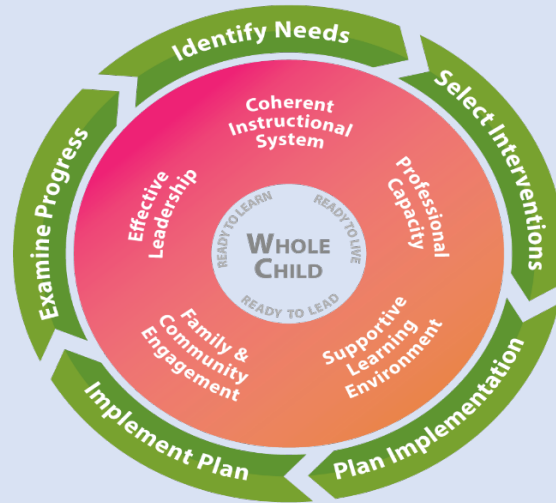




Georgia Department of Education

School Improvement Action Plan



School Year:	2023-24
School Name:	Floyd Middle School
Principal Name:	Dr. Ashely Hosey
Date Submitted:	June 6, 2023
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Floyd Middle School
<i>Team Lead</i>	Dr. Ashley Hosey
<i>Position</i>	Principal
<i>Email</i>	Ashley.Hosey@CobbK12.org
<i>Phone</i>	
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	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: School administrators, teacher leaders, and staff were provided 2022-2023 student data results and template of the School Improvement Plan. The team analyzed, disaggregated, and reflected on local, District, and state assessment results collected by domains and student groups and determined measurable SMART goals and strategies to implement school-wide for the 2023-24 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. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

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):	May 5 th , May 30 th , June 1st, June 2 nd , and June 5th
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Position/Role	Printed Name	Signature
Dr. Ashley Hosey/ Principal		
Dr. Darsha Brooks/ Assistant Principal		
Mr. Andri Cooke/ Assistant Principal		
Ms. Twyla Hinton/ Assistant Principal		
Ms. Shoneka O’Neal/ Academic Coach		
Ms. Angela Dennis/ Bookkeeper		
Ms. Kristie Campbell/ Parent Facilitator		
Ms. McKinney / Social Studies Lead Teacher		
Mr. Spiller/Math Lead Teacher		
Ms. Rouser/ Science Lead Teacher		

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below about the school's progress toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	<p>6th Grade students scoring proficient or distinguished will increase from 24.9% on May 2022 Math EOG Assessment to 34.9% on May 2023 EOG Assessment.</p> <p>7th Grade students scoring proficient or distinguished will increase from 23.6% on May 2022 Math EOG Assessment to 26.6% on May 2023 EOG Assessment</p> <p>8th Grade students scoring proficient or distinguished will increase from 22.3% on May 2022 Math EOG Assessment to 25.3% on May 2023 EOG Assessment.</p>																
Was the goal met? <input checked="" type="checkbox"/> YES 8th Grade Met <input checked="" type="checkbox"/> NO 6th and 7th Grade did not Meet																	
What data supports the outcome of the goal	<p>The 2022-2023 End of Grade Assessment results supports the outcome of the Math 2023 EOG Goal</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">EOG SCORES</th> <th style="text-align: center;">2021</th> <th style="text-align: center;">2022</th> <th style="text-align: center;">2023</th> </tr> </thead> <tbody> <tr> <td>6G Math</td> <td style="text-align: center;">6.8%</td> <td style="text-align: center;">24.9%</td> <td style="text-align: center;">25.5%</td> </tr> <tr> <td>7G Math</td> <td style="text-align: center;">11.8%</td> <td style="text-align: center;">23.6%</td> <td style="text-align: center;">23.4%</td> </tr> <tr> <td>8G Math</td> <td style="text-align: center;">23.1</td> <td style="text-align: center;">22.3%</td> <td style="text-align: center;">31.9%</td> </tr> </tbody> </table> <p><u>25.5%</u> of students scored proficient or distinguished on the 6th Grade Math Milestones <u>23.4%</u> of students scored proficient or distinguished on the 7th Grade Math Milestones <u>31.9%</u> of students scored proficient or distinguished on the 8th Grade Math Milestones (Goal met)</p>	EOG SCORES	2021	2022	2023	6G Math	6.8%	24.9%	25.5%	7G Math	11.8%	23.6%	23.4%	8G Math	23.1	22.3%	31.9%
EOG SCORES	2021	2022	2023														
6G Math	6.8%	24.9%	25.5%														
7G Math	11.8%	23.6%	23.4%														
8G Math	23.1	22.3%	31.9%														
Reflecting on Outcomes																	

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Based on the 2023 EOG assessment results, below are areas of mathematics deficiencies for 6th and 7th grade students:</p> <p>73% of 6th Graders (181) students scored remediate on Ratios and Proportional Relationships on the EOG 66% of 6th Graders (164) students scored remediate on Expressions and Equations on the EOG</p> <p>78% of 7th Graders (115) students scored remediate on Expressions and Equations on the EOG 76% of 7th Graders (208) students scored remediate on Statistics and Probability on the EOG 70 % of 7th Graders (194) students scored remediate on Geometry on the EOG.</p> <p>Below are actionable strategies that could be implemented to address the areas of need:</p> <ul style="list-style-type: none"> • An emphasis on effectively teaching and utilizing each component of the instructional framework when facilitating instruction needs to be a school-wide focus. • Implement the CCC process with fidelity. • Create and implement engaging activities to build conceptual understanding of math standards and skills. • Assess students on priority standards, analyze student data results, develop a common strategy as a content grade level, and remediate students who do not master standards. • Conduct Professional Development on research-based strategies. • Provide monthly Vertical Data Team meetings to analyze student data and adjust instruction if needed.
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The below processes and action-steps contributed to the success of the goal and continued to be implemented to sustain progress:</p> <ul style="list-style-type: none"> • 8th Grade Teachers placed an effort in analyzing student data results and adjusting instruction when needed • 8th Grade teachers consistently use the 360-classroom model to perform assessments of learning and promote student collaboration • 8th Teachers utilized Delta Math more consistently to remediate students who did not master standards.

<p>Previous Year’s Goal #2</p>	<p>6th Grade students scoring proficient or distinguished will increase from 25.5% on the May 2022 EOG ELA (English Language Arts) Assessment to 29% on the 2023 EOG ELA Assessment.</p> <p>7th Grade students scoring proficient or distinguished will increase from 30.4% on May 2022 EOG ELA (English Language Arts) Assessment to 34.6% on the May 2023 EOG ELA Assessment.</p> <p>8th Grade students scoring proficient or distinguished will increase from 28.4% on May 2022 EOG ELA (English Language Arts) Assessment to 35% on the May 2023 EOG ELA Assessment.</p>
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Was the goal met? YES 6th Grade Met NO 7th and 8th Grades did not Meet

What data supports the outcome of the goal?

The 2022-2023 End of Grade Assessment results support the outcome of the ELA goal.
35.1% of students scored proficient or distinguished on the 6th Grade ELA Milestones
28.7% of students scored proficient or distinguished on the 7th Grade ELA Milestones
30.2% of students scored proficient or distinguished on the 8th Grade ELA Milestones

Reflecting on Outcomes

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

Students in each grade level made growth overall in English Language Arts on End of Grade Milestone Assessment for 2022-23. However, 7th and 8th grade students did not meet the projected School Improvement Plan SMART goal for 2023.

EOG SCORES	2021	2022	2023
6G ELA	21.2%	30.4%	35.10%
7G ELA	15.3%	28.3%	28.90%
8G ELA	28.9%	23.3%	30.20%

Below are actionable strategies that could be implemented to address ELA areas of need:

- An emphasis on effectively teaching and utilizing each component of the instructional framework when facilitating instruction needs to be a school-wide focus.
- Implement the CCC process with fidelity.
- Create and implement engaging activities to build conceptual understanding of English Language Arts standards and skills.
- Assess students on priority standards, analyze student data results, develop a common strategy as a content grade level, and remediate students who do not master standards.
- Conduct Professional Development on research-based strategies.
- Provide monthly Vertical Data Team meetings to analyze student data and adjust instruction if needed.

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>For 6th grade students, there was a strong focus on teaching authors point of view and citing textual evidence that led to a 3% growth on the EOG from the previous school year.</p>
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<p>Previous Year’s Goal #3</p>	<p>The percentage of students scoring ‘accelerate’ on the End of Grade Assessment in Writing Domain will increase from 13% on the 2022 EOG Assessment in Writing Domain to 17% on the 2023 EOG Assessment in Writing Domain for all grade levels combined.</p>
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<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
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<p>What data supports the outcome of the goal?</p>	<p>The 2022-2023 End of Grade ELA Writing domain result supports the outcome of the 2021-2022 writing goal.</p> <p>17 % of students scored accelerate on the 6th Grade EOG ELA Writing Domain 15.2% of students scored accelerate on the 7th Grade EOG ELA Writing Domain 12.5% of students scored accelerate on the 8th Grade EOG ELA Writing Domain</p> <p>14% of students in 6th through 8th scored “accelerate” on the 2023 EOG English Language Arts Writing Domain.</p>
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<p>Reflecting on Outcomes</p>	
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<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Below are actionable strategies that could be implemented to address the area of need:</p> <ul style="list-style-type: none"> • Utilize the State developed rubrics and checklists for writing. • Utilize MI Write as a strategy for writing for all teachers. • Provide Professional Learning to Writing process to all content teachers.
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<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>A continuous emphasis on the use of M-Write was implemented with fidelity as a writing strategy during Intervention Block.</p>
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<p>Previous Year's Goal #4</p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by 10% on the Georgia Health Survey in the 4 domains under School Connectedness for the 2022-2023 school year.</p> <ol style="list-style-type: none"> 1. Most days I look forward to going to school- 61.54% to 71.54% 2. 2. I feel like I fit in at my school. - 71.38% to 81.38% 3. 3. I feel successful at school. - 74.15% to 84.15% 4. I feel connected to others at school. -72.31% to 82.31
<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>Based on 2023 Georgia Student Health Survey results, there was a 1% to 3% increase in the outcome that supports the goal in every category except, "I feel successful at school."</p> <ol style="list-style-type: none"> 1. Most days I look forward to going to school- 62.5% 2. I feel like I fit in at my school. – 74.5% 3. I feel successful at school. – 73.5% 4. I feel connected to others at school. -74.5%
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Below are actionable strategies that could be implemented to address the areas of need:</p> <ul style="list-style-type: none"> • Increase access to various mentoring programs. • Implement the Sources of Strength mental wellness program with fidelity. • Implement PBIS principles with fidelity on all grade levels. • Implement Comprehensive Counseling Model

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	
<p>ELA</p>	<p>For each grade level, students scored below their peers in the surrounding Region and District on state ELA standards on the Interim assessments each Quarter. However, 6th grade students scored higher than their peers Quarter 2 on the Interim assessment for figurative language, word relationships, determining theme/central idea of text and summarizing text.</p> <p>Students’ strengths and areas for growth for English Language Arts varied for each grade level. However, common ELA standards in which each grade level needs additional support based on the Interim Assessment results are below:</p> <ul style="list-style-type: none"> • The writing processes • Writing Informative/informational pieces • Analyzing author’s purpose within a text • Analyzing 2 or more texts on information on the same topics <p>Below are additional school-wide summary findings for the overall ELA Department:</p> <ul style="list-style-type: none"> • A clear focus on effectively implementing the instructional framework and Cobb Collaborative Community process, with an emphasis on the data team process, should be conducted with fidelity each week. • Analyzing student data to inform and adjust instruction needs to be consistently conducted in weekly CCC content meetings • Effective planning and implementing the instructional framework, which includes instructional strategies should be implemented weekly • Remediating and providing extension assignments and activities according to student data results should be done consistently and with fidelity.

Math

Strengths:
Strengths from the District Interim Assessments

6th Grade

- Students scored above their peers in the surrounding Region and District on Writing expressions with numbers and variables. (81% proficient)
- Students scored above their peers in the surrounding Region and District on Solving rate problems including pricing and constant speed. (78% proficient)

8th Grade

- Students scored above their peers in the surrounding Region and District on standard EE7a (74% proficient) and standard F2 (79% proficient)
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Strengths from the Math Inventory

Grade	# of students who showed growth	% of students
6 th	197/224	88%
7 th	170/216	78%
8 th	229/254	90%

Concerns:

6th Grade:

- 73% of scored remediate on Ratios on the 2023 EOG
- 67% of students scored remediate on Statistics and Probability on the 2023 EOG

7th Grade

- The students in 7th grade scored below their peers in the surrounding region and District on Interim assessments for Expressions and Equations and Operations with Rational Numbers
- 78% of students scored remediate on Expressions and Equations on the 2023 EOG.
- 75.6 % of students scored remediate on Statistic and Probability on the 2023 EOG


8th Grade:

- 64% of students scored remediate on the Algebra Domain on the 2023 EOG.
- 68% of students scored remediate on the Geometry Domain on the 2023 EOG

Below are additional school-wide summary findings for the overall Math Department:

- Based on the Math Inventory 80% of students need remediation in the Number sense, basic math facts and fact fluency
- A clear focus on effectively implementing the instructional framework and Cobb Collaborative Community process, with an emphasis on the data team process, should be conducted with fidelity each week.
- Analyzing student data to inform and adjust instruction needs to be consistently conducted in weekly CCC content meetings
- Providing professional development on effective math instructional strategies

Science	<p>Strengths: Floyd Middle School 8th grade students scored higher than their peers in the surrounding area Region and District on the Unit 3 Quarterly Interim assessment.</p>	<p>Concerns:</p> <ul style="list-style-type: none"> Floyd Middle School 8th grade students scored lower than their peers in the surrounding area Region and District on the Unit1, 2, 4, and 5 Quarterly Interim assessments. Adapting teaching practices to accommodate students' different learning styles and abilities through the process of learning complex and abstract concepts. 	
Social Studies	<p>Floyd Middle School 8th grade students scored similar or higher to their peers in the surrounding area Region and District on the Quarterly Interim assessments.</p>	<p>Standards of Strengths - G1b – Geographic regions; H2d-Transition of GA to royal colony; G1d-Importance of water in Ga...; H7b-Denial of rights to black Americans in New South; H9b-Purpose & impact of Bell Bomber Plant...;</p>	<p>Standards of Concerns: H4e-Analyze how people and event led to the removal of Cherokees; H4b- Impact of land policies; H6d- causes and effects..., H6e- Good & services produced...; H6b-Features of Reconstruction...; H6a Reconstruction amendments; E2c-Economic impact; H11cResistance of 1964; H11b-Civil Rights Movement</p>
Discipline / School Climate Data	<p>Strength: The average number of discipline referrals per day decreased by 1-3 students compared to the number of referrals submitted last year according to the PBIS discipline reports:</p>		

	 <p style="text-align: center;">LAST YEAR VS THIS YEAR</p>		
Professional Learning What's provided is the impact?	Trauma-informed Professional Development was conducted to teachers with recognizing and addressing students' physical, mental, and emotional concerns and development.		
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>16% of 6th Grade students with disabilities scored proficient or advanced on the April 2023 Reading Inventory Assessment compared to 4% on the August 2022 Reading Inventory Assessment.</p> <p>26% of 7th Grade students with disabilities scored proficient or advanced on the April 2023 Reading Inventory Assessment compared to</p>		Reading Inventory

		<p>15% on the August 2022 Reading Inventory Assessment.</p> <p>20% of 8th Grade students with disabilities scored proficient or advanced on the April 2023 Reading Inventory Assessment compared to 10% on the August 2022 Reading Inventory Assessment.</p>		
Math	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>17 % of all Floyd Students with disabilities scored proficient or advanced on the April 2023 MI (MATH INVENTORY) compared to 5% on the August 2022 Math Inventory</p> <p>In 7th Grade, 24% of students with disabilities scored proficient or advanced on the April 2023 MI Compared to the 8% on the August 2022.</p>	<p>In 6th Grade, 13 students with disabilities scored proficient or advanced on the Math Inventory in August compared to only 12 students scored proficient or advanced on the April 2023 Assessment.</p> <p>In 8th Grade, 4% of the students with disabilities scored proficient or advanced on the Math Inventory in August 2022 compared to 12% on the April 2023 Math Inventory.</p>	Math Inventory
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	Based on 2023 End of Grade Assessment, more than 60% of all students performed at a remediate level in all domains.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • A clear focus on effectively implementing the instructional framework and Cobb Collaborative Community process, with an emphasis on the data team process, should be conducted with fidelity weekly • Instructional strategies are not consistent with teaching math standards among teachers on each grade level. • Instructional assignments are developed and implemented on Depth of Knowledge Level 1 • Students are not provided opportunities for students to engage in problem-based learning activities. • Additional focus on prerequisite skills that is needed to master current grade level standards
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Professional development is needed on how to incorporate hands on activities to build conceptual understanding • Professional Development is needed on how to use and incorporate manipulatives into instruction. • Incorporating monthly Vertical Data Team meetings is needed to analyze student data and adjust instruction if needed.
Root Cause #3 - (Within control) Impacts which system(s): <input 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	<ul style="list-style-type: none"> • Clear expectations of shared vision and school-wide initiatives are not consistent across the school. • Clear expectations, goals, and vision for each subject are not provided.
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> • There is a disparity between what students are expected to learn vs what they have learned by end of each school year • Students lack motivation to learn • Limited parent involvement and support. • Lack of study skills and habits.

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Students on each grade level scoring proficient or distinguished on the Math EOG Assessment will increase 5% from the May 2023 EOG ELA Assessment to May 2024 EOG ELA Assessment.</p> <ul style="list-style-type: none">• 6th Grade students scoring proficient or distinguished will increase from <u>17.6%</u> on May 2023 Math EOG Assessment to <u>22.6%</u> on the May 2024 Math EOG Assessment.• 7th Grade students scoring proficient or distinguished will increase from <u>24.7%</u> on May 2023 Math EOG Assessment to <u>29.7%</u> on the May 2024 Math EOG Assessment• 8th Grade students scoring proficient or distinguished will increase from <u>23.1%</u> on May 2023 Math EOG Assessment to <u>28.1%</u> on the May 2024 Math Assessment.
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Statement of Concern #2	<p>Common ELA standards in which each grade level needs additional support based on the Interim Assessment results are below:</p> <ul style="list-style-type: none"> • The writing processes • Writing Informative/informational pieces • Analyzing author’s purpose within a text • Analyzing 2 or more texts on information on the same topics
<p>Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<ul style="list-style-type: none"> • A clear focus on effective implementation of the instructional framework and Cobb Collaborative Community process, with an emphasis on the data team process, should be conducted with fidelity each week. • Instructional strategies are not consistent for teaching various ELA standards among teachers on each grade level. • Instructional assignments are developed and implemented on Depth of Knowledge Level 1 • Students are not provided opportunities for students to engage in problem-based learning activities.
<p>Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<ul style="list-style-type: none"> • Additional professional development is needed on the effective use of the Cobb Collaborative Community process. • Professional development is needed on the use of the 6 Step Data Team Process with a focus on disaggregating data to inform and plan instruction • Vertical team alignment and data analysis is needed to address students' deficits and strengths.
<p>Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<ul style="list-style-type: none"> • Clear expectations of shared vision and school-wide initiatives are not consistent across the school. • Clear expectations, goals, and vision for each subject are not provided.
<p>Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> • Many students are promoted to the next grade level without mastering the skills and standards from the previous school year. • Reinforcement of the standards, skills, and concepts taught during school are not reviewed at home.

Goal

***Specific, Measurable, Achievable, Relevant,
Timebound***

Students on each grade level scoring proficient or distinguished on the EOG ELA Assessment will increase by 5% from the May 2023 EOG ELA Assessment to May 2024 EOG ELA Assessment.

- 6th Grade students scoring proficient or distinguished will increase from 24.8% on May 2023 EOG ELA (English Language Arts) Assessment to 29.8% on the May 2024 EOG ELA Assessment.
- 7th Grade students scoring proficient or distinguished will increase from 35.1% on May 2023 EOG ELA (English Language Arts) Assessment to 40.1% on the May 2024 EOG ELA Assessment.
- 8th Grade students scoring proficient or distinguished will increase from 28.1% on May 2023 EOG ELA (English Language Arts) Assessment to 33.7% on the May 2024 EOG ELA Assessment.

Statement of Concern #3	<p><u>14%</u> of students in 6th through 8th grades combined scored “accelerate” on the 2023 EOG English Language Arts Writing Domain.</p>
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students are deficient in foundational writing and grammar skills.</p> <p>MI Write online software program should be utilized in all content areas for instructional writing activities and assessments.</p>
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Professional development is needed in utilizing various instructional strategies when teaching the writing process to students on various academic levels.</p> <p>Professional development is needed for all teachers in every subject on the use of MI Write online software program.</p>
Root Cause #3 - (Within control) Impacts which system(s): <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	<p>Parent Professional learning sessions on MI Write, CTLS, and Synergy should be conducted on various online programs that could help parents monitor and support their child at home in writing.</p>
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>There are huge learning gaps and deficiencies in basic and foundational reading, writing, and grammar skills.</p>

Goal

***Specific, Measurable, Achievable, Relevant,
Timebound***

The percentage of students scoring 'accelerate' on the 2023 End of Grade Assessment in the Writing Domain will increase from 14.9% to 20.9% on the 2024 EOG Writing Assessment for 6th through 8th grades combined.

Statement of Concern #4	<p>An average of 28.75% of students at Floyd Middle School do not feel a Positive Connectedness to the school.</p>
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Many teachers are not developing and implementing interactive, engaging, real-world instructional assignments that interest students and get them actively involved in the learning process on various Dept of Knowledge levels.</p>
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Each component of the instructional framework is not fully implemented that includes a “hook” that connects and prepares students for standard based instruction.</p>
Root Cause #3 - (Within control) Impacts which system(s): <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	<p>Many students do not have a trusted adult they can connect and talk to about academic and behavior concerns.</p>
Contributing Factors (Outside of control)	<p>Many teachers and parents are not aware of the various stages of adolescent learners and how to build positive relationships with them.</p>

<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by <u>5%</u> on the Georgia Health Survey in the 4 domains under School Connectedness for the 2023-2024 school year.</p> <ol style="list-style-type: none"> 1. Most days I look forward to going to school- <u>62.5%-67%</u> 2. I feel like I fit in at my school. – <u>74.5% to 79.5%</u> 3. I feel successful at school. – <u>73.5%-78.5%</u> 4. I feel connected to others at school. -<u>74.5% to 79.5%</u>
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<p>Floyd Middle School</p> <p>School Improvement Goals</p> <p>2023-2024 School Year</p>	
<p>Goal #1</p>	<p>Students on each grade level scoring proficient or distinguished on the Math EOG Assessment will increase by 5% from the May 2023 EOG Math Assessment to May 2024 EOG Math Assessment.</p> <ul style="list-style-type: none"> • 6th Grade students scoring proficient or distinguished will increase from <u>17.6%</u> on May 2023 Math EOG Assessment to <u>22.6%</u> on the May 2024 Math EOG Assessment. • 7th Grade students scoring proficient or distinguished will increase from <u>24.7%</u> on May 2023 Math EOG Assessment to <u>29.7%</u> on the May 2024 Math EOG Assessment • 8th Grade students scoring proficient or distinguished will increase from <u>23.1%</u> on May 2023 Math EOG Assessment to <u>28.1%</u> on the May 2024 Math Assessment.

<p>Goal #2</p>	<p>Students on each grade level scoring proficient or distinguished on the EOG ELA Assessment will increase by 5% from the May 2023 EOG ELA Assessment to May 2024 EOG ELA Assessment.</p> <ul style="list-style-type: none"> • 6th Grade students scoring proficient or distinguished will increase from <u>24.8%</u> on May 2023 EOG ELA (English Language Arts) Assessment to <u>29.8%</u> on the May 2024 EOG ELA Assessment. • 7th Grade students scoring proficient or distinguished will increase from <u>35.1%</u> on May 2023 EOG ELA (English Language Arts) Assessment to <u>40.1%</u> on the May 2024 EOG ELA Assessment. • 8th Grade students scoring proficient or distinguished will increase from <u>28.1%</u> on May 2023 EOG ELA (English Language Arts) Assessment to <u>33.7%</u> on the May 2024 EOG ELA Assessment.
<p>Goal #3</p>	<p>The percentage of students scoring ‘accelerate’ on the 2023 End of Grade Assessment in the Writing Domain will increase from <u>14.9%</u> to <u>20.9%</u> on the 2024 EOG Writing Assessment for 6th through 8th grades combined.</p>
<p>Goal #4</p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by <u>5%</u> on the Georgia Health Survey in the 4 domains under School Connectedness for the 2023-2024 school year.</p> <ol style="list-style-type: none"> 5. Most days I look forward to going to school- <u>62.5%-67%</u> 6. I feel like I fit in at my school. – <u>74.5% to 79.5%</u> 7. I feel successful at school. – <u>73.5%-78.5%</u> 8. I feel connected to others at school. -<u>74.5% to 79.5%</u>

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	<p>The Parent Facilitator will support the overall instructional program at Floyd Middle School by creating community and family partnerships, conducting professional learning sessions to parents, teachers, and staff, and providing frequent communications to parents on the academic programs, events, and student information.</p> <p>...</p>		
Academic Coach	<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		Support teachers by collecting, disaggregating, and analyzing students' formative and summative assessment results to inform, plan, adjust, and drive instructional assignments and activities.
Language Arts Teacher	<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	Develop, implement, and facilitate standard based instruction that support students in understanding and mastering English Language Arts Reading and Writing Performance Standards.
	<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	

<p style="text-align: center;">GOAL #1</p>	<p>Students on each grade level scoring proficient or distinguished on the Math EOG Assessment will increase by 5% from the May 2023 EOG ELA Assessment to May 2024 EOG ELA Assessment.</p> <ul style="list-style-type: none"> 6th Grade students scoring proficient or distinguished will increase from 17.6% on May 2023 Math EOG Assessment to 22.6% on the May 2024 Math EOG Assessment. 7th Grade students scoring proficient or distinguished will increase from 24.7% on May 2023 Math EOG Assessment to 29.7% on the May 2024 Math EOG Assessment 8th Grade students scoring proficient or distinguished will increase from 23.1% on May 2023 Math EOG Assessment to 28.1% on the May 2024 Math Assessment. 					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Share the SIP and EOG Math goals and expectations to teachers and collaborate as a math team to disaggregate students’ data results.</p>	<p>Academic Coach</p>	<p>Title I</p>	<p>July and August 2023</p>	<p>Implementation: Teachers will receive and review EOG Math data, Math Inventory, Interim Assessment data results, and SIP goals for the 2023-2024 school year.</p> <p>Teachers will work collaborative to disaggregate students’ data results and determine individual students’ strengths and areas for growth by domains and levels.</p> <p>Teachers will assess and teach basic foundational math concepts, skills, and standards according to their assessment results.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> Agenda and sign-in sheet 	<p>Evaluation of Impact: Teachers will align instruction with student needs based on data.</p> <p>Evidence: Students’ data sheets by academic levels</p>	<p>Academic Coaches will do what?</p> <p>Math Teachers will do what?</p> <p>Math lead teacher will do what?</p>

				<ul style="list-style-type: none"> • CCC agenda and working document 		
Teachers will implement learning targets and all components of the instructional framework.	District Title I Academic Coaches	Title I	August through October 2023	<p>Implementation: Teachers will develop instructional lessons that are aligned to Math and Algebra standards and include each component of the instructional framework- Learning Target, Opening, Work Session (Application), Closing (Summarizer), Assessment</p> <p>Academic Coaches will provide professional development on standard based instruction using each component of the instructional framework- Learning Target, Opening, Work Session (Application), Closing (Summarizer), Assessment</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Professional Learning agenda and notes • Teacher sign-in sheets • Teacher lesson plans 	<p>Evaluation of Impact: 100% of teachers will implement learning targets and the components of the instructional framework.</p> <p>Evidence: Lesson Plans Walkthroughs and Formative Observation</p>	<p>Academic Coaches will do what?</p> <p>Administrators will do what?</p>

<p>Teachers will utilize the 6 Step Data Team Process to analyze student assessment results and make instructional decisions.</p>	<p>District Personnel in Assessment Department</p>	<p>Cobb County School District</p>	<p>August through October 2023</p>	<p>Implementation: Teachers will receive professional development on the 6 Step Data Team Process with a focus on utilizing students' assessment results to drive instruction.</p> <p>Teachers will implement the 6 step data team process.</p> <p>All teachers will develop and implement weekly or bi-weekly common assessments via CTLS only that all grade level content teachers will administer at the same time and analyze students' results to re-teach and adjust, differentiate, remediate, or extend instructional assignments and activities.</p> <p>Teachers will attend and actively participate in monthly vertical team meetings to discuss students' strengths, weaknesses, and concerns based on various assessment results.</p> <p>How do these two expectations align to the 6 step data process?</p>	<p>Evaluation of Impact: Implementation of data team process during weekly CCC content meetings</p> <p>Evidence:</p> <ul style="list-style-type: none"> • CTLS Assessment Reports • CTLS Assessment Reports <p>CCC Agenda and attendance</p>	<p>Academic Coaches will do what?</p> <p>Administrators will do what?</p> <p>All Math</p>
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				Artifacts: <ul style="list-style-type: none"> • CTLS formative and summative assessments • CCC weekly agenda, attendance, and notes 	
<p>Teachers will utilize IXL and Delta Math online software program during the Work Session to differentiate instruction.</p>	Math District Personnel	Cobb County Schools	August 2023 -May 2024	Implementation: <p>Academic Coaches will provide professional development on the various functions of IXL and Delta Math online software programs.</p> <p>Teachers will utilize IXL and Delta Math online software programs to remediate and extend instruction based on students' academic performance on grade level math standards.</p> Artifacts: <ul style="list-style-type: none"> • Professional Learning agenda and notes • Teacher sign-in sheets • Delta Math Usage Reports • IXL Usage Reports 	Evaluation of Impact: <p>Students will increase their ability to perform proficiently on grade level math standards.</p> Evidence: <ul style="list-style-type: none"> -Delta Math Progress Reports -IXL Progress Reports

<p>Provide professional development on the Cobb Collaborative Community processes and 4 questions that drive teaching and learning instructional practices.</p> <p>Teachers will utilize the 4 PLC questions to drive their Cobb Collaborative Community meetings.</p> <p>What is the intended outcome of this action step? What does this look like in comparison to the 6-step data process? Will both work together or are they separate meetings?</p>	<p>District Title I Academic Coaches</p>	<p>Title I</p>	<p>August through October 2023</p>	<p>Implementation: All teachers will develop and implement weekly or bi-weekly common assessments via CTLS only that all grade level content teachers will administer at the same time and analyze students' results to re-teach and adjust, differentiate, remediate, or extend instructional assignments and activities.</p> <p>Academic Coaches will provide professional development on the CCC process and the 4 PLC questions that drive teaching and learning.</p> <p>Artifacts: CCC weekly agenda with teacher attendance, completed task, and notes -PL sign in sheets -CCC observations</p>	<p>Evaluation of Impact: Informal and formal walkthroughs and observations Consider: Teacher capacity to follow the CCC process to drive instructional decisions will increase.</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Lesson plans ● Instructional assignments and activities ● Common Assessments ● Formative and Summative assessment results ● Unit, Interim, and formative weekly Assessments ● CCC Observations ● Consider a teacher survey for comfort using the CCC process at the beginning, middle, and end of year. 	<p>Academic Coaches</p> <p>Administrators</p> <p>All Math Teachers</p>
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<p style="text-align: center;">GOAL #2</p>	<p>Students on each grade level scoring proficient or distinguished on the EOG ELA Assessment will increase by 5% from the May 2023 EOG ELA Assessment to May 2024 EOG ELA Assessment.</p> <ul style="list-style-type: none"> 6th Grade students scoring proficient or distinguished will increase from 24.8% on May 2023 EOG ELA (English Language Arts) Assessment to 29.8% on the May 2024 EOG ELA Assessment. 7th Grade students scoring proficient or distinguished will increase from 35.1% on May 2023 EOG ELA (English Language Arts) Assessment to 40.1% on the May 2024 EOG ELA Assessment. 8th Grade students scoring proficient or distinguished will increase from 28.1% on May 2023 EOG ELA (English Language Arts) Assessment to 33.7% on the May 2024 EOG ELA Assessment. 					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s)) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Share the SIP and EOG ELA goals and expectations to teachers and collaborate as an ELA team to disaggregate students' data results.</p>	<p>Academic Coach</p>		<p>July and August 2023</p>	<p>Implementation: Teachers will receive and review EOG ELA data, Reading Inventory, Interim Assessment data results, and SIP goals for the 2023-2024 school year.</p> <p>Teachers will disaggregate data results and determine individual students' strength and areas for growth.</p> <p>Teachers will teach foundational basic ELA standards and skills according to assessment results.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> Agenda and sign-in sheet CCC agenda, attendance, and notes 	<p>Evaluation of Impact: Teachers will align instruction with student needs based on data.</p> <p>Evidence: Students' data sheets by academic levels</p>	<p>Academic Coach will collect data to share with all ELA teachers.</p> <p>ELA Teachers</p> <p>ELA content lead teacher</p>

<p>Provide professional development on standard based instruction using each component of the instructional framework- Learning Target, Opening, Work Session (Application), Closing (Summarizer), Assessment</p> <p>See similar reading action step for suggestions and considerations</p>	District Title I Academic Coach		August through October 2023	<p>Implementation: Teachers will develop instructional lessons that are aligned to ELA standards and include each component of the instructional framework- Learning Target, Opening, Work Session (Application), Closing (Summarizer), Assessment</p> <p>Artifacts:</p> <ul style="list-style-type: none"> Professional Learning agenda and notes Teacher sign-in sheet 	<p>Evaluation of Impact: Weekly Walkthroughs Weekly Academic Coach and Administrators sessions</p> <p>Evidence: Lesson Plans Walkthroughs and Formative Observations</p>	<p>Academic Coaches</p> <p>Administrators</p> <p>All ELA Teachers</p>
<p>Provide professional development on the Cobb Collaborative Community processes and 4 questions that drive teaching and learning instructional practices.</p> <p>See similar reading action step for suggestions and considerations</p>	District Title I Academic Coaches		August through October 2023	<p>Implementation: ALL Teachers will meet 1-2 times a week as a grade level content to implement the CCC process with a focus on one of the 4 CCC questions.</p> <p>Teachers will conclude each content grade level meeting with at least one desired outcome/ completed task.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> CCC weekly agenda with teacher 	<p>Evaluation of Impact: Informal and formal walkthroughs and observations</p> <p>Evidence:</p> <ul style="list-style-type: none"> Lesson plans Instructional assignments and activities Common Assessments 	<p>Academic Coaches</p> <p>Administrators</p> <p>All ELA Teachers</p>

				attendance, completed task, and notes.	<ul style="list-style-type: none"> Formative and Summative assessment results Unit, Interim, and formative weekly assessments 	
Teachers will receive professional development on the 6 Step Data Team Process with a focus on utilizing students' assessment results to drive instruction.	District Personnel in Assessment Department	Cobb County School District	August through October 2023	<p>Implementation: All teachers will develop and implement weekly or bi-weekly common assessments via CTLS only that all grade level content teachers will administer at the same time and analyze students' results to re-teach and adjust, differentiate, remediate, or extend instructional assignments and activities.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> CTLS formative and summative assessments CCC weekly agenda, attendance, and notes 	<p>Evaluation of Impact: Implementation of data team process during weekly CCC content meetings</p> <p>Evidence:</p> <ul style="list-style-type: none"> CTLS Assessment CTLS Assessment Reports CCC Agenda and attendance 	<p>Academic Coaches</p> <p>Administrators</p> <p>All ELA Teachers</p>

<p style="text-align: center;">GOAL #3</p>	<p>The percentage of students scoring ‘accelerate’ on the End of Grade Assessment in the Writing Domain will increase from 14.9% on the 2023 EOG Assessment in Writing Domain to 20.9% on the 2024 EOG ELA Assessment in the Writing Domain 6th through 8th grades combined.</p>					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Implement school-wide writing initiative whereas writing is embedded into instructional assignments in all contents.</p>	<p>Academic Coaches</p>		<p>August 2023</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • Science teachers will teach the three-step process of Claim, Evidence, Reasoning. • ELA, Social Studies, Math, and Connections teachers will utilize the RACES writing strategy when teaching the Writing process and elements of writing. • All teachers will Utilize MI Write as an online strategy when teaching and assessing students’ writing assignments. <p>Artifacts:</p> <ul style="list-style-type: none"> • MI Write usage reports 	<p>Evaluation of Impact: Students will increase their ability to write grade-level pieces.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Students’ assessment results on formative and summative via CTLS Assess • MI Write progress reports? 	<p>Academic Coaches All teachers Administrators</p>

				<ul style="list-style-type: none"> Students' writing samples 		
<p>Provide Professional Learning opportunities to parents on various online programs to monitor and support their child in Writing.</p> <p>Jim – Does this go in family engagement?</p>	<p>Parent Facilitator</p> <p>Academic Coaches</p>		July 2023	<p>Implementation: Parent Facilitator, Academic Coaches and teachers will conduct Professional Learning sessions on the use and functions of CTLS, MI Write online writing program, and Synergy to aid parents in monitoring and supporting their child academically.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> Professional Learning agenda Professional Learning sign-in sheet 	<p>Evaluation of Impact:</p> <p>Evidence: MI Write usage reports</p>	<p>Parent Facilitator</p> <p>Academic Coaches</p> <p>Teachers</p>
<p>Provide intervention and extension writing assignments and activities according to students' assessment results during the class Work session and 3rd Block classes.</p>			August 2023	<p>Implementation: Teachers will create flexible academic groups based on students' data (which data?) and allow them to work at different stations based on their academic levels. (how often will this happen?)</p> <p>Teachers will utilize CTLS to create various formative and</p>	<p>Evaluation of Impact: Students will increase their ability to write grade-level pieces.</p> <p>Evidence: Students' assessment results on formative and summative via CTLS Assess</p>	<p>All grade level teachers.</p> <p>Academic Coaches</p> <p>Administrators</p>

				<p>summative assessments writing assessments. (how often?)</p> <p>Teachers will utilize the data team process assess, inform, and adjust students' instructional assignments based on their academic performance on various formative and summative writing assessments</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • CTLS formative and summative assessments • CCC weekly agenda, attendance, and notes 		
Provide Professional Learning on MI-Write online writing software to all teachers.	District Title I Coaches		September 2023	<p>Implementation: Teachers will participate in professional learning on the use of MI-Write software program.</p> <p>Teachers will collaborate during the weekly CCC content meetings to determine a common writing strategy to utilize to support students' learning.</p> <p>Artifacts: CCC weekly agenda, attendance, and notes</p>	<p>Evaluation of Impact: Teachers will increase their capacity to implement high yield writing instructional strategies.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Lesson plans • Walkthroughs • MI-Write usage report 	<p>Academic Coaches</p> <p>Administrators</p> <p>Teachers</p> <p>Content lead teachers</p>

<p>GOAL #4</p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by 5% on the Georgia Health Survey in the 4 domains under School Connectedness for the 2023-2024 school year.</p> <p>9. Most days I look forward to going to school- 62.5%-67% 10. I feel like I fit in at my school. – 74.5% to 79.5% 11. I feel successful at school. – 73.5%-78.5% 12. I feel connected to others at school. -74.5% to 79.5%</p>					
<p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p>People Responsible</p>
<p>Develop and implement innovative, engaging, instructional assignments, activities, and projects that are relevant, real-world, and appropriate for adolescent learners.</p>	<p>District and local Title I Academic Coaches Genius Education Personnel</p>			<p>Implementation: Teachers will create and implement engaging, real-world, relevant instructional assignments, activities, or projects during the Work Session part of the instructional framework.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Lesson plans • Walkthroughs and observations • CCC agenda notes 	<p>Evaluation of Impact: Students will increase their engagement in work session tasks.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Walkthroughs 	<p>ELA Teachers Academic Coaches Administrators</p>
<p>Implement the PBIS principles with fidelity on all grade levels and with every Connection teacher.</p>	<p>District PBIS Personnel</p>			<p>Implementation: Teacher will build positive relationships with students, reinforce the PBIS expectations throughout the school, consistently reward positive student behavior, implement student infraction behavior plan, document behavior infractions.</p>	<p>Evaluation of Impact: The number of students receiving positive reinforcement through PBIS will increase.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • PBIS monthly data reports 	<p>PBIS Coach PBIS Team Teachers All teachers Administrators</p>

				<p>Artifacts:</p> <ul style="list-style-type: none"> • PBIS monthly discipline data • Parent contact logs • PBIS rewards report 	<ul style="list-style-type: none"> • Number of students being recognized for PBIS incentives per grade level 	
				<p>Implementation: All teachers and staff will select 3 students to serve as mentors and provide academic and moral support to them throughout the school year.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • PowerPoint Presentation of the mentorship requirements. • Presentation sign-in sheet 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> • Students' grades • Discipline records <p>Evidence: Mentor tracking form</p>	Teachers Counselors Administrators
How is this different than the current expectation for middle school counselors?				<p>Implementation: All grade level counselors will conduct on-going classroom lessons on goal setting, organization skills, and academic success strategies.</p> <p>Artifacts: Lesson plans Weekly grade level agenda Goal setting documents</p>	<p>Evaluation of Impact: Student self-efficacy will increase.</p> <p>Evidence: Student Grades/Pass rates Discipline Records</p>	Counselors Grade Level Teachers

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p>1. Required <u>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>	Title I Meeting September 7, 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>2. Required <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>	Fall Input Meeting October 17 th -20 th		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 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>	Spring Input Meeting April 24, 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines: PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</u></p>	September 19, 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	December 1, 2023		
	February 3, 2024		
	April 15, 2024		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here:</p>	Rising 9 th Grade Parent Meeting- January 31, 2024 Incoming 6 th Grade Meeting- March 28, 2024		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u></p>	<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
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School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
ParentVue Tour- Saturday, August 19, 2023 ParentVue Tour- Friday, August 25, 2023 ParentVue Tour Saturday, September 16, 2023 Conversations with the Counselors- Friday,	<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					
Conversations with the Counselors- Friday, September 16, 2023 Fall Festival- Saturday, October 21, 2023	<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					
Conversations with the Counselor- Monday, December 11, 2023 Testing Tips and Strategies- Thursday, February 29, 2023	<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					

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)
<p>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)</p>
<p>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)</p>
<p>3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)</p>
<p>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)</p>

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE: End of Grade, District’s Reading and Math Inventory Assessment data results were used to determine students’ academic levels. Teacher leaders from

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

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

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

SCHOOL RESPONSE:

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:

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:

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

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

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

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

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

SCHOOL RESPONSE:

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:

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

SCHOOL RESPONSE:

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*