on the Mathematics Inventory, reducing below basic by 35%.

What data supports the outcome of the goal



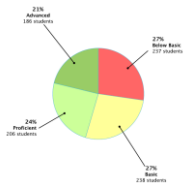
**Fall**

569 Students Below Basic 64%  
262 Students Basic 30%  
48 Students Proficient 5%



**Winter**

454 Students Below Basic 50%  
313 Students Basic 35%  
105 Students Proficient 12%



**Spring**

282 Students Below Basic 29%  
268 Students Basic 27%  
231 Students Proficient 24%  
186 Students Advanced 20%

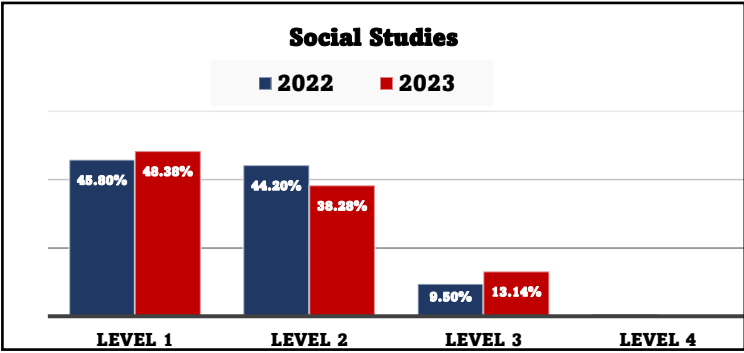
**Reflecting on Outcomes**

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The implementation of the following strategies:</p> <ul style="list-style-type: none"> <li>• Three Read Protocol School-Wide</li> <li>• Weekly Data Team Meetings (Academic Coach facilitated weekly Data Team Meetings with all content team members. Members discussed trends in student performance and identified ways each content could contribute to improving students' proficiency in mathematics (cross-curriculum connections). Falcon Focus Intervention Block-Remedial and Enrich</li> <li>• Walkthroughs/Feedbacks</li> <li>• Academic Coach Modeled teaching instructions</li> <li>• Math Coach conducted professional development on the appropriate implementation of data error analysis and monitored teachers' effectiveness to ensure implementation with fidelity</li> <li>• Teachers analyzed students' math inventory, unit tests, quizzes, and district interim test to differentiate instruction.</li> <li>• The usage of IXL, tutorial, team collaboration, data team meetings, data folders, Falcon Focus. March Madness, Tutorial, Progress Learning, data error analysis contributed to the success of the goal</li> </ul>
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<p><b>Previous Year's Goal #3</b></p>	<p>By the end of the 2022-2023 school year, increase the percentage of students passing rate from 54% to 59% measured by the Georgia Milestones End of Year Social Studies 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 data supports the goal is the Social Studies Georgia Milestones End of Grade Assessment Students show growth in levels 3-4 by 3% compared to 2022 scores.</p> <p><b>Levels 2-4</b>                      <b>Levels 3-4</b></p> <p>2022- 54.3%                      2022- 10.1%</p> <p>2023- 51.61%                      2023- 13.33%</p>  <table border="1"> <caption>Social Studies Performance Data</caption> <thead> <tr> <th>Level</th> <th>2022 (%)</th> <th>2023 (%)</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>45.80%</td> <td>48.38%</td> </tr> <tr> <td>LEVEL 2</td> <td>44.20%</td> <td>38.28%</td> </tr> <tr> <td>LEVEL 3</td> <td>9.50%</td> <td>13.14%</td> </tr> <tr> <td>LEVEL 4</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Level	2022 (%)	2023 (%)	LEVEL 1	45.80%	48.38%	LEVEL 2	44.20%	38.28%	LEVEL 3	9.50%	13.14%	LEVEL 4	0%	0%
Level	2022 (%)	2023 (%)														
LEVEL 1	45.80%	48.38%														
LEVEL 2	44.20%	38.28%														
LEVEL 3	9.50%	13.14%														
LEVEL 4	0%	0%														

## Reflecting on Outcomes

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>The following actionable strategies:</p> <ul style="list-style-type: none"> <li>Use historical fiction read aloud</li> <li>Create immersive history experiences /other excursions that can help to bring Social Studies to life</li> <li>Apply key concepts to real-world situations</li> <li>Integrate reading passages include a few questions to keep students accountable</li> <li>Create Social Studies center</li> </ul>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p><b>Previous Year's Goal #4</b></p>	<p>By the end of the 2022-2023 school year, increase the percentage of students passing rate from 53% to 58% measured by the Georgia Milestones End of Year Science Assessment.</p>
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Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO							
What data supports the outcome of the goal?	<p>The data supports the goal is the Science Georgia Milestones End of Grade Assessment Students show growth in levels 3-4 by 3.55% growth compared to 2022 scores</p> <table border="1"> <thead> <tr> <th>% of students scored Levels 2-4</th> <th>% of students scored levels 3-4</th> </tr> </thead> <tbody> <tr> <td>2022-53.1%</td> <td>2022-20.8%</td> </tr> <tr> <td>2023-53.47%</td> <td>2023- 24.35%</td> </tr> </tbody> </table>	% of students scored Levels 2-4	% of students scored levels 3-4	2022-53.1%	2022-20.8%	2023-53.47%	2023- 24.35%
% of students scored Levels 2-4	% of students scored levels 3-4						
2022-53.1%	2022-20.8%						
2023-53.47%	2023- 24.35%						
Reflecting on Outcomes							
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> <li>• Implement Inquiry Based Lessons promoting scientific literacy</li> <li>• Using activities in which students apply and develop scientific processes themselves</li> <li>• Incorporate popular accounts of scientific discoveries that emphasize not all scientific investigations begin with a hypothesis, and neither should all students' labs</li> <li>• Integrating literacy strategies into science instruction</li> </ul>						

### Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<p>Based on the data 29% (275 students) of the students' school-wide were reading below levels based on Scholastic Reading Inventory in the Fall (August 2022)</p> <p>On the third (Spring 2023)</p>	<p>ESOL and SWD students are scoring below basic or basic on the Scholastic Reading Inventory, Unit Test, ESOL 3<sup>rd</sup> Test</p> <p>28% (114 students) of ESOL students scored below basic</p> <p>31% (125 students) Basic</p> <p>23% (93 Students) Proficient</p>	<p>SRI</p> <p>Interim Assessments</p> <p>Unit Tests</p> <p>Common Assessments</p> <p>EOG Assessments</p>

	<p>administered test students reading below basic was reduced to 25% with 206 students</p> <ul style="list-style-type: none"> <li>• Implementation of 3-Read Protocol School Wide</li> <li>• Writing Day School-Wide</li> <li>• Analyzing Data for instructional purpose</li> <li>• Weekly CCC's Meetings</li> <li>• Tutorial</li> </ul>	<p>19% (77 Students) Advanced  <b>SWD 3<sup>rd</sup> Test</b>  53% % (55 students below basic students with disabilities  32 % Basic (33 students)  11% proficient (11 students)  4% advanced (4 students)</p>	
<p style="text-align: center;"><b>Math</b></p>	<p>Based on the data the data (568 students) 64% of the students' school-wide were below levels based on Scholastic Mathematics Inventory in the Fall (August 2022)  On the third (Spring 2023) administered test students reading below basic was reduced to 29 % with 282 students</p> <ul style="list-style-type: none"> <li>• Three Read Protocol</li> <li>• Weekly Data Meetings</li> <li>• Error Analysis after each common assessment</li> <li>• Weekly Collaborative Community</li> <li>• Focus walks with feedbacks</li> <li>• Math Talks</li> <li>• Unpacking the standards</li> <li>• Identifying learning targets daily</li> <li>• Progress Learning</li> <li>• IXL</li> </ul>	<p>ESOL and SWD students are scoring below basic or basic on the Scholastic Mathematics Inventory, Unit Test, interim  <b>ESOL 3<sup>RD</sup> Test</b>  26% Below Basic 91 Students  25% Basic 87 Students  25% Proficient 86 Students  25% Advanced 87 Students  <b>SWD 3<sup>rd</sup> Test</b>  50% Below Basic 52 Students  26% Basic 27 Students  15% Proficient 15 Students  9% Advanced 9 Students</p>	<p>SMI  Interim Assessments  Weekly Common Assessments  Unit Tests  EOG Assessments</p>

	<ul style="list-style-type: none"> <li>• Small groups based on data</li> <li>• Differentiation instruction</li> </ul>		
<b>Science</b>	Based on the data 24% of students scored proficient and distinguished on the Georgia Milestone End of Grade compared to last year only 20% students scored proficient and distinguished	Students are struggling with vocabulary	Science EOG Interim Test Common Assessment Unit Tests
<b>Social Studies</b>	Basic on EOG Social Studies 14% students scored proficient and distinguished compared to 9% students scored last year	Students are still struggling with historical information  Reading Comprehension Vocabulary Lacking historical information Students Social Studies not important	Social Studies EOG Interim Test Common Assessment Unit Tests
<b>Discipline / School Climate Data</b>	Implementation of PBIS schoolwide Reward system for students  Shout out to students and teachers daily  Monthly incentives	All teachers need to implement PBIS with fidelity to reduce discipline referrals	PBIS Data
<b>Professional Learning</b> What's been provided? What is the impact?	The professional development workshops were provided to assist in teaching strategies and student achievement  "Writing Across the Curriculum" "Using Data to Improve Instruction" "How to Engage Students in the Lesson" "Digging Into Data" High Order Thinking Questions	All teachers need to implement PD strategies with fidelity.	Data Meetings CCC's Meetings

	<p>Three-Read Protocol  "Math Talks  "Weekly Data Meetings  Error Analysis Training  Unpacking the Standards</p> <p>Teachers received training and used research based instructional strategies, focusing on increasing student engagement and higher-order thinking skills through effective questioning.</p> <p>Teachers identified student deficits and adjusted instruction to align to students' misconceptions, created skills-based lessons to support readers during class, Falcon Focus Time and intervention programs</p> <p><b>Impact</b>  The impact was to analysis the data to drive instruction. Teachers analyzed data from common assessments, unit tests, and interim. Students also completed an error analysis to identify their strengths and weakness for that unit assessment.  Students showed growth on their Reading and Math Inventories and Social Studies and Science EOG Milestones Assessment.</p>		
<p><b>Other</b></p>			

### Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
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<p align="center"><b>ELA</b></p>	<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	<p><b>Based on the data</b>  37% (159 students) of ESOL students scored below basic on the first Scholastic Reading Inventory and showed growth on the 3<sup>rd</sup> test with 28% (114 students) of students scored below basic.</p> <p>82 % rising SWD 8<sup>th</sup> graders performed below basic on the first reading inventory test however, 75% performed below basic at on the last reading inventory of the year.</p>	<p>Students struggle with reading comprehension and vocabulary</p>	<p>Reading Inventory  Common Assessments  Interim Assessments  Unit Tests</p>
<p align="center"><b>Math</b></p>	<input checked="" 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	<p><b>Based on the data</b> 62% (234 students) scored below basic on the Scholastic Mathematics Inventory and showed growth on the 3<sup>rd</sup> test with 26% (91 students) ESOL students scored below basic</p>	<p>Students struggle with basic math skills (Number Sense/Word Problems)  Teachers that teach ESOL and SWD students need addition resources on vocabulary strategies and reading comprehension</p>	<p>Math Inventory  Common Assessments  Interim Assessments  Unit Tests</p>
<p align="center"><b>Science</b></p>	<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	<p>STEM Day  Daily CRE  Weekly CCC’S meetings to discuss data by subgroups to group students</p>	<p>Vocabulary  Reading Comprehension</p>	<p>Common Assessments</p>
<p align="center"><b>Social Studies</b></p>	<input checked="" 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	<p>Weekly CCC’s meetings to discuss data by subgroups to group students</p>	<p>Vocabulary  Reading Comprehension</p>	<p>Common Assessments</p>
<p align="center"><b>Discipline / School Climate Data</b></p>	<input checked="" 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	<p>Office referrals have decreased from 2022 to 2023 by .84%</p>	<p>46% of students in grades 7<sup>th</sup>/8<sup>th</sup> have 10 or more unexcused absences.</p>	<p>Discipline Data</p>
<p align="center"><b>Professional Learning</b></p>	<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	<p>ESOL Professional Learning on teaching strategies for ESOL students</p> <p>Professional Development on strategies for SWD</p>	<p>Teachers implemented the strategies with fidelity</p>	

<b>Other</b>	<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	_% of ESOL students have exited the program according to access scores.		
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<b>Statement of Concern #1</b>	About 54% (540 students) of students at Lindley Middle School struggled with vocabulary, reading and writing as evidence by common assessment and SRI data (Especially our ESOL and SWD students) during the 2022-2023 school year
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	Literacy support in all content areas More professional development sessions on teaching strategies for all subgroups, focusing on reading literacy text and vocabulary acquisition
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	More support in unpacking, deconstructing, and understanding the full rigor of standards
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	Inconsistent implementation of writing in ELA classes as well as other content areas Inconsistent training for teachers on writing and reading strategies
<b>Contributing Factors (Outside of control)</b>	Cultural gap between parents and school  Parental Involvement  Student Attendance  Language Barrier
<b>Goal</b>  <b><i>Specific, Measurable, Achievable, Relevant, Timebound</i></b>	By the end of the 2023-2024 school year, 6 <sup>th</sup> -8 <sup>th</sup> grade students scoring below levels on Scholastic Reading Inventory will reduce by 25% measured by the 4 <sup>th</sup> quarter SRI assessment.

<b>Statement of Concern #2</b>	About 45% (450 students) of Lindley Middle School struggled with the number systems and applying mathematics skills to solve word problems as evidenced by common assessment and SMI data during the 2022-2023 school year.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	All math teachers are not trained on the newly revised state mathematics standards Teachers teaching out of content need additional training on priority standards
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	Teachers need professional learning opportunities to increase their confidence when teaching ESOL and SWD strategies to implement in classes with ESOL and SWD students <ol style="list-style-type: none"> <li>1) Solving word problems</li> <li>2) Vocabulary acquisition</li> </ol>
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	Teachers are not introducing appropriate strategies to support students who struggle with mathematical vocabulary in standards with number system/algebra
<b>Contributing Factors</b> (Outside of control)	Parental Involvement  Poor attendance  Language Barrier
<b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2023-2024 school year, 6 <sup>th</sup> -8 <sup>th</sup> grade students scoring below levels on Scholastic Mathematics Inventory will reduce by 25% measured by the 4 <sup>th</sup> quarter SRI assessment.

<b>Statement of Concern #3</b>	<p>___% of students are scoring in the beginning and developing levels on interims and unit assessments.</p> <p>Based on the Georgia Milestones 2023 Science EOG data 49% of 8<sup>th</sup> graders scored level 1</p>
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Science teachers can benefit from professional learning in the areas of building teacher and student capacity in:</p> <ul style="list-style-type: none"> <li>- literacy skills</li> <li>- application of knowledge</li> <li>- aligning assessments with standards</li> <li>- student centered instruction</li> </ul>
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	<p>Students who score in the beginning and developing categories on each assessment can benefit from differentiated instruction that is appropriately engaging and academically challenging.</p>
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	<p>Science students are challenged in the areas of application of knowledge, making connections and inferences, and performing science and engineering practices.</p>
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	<ul style="list-style-type: none"> <li>- Prior knowledge</li> <li>- Foundational Skills</li> <li>- Student attendance</li> </ul>
<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the school year 2023-2024, 8<sup>th</sup> grade students scoring proficient and distinguished on the Physical Science EOG will increase from 23 % to 30 % and 6<sup>th</sup>-7<sup>th</sup> grade students scoring proficient and distinguished on interim assessments will increase from 10% to 25 % .</p>

<b>Statement of Concern #4</b>	About 54% (540 students) students at Lindley Middle School struggled with significant deficits in Reading comprehension and vocabulary acquisition within Social Studies during the 2022-2023
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	Students Language Barrier interfere with comprehension of language skills with ESOL, IEL students 1) Teachers need training on ESOL and IEL strategies
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggled with cognitive critical and analytical thinking application  1) Teachers lacked the strategies to promote critical thinking in the classroom 2) Professional Development on “Critical Thinking” is needed for all teachers
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input 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	
<b>Contributing Factors</b> (Outside of control)	Parental involvement  Poor Attendance
<b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2023-2024 school year, 8 <sup>th</sup> grade students scoring proficient and distinguished on the End of Grade Social Studies Milestones will increase from 13% to 19%

<b>Statement of Concern #5</b>	A fraction of students at Lindley Middle School are displaying disruptive behavior in the classroom
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	% of teachers have not subscribed to using PBIS interventions with fidelity
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	Teachers and staff are not receiving ongoing professional development (SEL, De-Escalation Strategies, Trauma, Informed Prac. )
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input 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	Consistency of practice (Expectations and Consequences)
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Lack of conflict resolution skills Display of attention seeking behaviors Lack of decision-making skills The number of students displaying disruptive
<p style="text-align: center;"><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	By the end of the school year 2023-2024 the students at Lindley Middle School disruptive behaviors in classroom will reduce by 15 %.

## School Improvement Goals

*Include goals on the parent compacts and policy*

<b>Goal #1</b>	By the end of the school year 2023-2024, 6 <sup>th</sup> - 8 <sup>th</sup> grade students scoring below levels on Scholastic Reading Inventory will reduce 25% measured by the 4 <sup>th</sup> quarter SRI assessment.
<b>Goal #2</b>	By the end of the school year 2023-2024, 6 <sup>th</sup> -8 <sup>th</sup> grade students scoring below levels on Scholastic Mathematics Inventory will reduce by 25% measured by the 4 <sup>th</sup> quarter SI assessment.
<b>Goal #3</b>	By the end of the school year 2023-2024, 8 <sup>th</sup> grade students scoring proficient and distinguished on the Physical Science EOG will increase from 23 % to 30 % and 6 <sup>th</sup> -7 <sup>th</sup> grade students scoring proficient and distinguished on interim assessments will increase from 10% to 25 %.
<b>Goal #4</b>	By the end of the school year 2023-2024, 8 <sup>th</sup> grade students scoring proficient and distinguished on the End of Grade Social Studies Milestones will increase from 13% to 19%.

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<b>Goal #5</b>	By the end of the school year 2023-2024, the students at Lindley Middle School disruptive behaviors in classroom will reduce by 15 %.
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## 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?
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Parent Facilitator will work with parents and students to provide support to families. Throughout the year, the Parent Facilitator will meet with teachers to remain abreast of standards being taught in class and educate parents regarding effective ways to help their students at home.
Title 1 Teachers	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Title 1 teachers will work with students to provide students with lessons to assist them in student achievement. These teachers will analyze student data to remediate and enrich.
Instructional Specialist	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>The Instructional Specialist is used to provide resources for teachers, students, and parents.</p> <p>The Instructional Specialist will be able to work with teachers focusing on the areas that were identified as areas that need improvement based on our SIP goals.</p> <p>The Instructional Specialist will also provide on-going learning opportunities for all staff through professional development based on the teams' needs. The coach will organize or conduct professional development at school, through faculty meetings, professional development days on Wednesdays or smaller department presentations.</p> <p>The Instructional Specialist will also conduct weekly data team meetings to assess student work, and review lesson plans to ensure that the standards are being taught with fidelity, instruction is being regularly adjusted to meet students' current needs and that student learning is being assessed daily as reviewed through informal and formal walkthroughs.</p>



	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input 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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
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<p><b>GOAL #1</b></p>	<p>By the end of the school year 2023-2023, 6<sup>th</sup>-8<sup>th</sup> grade students scoring below levels on Scholastic Reading Inventory will reduce by 25% measured by the 4<sup>th</sup> quarter SRI assessment.</p>					
<p><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p><b>Resources</b></p>	<p><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p><b>Start Date</b></p>	<p><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p><b>People Responsible</b></p>
<p>6<sup>th</sup>–8<sup>th</sup> grade ELA teachers will participate in professional development on literacy strategies (Reading, Writing and Vocabulary) to implement in the classroom for all subgroups</p> <ol style="list-style-type: none"> <li>1) Balanced Literacy Workshop Model</li> <li>2) Balanced Vocabulary Instruction</li> <li>3) Writing Across the Curriculum</li> <li>4) Creating Effective Anchor Charts</li> </ol>	<p>District Title 1 Coach</p> <p>PL Books</p> <p>Ongoing Resources</p> <p>Local Coach</p>	<p>Title 1</p>	<p>July 2023</p>	<p>Implementation:</p> <ol style="list-style-type: none"> <li>1. August- May 2024 Monthly PL by Local Coach</li> <li>2. August- May 2024 Instructional walks/feedback</li> </ol> <p>Artifacts:</p> <ol style="list-style-type: none"> <li>1. Reading, vocabulary, and writing strategies included in lesson plans</li> <li>2. Student Writing Portfolio (Samples)</li> <li>3. PD sign-in sheets</li> </ol>	<p>Evaluation of Impact:</p> <p>6<sup>th</sup>-8<sup>th</sup> grade ELA students will demonstrate reading, writing, and voc. strategies in weekly instruction utilizing Balance Literacy Weekly Walkthrough Forms</p> <p>2. 6<sup>th</sup>-8<sup>th</sup> grade students will be able to implement literacy skills in class check for understanding weekly measured by formative and summative assessments</p> <p>Evidence:</p> <p>Scored Writing Samples Data Results Walkthrough Forms</p>	<p>ELA Teachers Title 1 Coach Local Coach</p>
<p>6<sup>th</sup>–8<sup>th</sup> grade ELA teachers will participate in weekly data meetings to ensure common assessments are being analyzed and used to group students for differentiated instruction</p> <ol style="list-style-type: none"> <li>1) During data meetings teachers will analyze and use data from common assessments to group students based on mastery of the standards</li> <li>2) Teachers will create lessons based on students identified needs from the data</li> </ol>	<p>Local Coach</p> <p>Ongoing Resources</p> <p>Data Results</p> <p>Data Monitor Form</p>	<p>Title1</p>	<p>July 2023</p>	<p>Implementation:</p> <ol style="list-style-type: none"> <li>1. August-May 2024 Weekly Data Meetings</li> <li>2. August-May2024 Implement data folders for all students</li> <li>3. August- May 2024 Data talks with students after every assessment (Data Folders)</li> </ol> <p>Artifacts:</p> <ol style="list-style-type: none"> <li>1. Weekly data meeting agenda</li> <li>2. Data folders</li> </ol>	<p>Evaluation of Impact:</p> <p>6<sup>th</sup>-8<sup>th</sup> grade ELA teachers will analyze data weekly to group students for growth</p> <p>Evidence:</p> <p>Data meetings Data monitor form Data folders Scores on assessments Data Board Data Walls</p>	<p>ELA Teachers Local Coach ELA Admin.</p>

				<ol style="list-style-type: none"> <li>3. Data monitor form</li> <li>4. Data from IXL and Progress Learning</li> <li>5. Data wall</li> </ol>		
<p>6<sup>th</sup>–8<sup>th</sup> grade teachers will consistently implement vocabulary strategies to include vocabulary quizzes, games, Flocabulary and Quizlet</p> <ol style="list-style-type: none"> <li>1) Students will utilize ELA journal for ELA classes- including words for each unit</li> <li>A) Interactive Word Wall</li> <li>B) ELA Journal</li> <li>C) Word of the Week</li> </ol>	<p>Local Coach</p> <p>Flocabulary</p> <p>Quizlet</p> <p>Instructional Supplies</p>	Title 1	July 2023	<p><b>Implementation:</b></p> <ol style="list-style-type: none"> <li>1. August 2023 Local Coach will conduct a PL on vocabulary strategies for all teachers</li> <li>2. August 2023-May 2024 Teachers will implement vocabulary strategies in lesson plans and instructional</li> <li>3. August 2023-May 2024 Teachers will incorporate Flocabulary and Quizlet in lessons.</li> <li>4. August 2023 Teachers will create interactive word wall in classroom</li> <li>5. August 2023 Students will create ELA Journal</li> </ol> <p><b>Artifacts:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will include vocabulary strategies in their lesson plans.</li> <li>2. Data from Flocabulary and Quizlet</li> <li>3. ELA Journal</li> <li>4. Interactive Word Wall</li> </ol>	<p><b>Evaluation of Impact:</b></p> <p>Data results from Flocabulary Quizlet, Voc. Strategies</p> <p>Students will be able use the word wall to help them identify and understand content vocabulary evidence by common assessment results</p> <p>Evidence:</p> <ol style="list-style-type: none"> <li>1. Data</li> <li>2. Flocabulary/Quizlet data</li> <li>3. Interactive Word Wall (visible in all classrooms during each unit)</li> </ol>	<p>Local School Coach will conduct instructional walks</p> <p>Local Coach will provide the PL sessions</p> <p>ELA teachers will incorporate strategies in lesson plans</p>
				<p>Implementation:</p> <p>Artifacts:</p>	<p>Evaluation of Impact:</p> <p>Evidence:</p>	



<p align="center"><b>GOAL #2</b></p>	<p>By the end of the 2023-2024 school year, 6<sup>th</sup>-8<sup>th</sup> grade students scoring below levels on Scholastic Mathematics Inventory will reduce by 25% measured by the 4<sup>th</sup> quarter SMI assessment.</p>					
<p align="center"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center"><b>Resources</b></p>	<p align="center"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p align="center"><b>Start Date</b></p>	<p align="center"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p align="center"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p align="center"><b>People Responsible</b></p>
<p>6-8 grade teachers will participate in ongoing CTLS professional development and local school PD sessions for all subgroups</p> <ol style="list-style-type: none"> <li>1) Balanced Mathematics Workshop Model</li> <li>2) Vocabulary Strategies School Wide PD</li> <li>3) How to Teach Word Problem</li> <li>4) Introduction of Content and Building Background Knowledge</li> <li>5) How to Utilize T36 Calculator in Lessons</li> <li>6) Create Effective Anchor Charts</li> </ol>	<p>PL Books</p> <p>Instructional Supplies</p> <p>Local Coach</p> <p>Local Conferences</p>	<p>Title 1</p>	<p>July 2023</p>	<p>Implementation:</p> <ol style="list-style-type: none"> <li>1. August 2023-May 2024 ongoing professional development sessions</li> <li>2. Starting September 2023 perform walkthroughs and feedback to identify professional development sessions needed</li> </ol> <p>Artifacts:</p> <ol style="list-style-type: none"> <li>1. Teachers implement strategies from professional development sessions.</li> <li>2. Strategies will be included in lesson plans</li> <li>3. Professional development agendas and sign-in sheets</li> </ol>	<p>Evaluation of Impact:</p> <p>All 6<sup>th</sup>-8<sup>th</sup> grade teachers will implement strategies in classrooms to improve instruction</p> <ol style="list-style-type: none"> <li>1. Weekly instructional walks /feedback</li> <li>2. Common Assessment Data Results</li> </ol> <p>Evidence:</p> <ol style="list-style-type: none"> <li>1. Teacher instruction</li> <li>2. Data results</li> <li>3. PD Agenda</li> <li>4. PD Sign-Up Sheets</li> <li>5. Lesson plans</li> </ol>	<p>Local School Coach will conduct instructional walks</p> <p>Local School Coach and District ESOL Coach will provide PL sessions</p>
<p>6<sup>th</sup> –8<sup>th</sup> grade teachers will consistently implement vocabulary strategies to include vocabulary quizzes, games Flocabulary and Quizlet to improve problem solving skills</p> <p>Students will utilize math journal for math classes –Including math words for each standard</p> <ol style="list-style-type: none"> <li>1) Word Wall</li> <li>2) Math Journal</li> </ol>	<p>Local Coach</p> <p>Flocabulary</p> <p>Quizlet</p> <p>Instructional Supplies</p>	<p>Title 1</p>	<p>July 2023</p>	<p>Implementation:</p> <ol style="list-style-type: none"> <li>1. August 2023-Ongoing Local Coach will conduct a PL on vocabulary strategies for all teachers</li> <li>2. July 2023 Teacher will create interactive word wall</li> <li>3. August 2023- Teacher will implement math journal for students</li> <li>4. August 2023-May 2024</li> </ol>	<p>Evaluation of Impact:</p> <ol style="list-style-type: none"> <li>1. All 6<sup>th</sup>-8<sup>th</sup> grade students will utilize word wall, math journal, anchor charts, and flash cards for support with math voc.</li> <li>2. Weekly voc. Checking for understanding checkpoint</li> </ol>	<p>Local School Coach will conduct instructional walks</p> <p>Local Coach will provide the PL sessions</p>

<p>3) Vocabulary “Do Now”  4) Walking Flash Cards  5) Anchor Charts</p>				<p>Teachers will implement vocabulary strategies in lesson plans and instructional  5. August 2023-May 2024  Teachers will incorporate Flocabulary and Quizlet in lessons.  Artifacts: 1. Teachers will include vocabulary strategies in their lesson plans.  2.Data from Flocabulary and Quizlet</p>	<p>Evidence:  1.Lesson Plans  2.Data Results  3.Flocabulary/Quizlet data  4. Math Journal  5. Word Wall</p>	<p>Math teachers will incorporate strategies in lesson plans</p>
<p>6<sup>th</sup> –8<sup>th</sup> grade teachers will participate in weekly CCC’s to unpack standards, plan for the following week, identify student deficits and adjust instruction to align to students’ learning</p> <p>During weekly CCC meetings-</p> <p>1) Teachers will unpack the standards</p> <p>2) Create lessons for the next week (Differentiate lessons based on data)</p> <p>3) Teachers will analyze common assessment data from unit tests, interims, IXL and Progress learning to identify students needing additional interventions</p> <p>4)Teachers will input data results into school-wide data monitor form created by instructional coach</p> <p>5) To implement the 360 classrooms for all math classrooms</p>	<p>Local Coach  Instructional Supplies  Data Reports  Data Monitor Form</p>	<p>Title 1</p>	<p>July 2023</p>	<p>Implementation:  1) July 2023 –Ongoing  A) Participate in CCC meetings  B) Create lesson plans weekly  C) Create data wall  D) Implement data folders  E) Implement data form  August 2023- 360 classrooms</p> <p>Artifacts:  1.CCC’s /Data minutes  2. Data Monitor Folders  4. Data from IXL and Progress Learning  5. Data Wall  6. Data Form  7. Lesson Plans</p>	<p>Evaluation of Impact:  6<sup>th</sup>-8<sup>th</sup> grade teachers will implement strategies in classrooms to improve instruction</p> <p>3. Weekly instructional walks /feedback</p> <p>4. Common Assessment Data Results</p> <p>Evidence:  6. Teacher instruction  7. Data results  8. PD Agenda  9. PD Sign-Up Sheets  10. Lesson plans</p>	<p>Local Coach  Teachers  Math Admin</p>

<p>Lindley Middle school will provide additional support by Implementing the Falcon Focus time, Saturday School, and intervention programs to address skills gap identify during the CCCs</p> <p>1) Teachers will identify students needing additional support based on data</p> <p>A) Students will be grouped during Falcon Focus Time based on skills not mastered (The group could rotate based on skill mastery data)</p> <p>B) Students will receive an invitation to attend Saturday School based data</p>	<p>Local Coach</p> <p>Instructional Supplies</p>	<p>Title 1</p>	<p>August 2023</p>	<p>Implementation:</p> <p>1) August 2023 –Ongoing Falcon Focus Time</p> <p>2) September 2023 Saturday School</p> <p>Artifacts:</p> <p>1) Falcon Focus Lessons</p> <p>2) Saturday School Lessons</p> <p>3) Data Results</p> <p>4) 360 Classrooms</p>	<p>Evaluation of Impact:</p> <p>1) Weekly data checks for those students to monitor growth on common assessments and interims</p> <p>2) Data Results</p> <p>Evidence:</p> <p>Data Results</p> <p>Lessons</p> <p>360 Classrooms</p>	<p>Teachers</p> <p>Local Coach</p>
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<b>GOAL #3</b>	By the end of the school year 2023-2024, 8 <sup>th</sup> grade students scoring proficient and distinguished on the Physical Science EOG will increase from 23 % to 30 % and 6 <sup>th</sup> -7 <sup>th</sup> grade students scoring proficient and distinguished on interim assessments will increase from 10% to 25 % .					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
6 <sup>th</sup> – 8 <sup>th</sup> grade science teachers will participate in professional learning through CCCs to learn about unpacking standards to create meaningful learning targets, criteria for success, and performances of understanding.	Unpacking standards PL series  Subs and stipends  PL Books  Relevant conferences and workshops  Instructional Supplies  District Title I Coach	Title I  Title I SFPD  Title II  SFPD District Local	July 2023	Implementation: 1. August 2023-March 2023- Monthly Unpacking Standards PL by District Coach.  2. Beginning September 2023 Daily learning targets, success criteria, and performances of understanding outlined in lesson plans  3. September 2023-April 2024 - Instructional walks and feedback – local and district coach  Artifacts: Teachers created lesson plans that include daily learning targets, success criteria, and performances of understanding.	Evaluation of Impact:  All 6th-8th grade science students will articulate what they are learning and why in their classrooms.  Evidence:  Daily learning targets, success criteria, and performances of understanding seen in lesson plans and in classrooms on boards.	Local School Coach will conduct instructional walks  District Coach will provide PL sessions  Science teachers will complete lesson plans with all components.



<p>6<sup>th</sup> – 8<sup>th</sup> grade science teachers will participate in weekly data dig meetings through their assigned CCCs to inform planning and teaching.</p>	<p>CTLS Data Reports  Data Monitoring Document</p>			<p>Implementation: 1. Data team representative will lead weekly data team meeting amongst CCC</p> <p>Artifacts: Data monitoring document</p>	<p>Evaluation of Impact: The data monitoring document will be completed for both formative and summative assessments allowing teachers to categorize and analyze data.</p> <p>Evidence: Correctly completed data monitoring document</p>	<p>Local School Coach  Data Team Representative  All 6<sup>th</sup>-8<sup>th</sup> grade science teachers</p>
<p>6<sup>th</sup> – 8<sup>th</sup> grade science teachers will utilize interim assessment data to effectively plan for differentiated instruction for students scoring in the beginning and developing categories of each assessment.</p>	<p>CTLS Data Reports  Data Monitoring Document</p>			<p>Implementation: CCC lead will facilitate conversation with all members regarding differentiated assignments for student subgroups during weekly meetings</p> <p>Artifacts: Weekly Lesson Plans</p>	<p>Evaluation of Impact: Students in the beginning and developing range of assessments will begin to shift, decreasing these categories.</p> <p>Evidence: Increased number of students scoring proficient and distinguished on interim assessments.</p>	<p>Local School Coach  Data Team Representative  All 6<sup>th</sup>-8<sup>th</sup> grade science teachers</p>

<b>GOAL #4</b>	By the end of the 2023-2024 school year, 8 <sup>th</sup> grade students scoring proficient and distinguished on the End of Grade Social Studies Milestones will increase from 13% to 19%					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
<p>6<sup>th</sup>-8<sup>th</sup> grade teachers will participate in ongoing professional development to improve reading comprehension and vocabulary within content</p> <p>1)Balanced Social Studies Workshop Model            2) Higher Order Thinking Skills            3) Vocabulary Strategies School-Wide            4) Literacy in Social Studies            5) Creating Effective Anchor Charts            6) Writing Across the Curriculum</p>	Local Coach Title 1 Coaches PD Books Instructional Supplies	Title 1	July 2023	Implementation: Ongoing PD July 2023-May 2024 1. August 2023- District Coaches PD 2. August 2023 Teachers implementing strategies in lessons  Artifacts: Lesson Plans Data Results	Evaluation of Impact: Students will show growth on assessments by teachers implementing strategies from PD with fidelity Evidence: Data Results	Local Coach Title 1 Coaches
<p>6<sup>th</sup> –8<sup>th</sup> grade teachers will participate in weekly CCC’s to unpack standards, plan for the following week, identify student deficits and adjust instruction to align to students’ learning</p> <p>During weekly CCC meetings-</p> <p>3) Teachers will unpack the standards</p> <p>4) Create lessons for the next week (Differentiate lessons based on data)</p> <p>3) Teachers will analyze common assessment data from unit tests, interims, IXL and Progress learning to identify students needing additional interventions</p> <p>4)Teachers will input data results into school-wide data monitor form created by instructional coach</p>	Local Coach Instructional Supplies Data Reports Data Monitor Form	Title 1	July 2023	Implementation: 1) July 2023 –Ongoing A) Participate in CCC meetings B) Create lesson plans weekly C) Create data wall D) Implement data folders E) Implement data form  Artifacts: 1.CCC’s /Data minutes 2. Data Monitor Folders 4. Data from IXL and Progress Learning 5. Data Wall 6. Data Form 7. Lesson Plans	Evaluation of Impact: 1.All 6 <sup>th</sup> -8 <sup>th</sup> grade teachers will be able to identify students’ deficits and adjust instruction weekly 2) Students will be able to analyze their data  3)Weekly CCC meetings  Evidence: Data Results CCC’s Minutes	Local Coach Teachers Social Studies Admin

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<b>GOAL #5</b>	By the end of the school year 2023-2024 the students at Lindley Middle School disruptive behaviors in classroom will reduce by 15 %					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
6 <sup>th</sup> -8 <sup>th</sup> grade teachers will participate in professional development host by the PBIS coaches once a month on managing disruption in the classroom (e.g. trauma, informed strategies, de-escalation)	PL Books Instructional Supplies	Title 1	July 2023	Implementation: July 2023 PBIS workshop July 2023- Implement PBIS in classroom PBIS Workshops-Monthly  Artifacts: PBIS Reward System Training Documents Teacher Sign-In Sheets Evaluation Form	Evaluation of Impact: Training Evaluation Follow-Up Sessions Classroom Walkthroughs  Evidence: Discipline Data Analysis	PBIS Coaches Counselors
Monthly PBIS walkthroughs during tier 1 invention block for fidelity	PL Books Instructional Supplies	Title 1	July 2023	Implementation: July 2023 -The PBIS team and committee members will conduct pop-up walkthroughs  Artifacts: PBIS Walk-through Tool Walk-through Data	Evaluation of Impact: Analysis of Walk-through Tool Data  Evidence: Data that supports teacher usage of lessons and implementation  Discipline Data Analysis	PBIS Coaches Committee Members
6 <sup>th</sup> –8 <sup>th</sup> teachers will implement school-wide behavior response strategy resources	Response Strategy Flowchart/Document	Title 1	July 2023	Implementation: July 2023 Teachers will participate in professional development during preplanning  Artifacts: PBIS pre-planning training documents	Evaluation of Impact: PBIS minor referral documentation  Evidence: Discipline Data Analysis Minor Referral Documentation	PBIS Coaches Teachers

**Actions to Support Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<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 checked="" type="checkbox"/> Migrant	<p>Identify at-risk students and recommend early intervention support            Teachers will use data to adjust instruction to meet the needs of all students. Students will participate in after-school or Saturday School Tutorial.</p> <p>Sp. Ed. Teachers will plan regularly with their co-teacher to ensure lesson plans include accommodation to address SWD instructional needs. Sp. Ed.</p> <p>Teachers will serve their caseload students during our Intervention/Enrichment Class (Falcon Focus) and Advisement.</p>	Tutorial	Title 1
<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	<p>Provide professional development on culturally responsive teaching and use research-based strategies to promote student engagement. Teachers will place emphasis on various cultures represented in our student population by exposing students to various genres, authors, music, etc.</p> <p>Use research-based strategies that promote engagement among all students</p>	Professional Development	Title 1
<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 checked="" type="checkbox"/> Migrant	<p>Administer SMI/SRI when students arrive at school (initial enrollment) to identify instructional readiness levels; continuously log data on all students.</p>	SMI/SRI	None
<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 checked="" type="checkbox"/> Migrant	<p>Provide information to local agencies to support students via the social worker.</p> <p>Communicate with stakeholders about school actions in support of an equitable learning environment.</p>	Social Worker	None

<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 checked="" type="checkbox"/> Migrant	<p>Meet with the school social worker to identify initiatives that encourage students' attendance. Students will be recognized (monthly) for exhibited characteristics that align with our school-wide conduct plan (Falcon Five)</p>	<p>Social Worker</p>	<p>Title 1</p>
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**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><b>1. Required</b> <u>Annual Title I Meeting – Deadline September 29, 2023</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>	9/14/2023		<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><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 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>	10/12/2023		<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><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</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>	4/18/2024		<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><b>4. Required</b> <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 9/22/23   PL#2 12/8/23   PL#3 2/16/234   PL#4 4/29/24</p>	9/13/2023		
	11/15/2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	2/7/2024		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	4/17/2024		
<p><b>5. Required</b> <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.  <b><u>Briefly describe the transition activities here:</u></b>                      Rising 6th Grade families are introduced to expectations and learning opportunities offered in middle school.                      Rising 9<sup>th</sup> Grade families are introduced to expectations and learning opportunities offered in high school environments.</p>	3/14/2024- Rising 6 <sup>th</sup> Grade 5/2/2024-Rising 9 <sup>th</sup> Grade		<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><b>6. Required:</b> 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><b><u>List documents translated for parents:</u></b>                      Parent- School/Compact                      Parent Policy</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

**School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)**

<b>School Developed Family Engagement Activities (Must be listed in the school policy)</b>	<b>“Shall” Addressed</b>	<b>Goal(s) Addressed</b>	<b>Resources</b>	<b>Funding Source(s) <i>SWP Checklist 5.e</i></b>	<b>Date</b>	<b>How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.</b>	<b>Team Lead</b>
Curriculum Nights Math Science ELA Social Studies	<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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Supplies for students and parents	Title 1	9/20/2023 11/16/2023 1/25/2024 3/28/2024	Handouts Parent/Student Feedback Form Sign-in Sheet	Academic Coach Parent Facilitator Teachers
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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Supplies for students and parents	Title 1	8/17/2023 10/19/2023	Handouts Sign-in Sheets	Academic Coach Parent Facilitator
Data Nights	<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	Data folders	Title 1	9/7/2023 2/15/2024	Sign-in Sheets Handouts	Academic Coach Parent Facilitator Teachers

**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)**

*During the school year 2023-2024, Lindley Middle will complete the dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages*

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)**

*During the school year 2023-2024, Lindley Middle School will complete the schoolwide plan committee signature page and the Family Engagement fall and spring input meetings for evidence to support the involvement of parents, members of the community and staff at Lindley Middle School who will carry out the plan.*

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)**

*During the school year 2023-2024, Lindley Middle School will complete the schoolwide plans the Title 1 midyear and end of year monitoring of SWP goals, monitoring and approving all Title 1 expenditures, and revision dates listed on the SWP cover page for evidence to support regular monitor and revise of the plan as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*

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)*

*During the school year 2023-2024, Lindley Middle School will complete the schoolwide plans the 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 for evidence to support that the schoolwide plans are available to the local education agency, parents, and the public, and the information contained in the plan will be in an understandable and uniform format, providing in a language that the parents can understand.*

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:**

We offer a multiplicity of options for students who are at varied academic levels: co-taught, small group, and sheltered ESOL and Special Education classes. A triangulation of data is used to properly identify students' deficits and properly schedule their classes according to their needs. Georgia Milestones results, the Scholastic Reading Inventory, Scholastic Math Inventory, District Interim Assessments, Common Teacher Assessments, ACCESS scores, IOWA and CoGat are just a few of the data sources that are used to determine students' placement. To further support all students in mastering performance standards and demonstrating proficiency in all subject contents, we have a variety of web-based software programs such as Progress Learning ( A program customized to specific state standards in math, reading, writing, science, and social studies with interactive features and games that engage students and reinforce and reward learning achievement), IXL (a web-based program that targets MATH for all grades K-12 with problems from word problems to interactive graphing), Flocabulary ( is a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum.

The school maintains contact with District support personnel who specialize in providing instructional support to teachers regarding instructional best-practices to implement during daily instruction that is research-based and proven to yield high levels of student growth. Professional school counselors and social workers provide students and parents with external and internal resources for families who are experiencing hardships. Title I funds are utilized to provide tutoring for students after school and Saturday

A lack of limited basic literacy has been identified as contributors to students' low academic performance at Lindley Middle School. Therefore, an intervention elective course (Connections) in Read 180 is offered to support students who have deficits in those areas. The identification of these students is a collaborative effort of the Administration team, Department Chairs, Teachers, Counselors, and parents. Students are identified through various data sources and recommended for targeted assistance in Mathematics and English. The criteria for support classes include the following:

(1) Low grades in English Language Arts during the previous year

- (2) EOG Assessments
- (3) Reading Lexile Score – Below Grade Level
- (4) Scholastic Reading Inventory Assessment Results
- (5) Grade retention and placement
- (6) Parent recommendation
- (7) EOG Data

**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*

*During the school year 2023-2024 Lindley Middle School will complete the schoolwide plan to include evidence to support the posting every Title 1 school’s parent policy on the school 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 for evidence to support jointly develop with and distribute to parents and family members of participating children a written parental and family engagement involvement policy agreed on by parents. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.*

**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:**

The administrative team (Principal, assistant principals, and academic coaches) will meet with teachers weekly within departments to review common formative assessments and focus on specific standards to increase student proficiency.

Data teams will also meet weekly to assess student work, and review lesson plans to ensure that the standards are being taught with fidelity, instruction is being regularly adjusted to meet students’ current needs and that student learning is being assessed daily as reviewed through informal and formal walkthroughs.

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:**

The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards by analyzing various data sources (RI/MI, District Interim Assessments, Common Formative Assessments). The school disaggregates various data sources over the year, tracks students’ performance during the interim cycles throughout the year and determines if SIP goals that were established in the beginning of the year have been met. Instructional pivots are made throughout the year to increase desired outcomes; increased the achievement of students who have been experiencing challenges with reaching proficiency levels in reading and/or mathematics.

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:**

The schoolwide plan is revised during the school year. Interim checkpoints are conducted after each administration of the Scholastic Reading and Math Inventory Assessments. Administrators, staff, and parents/community members discussed students’ progress during the Title I Fall and Spring Forums.

**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)*

*Lindley Middle School instructional strategies are designed to improve student achievement for all subgroups. For example: Capsule Summary, Weekly Writing Across the Curriculum., 3-Read Protocol, Data Talks, etc. The action steps will be monitored by weekly walkthroughs/feedback, data team meetings, CCCs meetings and scope and sequence check with teachers twice during the quarter to determine students’ progress toward proficiency. The action steps will be evaluated by the effectiveness of the data*

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)

*Lindley Middle School instructional strategies are designed to improve student achievement. Several programs will be implemented to increase the amount and quality of learning time to help provide an enriched and accelerated curriculum. Programs such as Accelerated Math and ELA Classes, Gifted Classes, Algebra I, 7/8 Math, Physical Science for Advanced Science students. After-school and or Saturday school intervention programs will be offered to support students. An extra period in the schedule will be created to enrich and remediate the needs of all students at Lindley Middle School.(Falcon Focus) The action steps will be monitored by ongoing walkthroughs/ CCCs meetings, data team meetings, and scope and sequence check with teachers bi-weekly to determine students' progress toward proficiency. The action steps will be evaluated by the effectiveness of the data.*

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)

*The school maintains contact with District support personnel who specialize in serving neglected, delinquent, foster, and homeless students in order to address their unique needs. The professional school counselors and school social workers provide students and parents with external and internal resources for families who are experiencing hardships. Title I funds are utilized to provide tutoring for students after school and Saturday*

*The programs will be monitored by conducting scope and sequence checks with teachers and students to determine students' progress. The action steps will be evaluated by the effectiveness of the programs through data.*

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:**

Lindley Middle School actively practices Positive Behavior Interventions and Support (PBIS). PBIS is an evidence-based three-tiered framework for improving and integrating systems and practices that affect student outcomes each day. These techniques allow us to focus on the positives of student behavior with open praise and acknowledgment of desired behaviors. The 2023-2024 school year will be year six (6) for PBIS Implementation. To reinforce expectations, provide an overview of the schoolwide intervention, and provide support to students with self-awareness and self-regulation, PBIS Coaches were hired during the 2022-2023 year. The PBIS Coach solicited assistance from staff members to serve on the PBIS Team. The team meets bi-weekly to discuss student referrals, teacher implementation, as well as plan student celebrations to recognize our learners who adhered to our school's behavior guidelines, Falcon Five.

Check and Connect and Check In-Check Out will continue during the year 2023-2024. Students who have been identified (based on discipline referrals, counselor referrals), will be assigned a staff member who will conduct weekly check-ins to support students towards reaching academic and behavioral goals.

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:**

Lindley Middle School will provide on-going learning opportunities for all staff through professional development aligned to the needs' assessment data. In August, the Academic Coach will administer a needs assessment to all teachers. The academic coaches or administrators will organize or conduct professional development at school, through faculty meetings, professional development days on Wednesday, or smaller department presentations. Also, teachers, paraprofessionals, and other school personnel will be required to participate in district professional development throughout the year as it is being offered. The staff will also have opportunities to attend local, state, and national professional development conferences and professional growth workshops.

Administrative team and Academic Coaches will meet with teachers weekly within departments to review common formative assessments and focus on specific standards to increase student proficiency.

Data teams will also meet weekly to assess student work, and review lesson plans to ensure that the standards are being taught with fidelity, instruction is being regularly adjusted to meet students' current needs and that student learning is being assessed daily as reviewed through informal and formal walkthroughs.

Cobb County School District strives to hire the best qualified candidate for all teaching positions. 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 colleges/universities and campus job fairs. CCSD hosts an annual 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.

At Lindley 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. Teachers who are new to Lindley, as well as new to teaching (less than 3 years' experience), will be required to participate in the mentoring program. We will set aside specific times for mentors to meet with their teachers 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, as well as tips to maintain effective classroom management and high levels of student engagement.

Recruitment- Partner with local universities and colleges each semester to identify highly qualified candidates for potential positions

Retain –Ensure participation in mentor program

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

**SCHOOL RESPONSE:**

Lindley Middle School is building and strengthening its articulation process with Pebblebrook High School which include ensuring a strong vertical alignment between Teachers, Counselors and Administrators. This is done to ensure students, parents and teachers have a solid understanding of the academics, social programs, criteria and pre-requisites available and needed to matriculate to each grade level. Programs created to facilitate effective transitions from middle

school to high school include the 8th Grade Night that is implemented by Pebblebrook where students get to visit and get a first-hand glimpse of academics, clubs, and organizations.

Cobb County School District has 6 Magnet Programs, which has a concentrated focus on Performing Arts, Science, Mathematics, Business and Technology, International Studies, Research and Medical Science and the International Baccalaureate Program. Coordinators from the various magnet programs speak with the 8th grade students and inform them of the requirements needed for entrance and acceptance into them. On-going District support and Lindley's 8th Grade Counselor assists students with obtaining the necessary documents, recommendations, and support with the application process

Also, rising 6<sup>th</sup> graders (Clay Harmony Elem., Bryant Elem., Riverside Elem. ) visited the school in March during school hours to meet the principal, assistant principal for that grade level, and counselors. They also had the opportunity to tour the school. That evening parents were invited to an open house meeting, with the principal, administrative team, and other staff members to review classes, club and organization, and etc.

**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:**

**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*