



School Improvement Action Plan



School Year:	2024-2025
School Name:	Lindley Middle School
Principal Name:	Dr. Tracy Guillory
Date Submitted:	6/17/2024
Revision Dates:	8/12/2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Lindley Middle School
<i>Team Lead</i>	Dr. Marcella Jones
<i>Position</i>	Academic Coach
<i>Email</i>	Marcella.jones@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: Lindley Middle School implemented a School Improvement Plan Committee which was comprised of Administrators, Teacher Leaders, Department Chairs, and local Academic Coach who met on 5/ 13 / 2024, 5/16 / 2024 and 5/21 /2024 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 FY25. 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 during Title 1 Fall meeting FY 25.

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- Dr. Tracy Guillory, Dr. Bethany Harrison, Sara Johnson, and Dr. Georgia Weathers
2. Content or Grade Level Teachers
 - 6th Grade ELA-Dr. Tammy Holdip
 - 6th Grade Math-Jakira Robinson
 - 6th Grade ESOL-Sims
 - 7th Grade Math- Favors-Daniels
 - 7th Grade Science- Sandra Howard
 - 7th Grade Special Education- Butler
 - 8th Grade Social Studies- Wesley
 - 8th Grade Science- Dixon
3. Local School Academic Coach-Dr. Marcella Jones
4. District Academic Coaches-Brittany Matthews
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors- Jessica Chester
7. Parent Facilitators-Nancy Reyes
8. Media Specialists-Tawana Coaxum
9. Public Safety Officers-Officers Russell
10. Business Partners-TKE
11. Social Workers-Chinn
12. Faith Based Community Leaders-Leslie Shields
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 13 th , May 16 th , May 21 st , Aug. 12, 2024
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Position/Role	Printed Name	Signature
Principal		
Assistant Principal		
Academic Coach		
6 th Grade English Language Arts Teacher		
6 th Grade Mathematics Teacher		
6 th Grade ESOL ELA Teacher		
8 th Grade ESOL Mathematics Teacher		
7 th Grade Mathematics Teacher		
7 th Grade Science Teacher		
7 th Grade Special Education Teacher		
8 th Grade Social Studies		
8 th Grade Special Education Mathematics Teacher		
8 th Grade Science Teacher		

Counselor		
PBIS Coach		

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Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	By the end of the school year 2023-2024, 6 th - 8 th grade students scoring below levels on Scholastic Reading Inventory will reduce by 25% measured by the 4 th quarter SRI assessment.		
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
What data supports the outcome of the goal?	<p>The Scholastic Reading Inventory data results support the outcome of the goal.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> 1st Quarter 6th-39%-Below Basic (106Students) 7th-30% Below Basic (74 Students) 8th -28% Below Basic (75 Students) All- 33% Below Basic (255 Students) </td> <td style="width: 50%; vertical-align: top;"> 4th Quarter 6th - 32%- Below Basic (89 Students) 7th – 21% Below Basic (50 Students) 8th - 18% Below Basic (46 Students) All- 24% Below Basic (185 Students) </td> </tr> </table>	1st Quarter 6 th -39%-Below Basic (106Students) 7 th -30% Below Basic (74 Students) 8 th -28% Below Basic (75 Students) All- 33% Below Basic (255 Students)	4th Quarter 6 th - 32%- Below Basic (89 Students) 7 th – 21% Below Basic (50 Students) 8 th - 18% Below Basic (46 Students) All- 24% Below Basic (185 Students)
1st Quarter 6 th -39%-Below Basic (106Students) 7 th -30% Below Basic (74 Students) 8 th -28% Below Basic (75 Students) All- 33% Below Basic (255 Students)	4th Quarter 6 th - 32%- Below Basic (89 Students) 7 th – 21% Below Basic (50 Students) 8 th - 18% Below Basic (46 Students) All- 24% Below Basic (185 Students)		
Reflecting on Outcomes			
If the goal was not met , what actionable strategies could be implemented to address the area of need?			
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<p>The implementation of the following strategies:</p> <ul style="list-style-type: none"> ◆ Data meetings after common assessments to adjust instruction to meet the needs of students ◆ Leveled Texts ◆ Annotation ◆ Vocabulary-Prefixes/Suffixed ◆ Team Intervention Block Days ◆ Writing Workshop ◆ Monitoring students results on Progress Learning, IXL, ◆ Tutorial ◆ Professional Development Sessions-Science of Reading ◆ March Madness Review Activity ◆ Membean 		

Previous Year's Goal #2	By the end of the school year 2023-2024, 6 th -8 th grade students scoring below levels on Scholastic Mathematics Inventory will reduce by 25% measured by the 4 th quarter SMI assessment.		
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
What data supports the outcome of the goal?	<p>The Scholastic Mathematics Inventory data results support the outcome of the goal.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 1st Quarter 6th -74% Below Basic (205 Students) 7th- 54% Below Basic (127 Students) 8th- 59% Below Basic (155 Students) All- 63% Below Basic (487 Students) </td> <td style="width: 50%; vertical-align: top;"> 4th Quarter 6th- 34% Below Basic (94 Students) 7th -24% Below Basic (58 Students) 8th-22% Below Basic (56 Students) All- 27% Below Basic (208 Students) </td> </tr> </table>	1st Quarter 6 th -74% Below Basic (205 Students) 7 th - 54% Below Basic (127 Students) 8 th - 59% Below Basic (155 Students) All- 63% Below Basic (487 Students)	4th Quarter 6 th - 34% Below Basic (94 Students) 7 th -24% Below Basic (58 Students) 8 th -22% Below Basic (56 Students) All- 27% Below Basic (208 Students)
1st Quarter 6 th -74% Below Basic (205 Students) 7 th - 54% Below Basic (127 Students) 8 th - 59% Below Basic (155 Students) All- 63% Below Basic (487 Students)	4th Quarter 6 th - 34% Below Basic (94 Students) 7 th -24% Below Basic (58 Students) 8 th -22% Below Basic (56 Students) All- 27% Below Basic (208 Students)		
Reflecting on Outcomes			
If the goal was not met , what actionable strategies could be implemented to address the area of need?			
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<p>The implementation of the following:</p> <ul style="list-style-type: none"> • Three Read Protocol • B.U.C.K.S. • 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). • Walkthroughs/Feedback • Math Coach conducted professional development on the appropriate implementation of data error analysis and monitored teachers' effectiveness to ensure implementation with fidelity • Teachers analyzed students' math inventory, unit tests, quizzes, and district interim test to differentiate instruction. • 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 		

<p>Previous Year's Goal #3</p>	<p>By the end of the school year 2023-2024, 8th grade students scoring proficient and distinguished on the Physical Science EOG will increase from 23 % to 30 % and 6th-7th grade students scoring proficient and distinguished on interim assessments will increase from 10% to 25 %.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>8TH Grade Science Milestones 2024 Preliminary Results 2023-Levels 3 and 4 (24%) 2024 Levels 3 and 4 (24.81%)</p> <p>6th-7th Grade Students- shows growth on interim test from 10%-20%</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> • Implement Inquiry Based Lessons promoting scientific literacy • Using activities in which students apply and develop scientific processes themselves • Incorporate popular accounts of scientific discoveries that emphasize • Not all scientific investigations begin with a hypothesis, and neither should all students' labs <p>Integrating literacy strategies into science instruction Title 1 Science Academic Coach Professional Development</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p>Previous Year's Goal #4</p>	<p>By the end of the school year 2023-2024, 8th grade students scoring proficient and distinguished on the End of Grade Social Studies Milestones will increase from 13% to 19% and 6th-7th grade students scoring proficient and distinguished on interim assessments will increase from 10% to 25 %.</p>
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>2023 Levels 3 and 4 (13.5%)-71 Students The total enrollment for 8th grade testing last year in SS was 531 students</p> <p>2024 Levels 3 and 4 (28.71%)- 83 Students The total enrollment for 8th grade testing 288 students</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>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>Leveled Texts Heavy Focus on Annotation Vocabulary (Flash Cards, Frayer Models,) Word use strategies so students could recognize words within and without context Pre-/Post Tests- Data Meetings Study Guides Georgia Studies yellow workbooks to reinforce curriculum Progress Learning and quizzes to remediate and review March Madness Overtime- They identified bubble kids and took two plannings a week to do targeted interventions.</p>

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<p>In August 2023 33% (255 students) of students performed below basic on the Reading Inventory school wide. In comparison to May 2024, 24% of students (183 Students) performed below basic.</p> <p>70% (204 students) of the students in 8th grade reading on and above grade levels based on Georgia Milestones Assessment Results.</p>	<p>The committee was concerned with 6th and 7th graders students’ performance on Reading Georgia Milestones Assessment.</p> <p>45% (133 students) of 6th grade students are reading below grade levels - based on the EOG.</p> <p>57.3% (146 students) of students are reading below grade levels based on the EOG.</p>	<p>Scholastic Reading Inventory</p> <p>EOG Milestones</p> <p>Unit Test Assessments</p>
Math	<p>In August 2023 63% (487 students) of students performed below basic on the Math Inventory school wide. In comparison May 2024 27% (205 students) of students performed below basic.</p>	<p>6th graders</p> <p>A high percentage of our 6th grade students show a wide gap in fundamental math skills and math problem-solving skills. COVID19 plays a part in the gap.</p>	<p>SMI</p> <p>No EOG data results</p> <p>Unit Test Assessments</p> <p>Interim Assessments</p>
Science	<p>On EOG 2024 Science data results (67 students)</p> <p>24.9% of students scored levels 3 and 4 on Georgia EOG</p>	<p>Students have limited exposure to content background knowledge, limited vocabulary knowledge</p> <p>Need to increase opportunities for students to experience learning through simulations and labs</p>	<p>EOG Data Results</p> <p>Unit Assessments</p> <p>Interim Assessments</p>
Social Studies	<p>On EOG Social Studies data results</p> <p>Basic on EOG Social Studies 28.8% (83 students) students (scored proficient and distinguished compared to 13.5% students scored last year data results.</p>	<p>Limited vocabulary acquisition</p> <p>Limited exposure to content background knowledge</p> <p>Need to increase opportunities for students to experience learning through simulations, debates</p>	<p>EOG Data Results</p> <p>Unit Assessments</p> <p>Interim Assessments</p>

<p>Discipline / School Climate Data</p>	<p>Implementation of PBIS schoolwide Reward system for students Shout out to students and teachers daily Monthly staff and students of the month</p>		<p>Data results</p>
<p>Professional Learning What's been provided? What is the impact?</p>	<p>The professional development workshops were provided to assist in teaching strategies and student achievement</p> <ul style="list-style-type: none"> ◆ "Using Data to Improve Instruction" ◆ "How to Engage Students in the Lesson" ◆ "Digging Into Data" ◆ "Weekly Data Meetings ◆ Error Analysis Training ◆ Unpacking the Standards ◆ Attending Conferences-ELA, Mathematics, Social Studies, Science, Title 1 ◆ Dyslexia Course ◆ Science of Reading Training ◆ Ongoing training with new mathematics standards ◆ Training on utilizing manipulatives in math classes ◆ Weekly Social Studies PL <p>Teachers received training and used research based instructional strategies, focusing on Vocabulary and literacy strategies</p> <p>Teachers identified student deficits and adjusted instruction to align to students' misconceptions, created skills-based lessons to support readers during class.</p>	<p>All teachers need to implement PD strategies with fidelity.</p>	<p>Walkthrough Data Results</p> <p>Implementation of Strategies</p>

	<p style="text-align: center;">Impact</p> <p>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>		
Other			

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<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>Based on the data 43% (136 students) of ESOL students scored below basic on the first Scholastic Reading Inventory and showed growth on the 3rd test with 32% (94 students) of students scored below basic.</p> <p>72% (59 students) SWD students performed below basic on the first reading inventory test however, 55% (43 students) SWD students performed below basic on the last reading inventory of the year.</p>	English learners and special ed students struggle with reading comprehension and vocabulary	Reading Inventory Common Assessments Interim Assessments Unit Tests Walkthrough Data Results
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Based on the data 72% SWD (59 students) scored below basic on the Scholastic Mathematics Inventory and showed growth on the 3rd test with 53% (43 students) SWD students scored below basic</p>	Students struggle with basic math skills (Number Sense/Word Problems) Teachers that teach ESOL and SWD students need addition resources on math strategies for word problems	Math Inventory Common Assessments Interim Assessments Unit Tests Walkthrough Data Results
Science	<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	STEM Day Daily CRE Weekly CCC'S meetings to discuss data by subgroups to group students	Vocabulary Reading Comprehension Teachers that teach ESOL and SWD students need addition resources on vocabulary strategies and reading comprehension	Common Assessments EOG Data Results Interim Assessments Walkthrough Data Results
Social Studies	<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	Weekly CCC's meetings to discuss data by subgroups to group students March Madness Overtime- They identified bubble kids and took two plannings a week to do targeted interventions.	Vocabulary Reading Comprehension Teachers that teach ESOL and SWD students need addition resources on vocabulary strategies and reading comprehension	Common Assessments EOG Data Results Interim Assessments Walkthrough Data Results

Discipline / School Climate Data	<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 checked="" type="checkbox"/> Migrant	Office referrals have decreased from	% of students in grades 6-8 grade students have 10 or more unexcused absences.	Discipline Data
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	ESOL Professional Learning on teaching strategies for ESOL students Professional Development on strategies for SWD	Teachers implemented the strategies with fidelity	Walkthrough data results
Other	<input checked="" 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.		Access score results

<p>Statement of Concern #1</p>	<p>55% of the students are reading below grade level based on the Georgia Milestones Assessment 2024.</p> <p>6th Grade-55.1% (163 Students)</p> <p>7th Grade- 42.7% (109 Students)</p> <p>8th Grade- 30.1% (88 Students)</p> <p>6th Grade-55.1% 163 Students</p> <p>7th Grade- 42.7% 109 Students</p> <p>8th Grade- 30.1% 88 Students</p>
<p>Root Cause #1 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>Teachers did not implement intervention block on teams with fidelity</p> <p>A number of students lack basic reading, reading comprehension, and writing skills</p>
<p>Root Cause #2 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>Limited implementation of effective instructional strategies that meet the needs of varied learners and support the analysis of complex texts.</p> <p>A desire to cover standards without ensuring mastery of standards</p>
<p>Root Cause #3 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>Lack of exposure to a variety of genres and text complexity; limited vocabulary acquisition</p>

<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Student Transiency</p> <p>Parental Involvement</p> <p>Student Attendance</p> <p>Language Barrier</p>
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the end of the 2024-2025 school year 6th -8th grade students will increase levels 3 and 4 from 29.8% (255 Students) to 34.8% (297 Students) on the English Language Arts Georgia Milestones Assessment.</p>

Statement of Concern #2	<p>207 students (27%) of students scored below basic on the Scholastic Mathematics Inventory for 4th quarter.</p> <p>53% (43 students) of those students were SWD.</p> <p>32% (94 students) of those students were ELL.</p>
Root Cause #1 - (Within control) Impacts which system(s): <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>Students lack understanding of vocabulary used in word problems.</p> <p>Students are not effectively breaking down multi-step word problems</p> <p>A desire to cover standards without ensuring mastery of standards</p>
Root Cause #2 - (Within control) Impacts which system(s): <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>Students are not able to determine which mathematical operation (s) to use to solve problems.</p> <p>Gap in foundational skills for mathematics</p>
Root Cause #3 - (Within control) Impacts which system(s): <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>Students are not able to effectively use the calculator to compute the operations in word problems.</p> <p>(Reading Comprehension)</p>
Contributing Factors (Outside of control)	<p>Student Transiency</p> <p>Parental Involvement</p> <p>Student Attendance</p> <p>Language Barrier</p>

<p>Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the end of the 2024-2025 school year 6th-8th grade students will increase levels 3 and 4 from 25.6% (219 Students) to 30.6% (261 Students) on the Mathematics Milestones Assessment.</p>
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Statement of Concern #3	<p>35% (96 students) of the students scored level 1 on the Georgia Milestones Social Studies.</p> <p>52.1% 150 students of students show a passing rate on the geography domain but scored the lowest 36.59% 105 students on history domain.</p>
Root Cause #1 - (Within control) Impacts which system(s): <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	<p>Implement vocabulary strategies with fidelity (Lack of exposure to affixes)</p>
Root Cause #2 - (Within control) Impacts which system(s): <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>Teachers need to implement with fidelity the followings in their classroom:</p> <ul style="list-style-type: none"> ◆ Historical Fiction Read Aloud ◆ Historical Experience ◆ Show Engaging History Video
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 style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Lack of knowledge about their social awareness and impact on other cultures</p>

<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the end of the 2024-2025 school year 8th grade students will increase levels 3 and 4 from 28.8% (83 Students) to 33.8% (97 Students) on the Social Studies Georgia Milestones Assessment.</p> <p>6th-7th grade students scoring proficient and distinguished on interim assessments will increase from 10% (29 Students) to 20% (58 Students).</p>
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<p>Statement of Concern #4</p>	<p>24.9% (67 students) of the students scored levels 3-4 on the Georgia Milestones Assessment 2024.</p> <p>55.8% of the students scored levels 2-4 on the Georgia Milestones Assessment 2024.</p> <p>Students struggled on the domain Matter on the Georgia Milestones Assessment 2024 with a percentage of 39.8% (107 students).</p>
<p>Root Cause #1 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>Implementation of the 5'e's in all Science classes at Lindley Middle School with fidelity</p>
<p>Root Cause #2 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>Teachers need ongoing training on implementing differentiation instruction (Focus Groups) in the work session of the framework.</p> <p>Limited vocabulary knowledge</p>
<p>Root Cause #3 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> - Prior knowledge - Foundational Skills - Student attendance
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the end of the 2024-2025 school year 8th grade students will increase levels 3 and 4 from 24.9% (67 Students) to 29.9% (81 Students) on the Science Georgia Milestones Assessment. 6th-7th grade students scoring proficient and distinguished on interim assessments will increase from 10% (30 Students) to 20% (59 Students).</p>

Statement of Concern #5	6 th grade students at Lindley Middle School are displaying the most disruptive behavior in the classroom.
Root Cause #1 - (Within control) Impacts which system(s): <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 students are not following the basic rules of being responsible, respectful, and safe. Small percentage of students are not responding to the behavior plan and are repeatedly being referred to the office for disruption and insubordination, especially following transitions
Root Cause #2 - (Within control) Impacts which system(s): <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	Structured classroom rituals and routines are not implemented with fidelity in all classrooms resulting in behavior issues.
Root Cause #3 - (Within control) Impacts which system(s): <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	The majority of referrals occurred in classrooms at 43%. The secondary location with the highest occurrences was the hallway with 18%.
Contributing Factors (Outside of control)	Lack of conflict resolution skills Display of attention seek behaviors Lack of decision-making skills
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2024-2025 school year, Lindley Middle Scholl students will decrease classroom disruptive behavior by 15%.(127 students)

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	By the end of the end of the 2024-2025 school year 6 th -8 th grade students will increase levels 3 and 4 from 29.8% (255 Students) to 34.8% (297 Students) on the English Language Arts Georgia Milestones Assessment.
Goal #2	By the end of the end of the 2024-2025 school year 6 th -8 th grade students will increase levels 3 and 4 from 25.6% (219 Students) to 30.6% (261 Students) on the Mathematics Milestones Assessment.
Goal # 3	<div style="border: 1px solid black; padding: 5px;"> <p>By the end of the end of the 2024-2025 school year 8th grade students will increase levels 3 and 4 from 28.8%(83 Students) to 33.8% (97 Students) on the Social Studies Georgia Milestones Assessment. 6th-7th grade students scoring proficient and distinguished on interim assessments will increase from 10% (29 Students) to 20% (58 Students).</p> </div>
Goal #4	By the end of the end of the 2024-2025 school year 8 th grade students will increase levels 3 and 4 from 24.9%(67 Students) to 29.9% (81 Students) on the Science Georgia Milestones Assessment. 6 th -7 th grade students scoring proficient and distinguished on interim assessments will increase from 10% (30 Students) to 20% (59 Students).
Goal #5	By the end of the 2024-2025 school year, Lindley Middle Scholl students will decrease classroom disruptive behavior by 15%.(127 students)

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

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

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 checked="" 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 Class Reduction Size	<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 lessons that assist them in student achievement. These teachers will analyze student data to remediate and enrich. This position will reduce class size in grades 6-7 to provide additional support for students striving in math, ELA, and science. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction and facilitates activities that address academic, social, and emotional growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families.
Academic Coach	<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 checked="" type="checkbox"/> Family Engagement	The academic instructional coach provides resources for teachers, students, and parents. The academic coach will be able to work with teachers, focusing on the areas identified as needing improvement based on our SIP goals. The coach will also provide ongoing 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. The coach 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 student learning is being assessed daily as reviewed through informal and formal walkthroughs.

	<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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GOAL 1	By the end of the end of the 2024-2025 school year 6 th -8 th grade students will increase levels 3 and 4 from 29.8% (255 Students) to 34.8% (297 Students) on the English Language Arts Georgia Milestones Assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	Vc <i>SWP Checklist 3.a 34 CFR § 200.26</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i>	People Responsible
All ELA teachers will provide 30-45 minutes weekly remediation and enrichment on identified literacy skills as evidenced by class walkthroughs (Strategies -Explicit instruction in voc., annotate the text, R.A.C.E. SQ3R- Survey, Question, Read, Recite, Review, create high-order thinking questions.....).	District Title 1 Coaches Local Coach Progress Learning Software Membean Discovery Ed Resources Gimkit IXL	Title 1	Aug 2024	<p>Implementation Performance Target: By December 2024, 100% of teachers will effectively implement integrity remediation and enrichment on literacy skills as evidenced by walkthrough forms.</p> <p>Implementation Plan: August 2024-Preplanning (Intervention Block) The local academic coach will provide a PL to staff on the expectations /structure for the intervention block. The intervention block will be monitored weekly through walkthroughs and assessment results. August 2024- May 2025 The local academic coach and ELA admin. will conduct weekly instructional walks /feedback to identify a literacy skill for the intervention block. (Also, data results from weekly assessments will also be analyzed) August 2024 -May 2025 The local academic coach will participate in weekly CCC meetings with ELA teachers to identify skills based on data</p>	<p>Evaluation Performance Target: By December 2024, at least 80% of students will be proficient on identified literacy skills as evidenced by common assessments and BEACON assessments.</p> <p>Evaluation Plan:</p> <ul style="list-style-type: none"> ◆ August 2024- Team will establish meeting dates to review assessment data. ◆ September 2024 – Team will begin data meeting after each unit assessment to determine the literacy skills focus for intervention block. ◆ December 2024 - Unit test/common assessments results will show that 80% of students mastered skills that were reviewed in the intervention block. <p>Evidence:</p> <ul style="list-style-type: none"> ◆ Walkthrough data results report ◆ Students' data results on unit test, beacon, 	ELA Teachers Academic Coach ELA Admin.

				<p>results from formative and summative assessment</p> <p>Artifacts:</p> <ul style="list-style-type: none"> ◆ Literacy skills included in intervention block lesson plans ◆ Weekly planning minutes ◆ Weekly walkthrough data results ◆ CCC meeting sheet 	and common assessments.	
<p>All ELA teachers will participate in ongoing monthly literacy professional development sessions to implement literacy strategies based on results from walkthroughs and assessments. (Science of Reading, Hattie Strategies, Structured Literacy, Writing Workshops)</p> <p>Phonics and decoding target site words and fluency drills</p> <p>Reading Comprehension Strategies</p> <p>7 Cognitive Strategies of Effective Readers</p>	<p>Local coach</p> <p>District Coach</p> <p>Title 1 District Coach</p> <p>National Teachers of Language Arts Conferences</p> <p>Reading Strategies</p> <p>Book by Jennifer Serravallo</p> <p>Writing Strategies</p> <p>Book by Jennifer Serravallo</p>	Title 1	July 2024	<p>Implementation Performance Target: 100% of ELA teachers will effectively implement literacy strategies based on professional development sessions as evidenced by walkthrough forms and assessments.</p> <p>Implementation Plan:</p> <p>July -May 2025-Ongoing PL</p> <p>The academic coach will create a PL calendar for the year to schedule professional learning sessions on literacy strategies based on EOG domain data results.</p> <p>August-May 2025</p> <p>The academic coach will perform walkthroughs/feedback to gather data points for additional PL to be added to the calendar.</p> <p>August-May 2025</p> <p>Every Tuesday, the ELA teachers will participate in a literacy strategy session with a Title 1</p>	<p>Evaluation Performance Target:</p> <p>By December 2004 100% of ELA teachers would have implemented at least 2-3 strategies learned in professional development sessions.</p> <p>Evaluation plan:</p> <p>August 2024- May 2025 Professional Learning Sessions</p> <p>The academic coach will request Title 1 Coaches to set up meeting to discuss PL sessions for month. The coaches will begin sessions in August.</p> <p>September 2024-May 2025</p> <p>Monthly PL sessions will be held based on data from assessments and walkthroughs.</p> <p>September 2024- Teachers will begin implementing strategies learned from the PL sessions.</p> <p>Dec. 2024 – 100% of teacher would have implement at least 3</p>	<p>ELA Teachers</p> <p>Academic Coach</p> <p>ELA Admin.</p>

				<p>District Coach to implement and analyze.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> ◆ Professional Learning Calendar ◆ Professional Learning Sign-In Sheets ◆ Walkthrough Results ◆ PL PowerPoint Slides 	<p>strategies learned from a PL session</p> <p>Evidence:</p> <p>80-85% of the students show mastery on the unit tests.</p> <p>80-85% of the students score level 2 on Beacon.</p>	
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GOAL #2	By the end of the end of the 2024-2025 school year 6 th -8 th grade students will increase levels 3 and 4 from 25.6% (219 Students) to 30.6% (261 Students) on the Mathematics Milestones Assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
All math teachers will provide a 30–45-minute weekly remediation and enrichment on identified math skills as evidenced by class walkthroughs. (Provide explicit voc. instruction, decoding word problems (3 read protocol), practice base math facts, C.U.B.E.S, B.U.C.K.S, Projected Based Learning)	Academic Coach Progress Learning Membean IXL Discovery Ed. Gimkit Delta Math	Title 1	July 2024	<p>Implementation Performance Target:</p> <p>Implementation Plan:</p> <p>By December 2024, 100% of teachers will effectively implement with integrity remediation and enrichment on mathematics skills as evidenced by walkthrough forms and assessments.</p> <p>July 2024-Preplanning (Intervention Block)</p> <p>The local academic coach will provide a PL to staff on the expectations /structure for the intervention block. The intervention block will be monitored weekly through walkthroughs.</p> <p>August 2024- May 2025</p> <p>The local academic coach and admin. will conduct weekly instructional walks /feedback to identify a mathematics skill for the intervention block. (Also, data results from weekly assessments will also be analyzed)</p> <p>August 2024 -May 2025</p> <p>The local academic coach will participate in weekly CCC meetings to identify skills based on walkthrough data and data</p>	<p>Evaluation Performance Target:</p> <p>Evaluation plan:</p> <p>By December 2024, at least 80% of students will be proficient on identified mathematics skills as evidenced by common assessments, Beacon, and unit tests.</p> <p>Evaluation Plan:</p> <ul style="list-style-type: none"> ◆ August 2024- The team will establish meeting dates to review assessment data. ◆ September 2024 – Team will begin data meetings after each assessment (formative/summative) to determine the mathematics focus for intervention block. ◆ December 2024 - Unit test/ common assessments results will show that 80% of students mastered skills that were reviewed in the intervention block. <p>Evidence:</p>	Math Teachers Academic Coach Math Admin.

				<p>results from formative and summative assessment.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> ◆ Mathematics skills included in intervention block lesson plans with strategies that will be implemented ◆ Weekly planning minutes ◆ Weekly walkthrough data results 	<ul style="list-style-type: none"> ◆ Walkthrough's data results report ◆ Students' data results on unit test/BEACON 	
<p>All math teachers will participate in monthly ongoing mathematics professional development sessions on implementing mathematics strategies based on results from walkthroughs and assessments. (8 mathematical practices, implementing manipulatives in the lesson, vocabulary. strategies, word of the week, decoding word problems strategy, effective word wall, effective anchor charts)</p>	<p>Mathematics Training on Standards</p> <p>Academic Coach</p> <p>NCTM Conference</p>	Title 1	July 2024	<p>Implementation Performance Target:</p> <p>Implementation Plan:</p> <p>100% of mathematics teachers will effectively implement mathematics strategies based on professional development sessions as evidenced by walkthrough forms and assessments.</p> <ul style="list-style-type: none"> • July -May 2025- Ongoing PL • The academic coach will create a PL calendar for the year to schedule professional learning sessions on math strategies based on common assessment data results. • August-May 2025 • The academic coach will perform walkthroughs/feedback /assessment results to 	<p>Evaluation Performance Target:</p> <p>By December 2004 100% of mathematics teachers would have implemented at least 2-3 strategies learned in professional development sessions.</p> <p>Evaluation plan:</p> <p>August 2024- May 2025 Professional Learning Sessions</p> <ul style="list-style-type: none"> • The academic coach will request Title 1 Coaches to set up meeting to discuss PL sessions for month. The coaches will begin sessions in August. • September 2024-May 2025 • Monthly PL sessions will be held based on data from assessments and walkthroughs. 	<p>Math Teachers</p> <p>Academic Coach</p> <p>Math Admin.</p>

				<p>gather data points for adding additional PL to the calendar.</p> <ul style="list-style-type: none"> • August-May 2025 • Every Tuesday, the mathematics teachers will participate in a mathematics strategy session based on data with the local academic coach. <p>Artifacts:</p> <ul style="list-style-type: none"> ◆ Professional Learning Calendar ◆ Professional Learning Sign-In Sheets ◆ Walkthrough Results ◆ PL PowerPoint Slides 	<ul style="list-style-type: none"> • September 2024- Teachers will implementing strategies learned from the PL sessions. • Dec. 2024 – 100% of teacher would have implement at least 3 strategies learned from a PL session <p>Evidence: 80-85% of the students show mastery on the unit tests. 80-85% of the students score level 2 on Beacon.</p>	
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GOAL #3		<p>By the end of the end of the 2024-2025 school year 8th grade students will increase levels 3 and 4 from 28.8%(83 Students) to 33.8% (97 Students) on the Social Studies Georgia Milestones Assessment.</p> <p>6th-7th grade students scoring proficient and distinguished on interim assessments will increase from 10% (29 Students) to 20% (58 Students).</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>All social studies teachers will provide a 30- 45-minute weekly remediation and enrichment session on identified social studies concepts, as evidenced by class walkthroughs. (Leveled Texts, Annotation, Frayer Models, Voc. strategies context clues, prefix/suffixes, historical fiction read aloud, word of the week)</p>	<p>Local Coach</p> <p>District Social Studies Coach</p> <p>Social Studies Content Workbook for Students</p> <p>GimKit</p> <p>Discovery Ed</p> <p>Progress Learning</p>	<p>Title 1</p>	<p>July 2024</p>	<p>Implementation Performance Target: 100% of teachers will effectively implement social studies strategies based on professional development sessions as evidenced by walkthrough forms and assessments</p> <p>Implementation Plan: July 2024-Preplanning (Intervention Block)</p> <ul style="list-style-type: none"> The local coach will provide a PL to staff on the expectations /structure for the intervention block. The intervention block will be monitored weekly through walkthroughs and data results. August 2024- May 2025 The local academic coach and admin. will conduct weekly instructional walks /feedback to identify social studies skills for the intervention block. (Also, data results from weekly assessments will also be analyzed) August-May 2025 The SS teachers will participate in weekly CCC meetings to identify skills based on walkthrough data and data results from formative and summative assessment. <p>Artifacts: Social Studies skills included in intervention</p>	<p>Evaluation Performance Target: By December 2024, at least 80% of students will be proficient on identified literacy skills as evidenced by common assessments, Beacon, and interim assessments.</p> <p>Evaluation Plan:</p> <ul style="list-style-type: none"> August 2024- Team will establish meeting dates to review assessment data. September 2024 – Team will begin data meeting after each unit assessment to determine the literacy skills focus for intervention block. December 2024 - Unit test/interim results will show that 80% of students mastered skills that were reviewed in the intervention block. <p>Evidence:</p> <ul style="list-style-type: none"> Walk through’s data results report Students’ data results on unit test/interim 	<p>Social Studies Teachers</p> <p>District Social Studies Coach</p> <p>Social Studies Admin.</p>
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				<p>block lesson plans with strategies that will be implemented</p> <ul style="list-style-type: none"> ◆ Weekly planning minutes ◆ Weekly walkthrough data results 		
<p>All social studies teachers will participate in monthly ongoing social studies professional development sessions on social studies teaching strategies to implement based on results from walkthroughs and assessments. (Project Based Learning, creating common assessments, differentiation, create rubrics, history word of the week)</p>	<p>District Coach</p> <p>Local Coach</p> <p>Georgia SS Conference</p> <p>Social Studies Conference</p>	Title 1	July 2024	<p>Implementation Performance Target: 100% of social studies teachers will effectively implement literacy strategies based on professional development sessions as evidenced by walkthrough forms and assessments.</p> <p>Implementation Plan: July -May 2024-Ongoing PL</p> <ul style="list-style-type: none"> • The academic coach will create a PL calendar for the year to schedule professional learning sessions on social studies strategies based on EOG domain data results. • August-May 2024 • The academic coach will perform walkthroughs/feedback to gather data points for adding additional PL to the calendar. • August-May 2024 • Every Tuesday, the social studies teachers will participate in a 	<p>Evaluation Performance Target: By December 2004 100% of social studies teachers would have implemented at least 2-3 strategies learned in professional development sessions.</p> <p>Evaluation plan: August 2024- May 2025</p> <ul style="list-style-type: none"> • Professional Learning Sessions • The academic coach will request Title 1 Coaches to set up meetings to discuss PL sessions for each month. The coaches will begin sessions in August. • September 2024-May 2025 • Monthly PL sessions will be held based on data from assessments and walkthroughs. • September 2024- Teachers will begin implementing strategies 	<p>Social Studies Teachers</p> <p>District Social Studies</p> <p>Social Studies Admin.</p> <p>Department Chair</p>

				<p>social studies strategy session with Dr. Moore-District Coach.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> ◆ Professional Learning Calendar ◆ Professional Learning Sign-In Sheets ◆ Walkthrough Results ◆ PL PowerPoint Slides 	<p>learned from the PL sessions.</p> <ul style="list-style-type: none"> • Dec. 2024 – 100% of teacher would have implement at least 3 strategies learned from a PL session <p>Evidence: 80-85% of the students are showing mastery on SS unit test and interims.</p>	
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<p>GOAL #4</p>	<p>By the end of the end of the 2024-2025 school year 8th grade students will increase levels 3 and 4 from 24.9%(67 Students) to 29.9% (81 Students) on the Science Georgia Milestones Assessment. 6th-7th grade students scoring proficient and distinguished on interim assessments will increase from 10% (30 Students) to 20% (59 Students).</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>All science teachers will provide a 30-45-minute weekly remediation and enrichment session on identified science concepts, as evidenced by class walkthroughs. (Leveled Texts, Annotation, Vocabulary strategies, context clues, prefix/suffixes, and 5 Es)</p>	<p>Local Coach Science Title 1 Coach GimKit Membean Discovery Ed Progress Learning</p>	<p>Title 1</p>	<p>July 2024</p>	<p>Implementation Performance Target: 100% of science teachers will effectively implement science strategies based on professional development sessions as evidenced by walkthrough forms and assessments Implementation Plan: July 2024-Preplanning (Intervention Block)</p> <ul style="list-style-type: none"> The local coach will provide a PL to staff on the expectations /structure for the intervention block. The intervention block will be monitored weekly through walkthroughs and data results. August 2024- May 2024 The local academic coach and admin. will conduct weekly instructional walks /feedback and assessment results to identify a science skill for the intervention block. (Data results from 	<p>Evaluation Performance Target: By December 2024, at least 80% of students will be proficient on science strategies as evidenced by common assessments, unit tests, and interim assessments.</p> <p>Evaluation Plan:</p> <ul style="list-style-type: none"> August 2024- The team will establish meeting dates to review assessment data results. September 2024 –The team will begin data meeting after each unit assessment to determine the science standard focus for the intervention block. December 2024 - Unit test/interim results will show that 80% of students mastered skills that were reviewed in the intervention block. <p>Evidence:</p> <ul style="list-style-type: none"> Walkthrough data results report 	<p>Science Teachers Title 1 Science Coach Science Admin.</p>

				<p>weekly assessments will also be analyzed)</p> <ul style="list-style-type: none"> • August-May 2024 • The local academic coach will participate in weekly CCC meetings to identify skills based on walkthrough data and data results from formative and summative assessment <p>Artifacts:</p> <p>Science skills included in intervention block lesson plans with strategies that will be implemented</p> <ul style="list-style-type: none"> ◆ Weekly planning minutes ◆ Weekly walkthrough data results 	<ul style="list-style-type: none"> ◆ Students' data results on unit tests/interims 	
<p>All science teachers will participate in monthly ongoing science professional development sessions on science teaching strategies to implement based on results from walkthroughs and assessments.</p> <p>How the 5E's Model Works Literacy In Science Inquiry-Based Learning Setting up Effective Science Stations</p>	<p>Science Coach</p> <p>Local Coach</p> <p>Science Conference</p> <p>Local Science Workshops</p>	Title 1	July 2024	<p>Implementation Performance Target:</p> <p>100% of science teachers will effectively implement science strategies based on professional development sessions as evidenced by walkthrough forms and assessments.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • July -May 2024-Ongoing PL • The academic coach will create a PL calendar for the year to schedule professional learning sessions on social studies 	<p>Evaluation Performance Target:</p> <p>By December 2004 100% of science teachers would have implemented at least 2-3 strategies learned in professional development sessions.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • August 2024- May 2025 • Professional Learning Sessions • The academic coach will request Title 1 Science Coach to set up meetings to discuss PL 	<p>Science Teachers</p> <p>Title 1 Science Coach</p> <p>Science Admin.</p>

				<p>strategies based on EOG domain data results.</p> <ul style="list-style-type: none"> • August-May 2024 • The academic coach will perform walkthroughs/feedback to gather data points for adding additional PL to the calendar. • August-May 2024 • Every Tuesday, the science teachers will participate in a science strategy session with the Title 1 District Science Coach. <p>Artifacts:</p> <ul style="list-style-type: none"> ◆ Professional Learning Calendar ◆ Professional Learning Sign-In Sheets ◆ Walkthrough Results ◆ PL PowerPoint Slides 	<p>sessions monthly. The coaches will begin sessions in August.</p> <ul style="list-style-type: none"> • September 2024-May 2025 • Monthly PL sessions will be held based on data from assessments and walkthroughs. • September 2024- Teachers will begin implementing strategies learned from the PL sessions. • Dec. 2024 – 100% of teacher would have implement at least 3 strategies learned from a PL session. <p>Evidence: 80-85% of the students are showing mastery on the ELA unit test and interim.</p>	
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GOAL #5		By the end of the 2024-2025 school year, Lindley Middle School students will decrease classroom disruptive behavior by 15% (127 students)				
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
All teachers will utilize the PBIS Reward System during daily instruction to	PBIS Coaches Admin.	Title 1	July 2024	Implementation Performance Target: 100% of teachers will effectively implement PBIS	Evaluation Performance Target: By December 2024, the disruptive behavior will decrease	PBIS Coaches All Teachers Admin.

<p>support student behavior as evidenced by the monthly PBIS usage reports.</p>	<p>District PBIS Lead</p>		<p>Implementation Plan: July 2024-Preplanning During pre-planning the PBIS team will review how to utilize the PBIS Reward System expectations school wide matrix. August 2024- May 2024 The PBIS team will perform walkthroughs to collect data on the usage of PBIS Reward System in the classroom.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> ◆ Preplanning PBIS PL Sign in Sheet ◆ Weekly walkthrough data results ◆ PBIS Usage Report 	<p>by 50% from 127 referrals to 63 referrals.</p> <p>Evaluation Plan:</p> <ul style="list-style-type: none"> ◆ August 2024- PL for teachers by the PBIS Team ◆ September 2024 -PBIS lessons (Falcon Five). ◆ December 2024 - . <p>Evaluation plan:</p> <ul style="list-style-type: none"> ◆ Walkthrough reports show 100% fidelity in implementation of the PBIS Reward System in all classrooms by Oct. 2024. <p>Evidence:</p> <ul style="list-style-type: none"> ◆ Walk through's data results report ◆ Monthly PBIS usage reports 	<p>District PBIS Lead</p>
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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 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>The mandatory intervention program is an after-school or Saturday Prep Program for students performing below grade level. The goals of the program are to close the gap in reading comprehension and math fluency. If the program is approved for after-school, students will stay after school from 4:30-6:00 pm on Monday and Wednesday for reading and Tuesday and Thursday for math. If the program is approved for Saturday, students will arrive at 8:30 and be dismissed at 12:30 for reading and math. Teachers will provide a culturally responsive curriculum to learn about each student's strengths, abilities, student family, and culture (Get to know the WHOLE CHILD)</p> <p>The program's curriculum will incorporate each child's culture into the classroom to meet these students' academic and social needs. The mandatory program supports both CNA goals by identifying students' weaknesses in reading and math skills and incorporating teaching strategies to assist deficiencies. The outcomes are to move students from one learning level to the next and for each student to show growth in reading comprehension, vocabulary, math fluency, and problem-solving skills. Teachers will be required to participate in ongoing teaching strategies PDs to implement.</p>	Local Coach Tutorial Books	Title 1
<input checked="" 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>Sp. Ed. Teachers will plan regularly with their co-teachers to ensure that lesson plans accommodate SWD instructional needs. Teachers will serve their caseload students during our Intervention/Enrichment Class. The SSA will provide training regarding specialized instruction. SPED administrators and academic coaches will provide monitoring and feedback cycles to co-teaching pairs.</p>	SPED Teachers/SSA	Title 1

<input checked="" 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	<p>Provide professional development on culturally responsive teaching and use research-based strategies to promote student engagement.</p> <p>The academic coach will develop and implement specific PL on evidence-based strategies for supporting ED students.</p>	Professional Development Sessions	Title 1
<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	SPED teachers will regularly plan with their co-teachers to ensure that SWD students' instructional needs are being addressed.	Local Coach SPED Admin	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	Provide information to local agencies to support students via school social workers.	Social Worker	Title 1

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 Meet – Deadline September 30, 2024</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>	September 12, 2024 @6:00 pm		<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 2-November 4, 2024</u> Parents can assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 5-18, 2024 @6:30 pm		<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 can assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	April 17, 2024 @6:30 pm		<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> The teacher will continue to learn about the value and utility of parents' contributions, including how to reach, communicate with, and work with them to implement parent programs and build ties between the parents and the school. <u>Deadlines:</u> PL#1 9/18/24 PL#2 12/11/24 PL#3 2/12/25 PL#4 4/30/25</p>	9/18/2024		<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
	12/11/2024		
	2/12/2025		
	4/30/2025		
<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 be able to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u> ♦ Rising 6th-grade families are introduced to expectations and learning opportunities offered in middle school.</p>	3/10/2024 3/11/2024 3/14/2024 Parent Meeting 3/18/2024		<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> 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)

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
Curriculum Night Showcase	<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	12/4/2024	Handouts Parent/Student Feedback Form Sign-in Sheet	Dr. Jones Agnew-Math ELA-Bourrage SS-Cross Science-Jordan
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	10/31/2024 2/26/2025	Handouts Sign-in Sheets	Dr. Jones
Data Workshop Sessions	<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	Data folders	Title 1	10/3/2024 2/6/2025	Sign-in Sheets Handouts	Dr. Jones Dr. Holdip McKenzie

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)

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 2024-2025, 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 plans, 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 2024-2025, 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.

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)**

During the school year 2024-2025, 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 2024-2025, 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), Delta Math, Gimkit (quiz-based learning tool that gamifies the way learning works to make teaching more engaging)

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 tutor students after school and Saturday.

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 2024-2025 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 coach) 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 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 effectively increased student achievement in meeting the challenging State academic standards by analyzing various data sources (Beacon Assessment, 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 established at the beginning of the year have been met. Instructional pivots are made throughout the year to increase desired outcomes and the achievement of students 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 will be revised during the school year. Interim checkpoints are conducted after each administration of the Beacon 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, 5Es, Frayer Model, Annotated, Vocabulary Strategies, etc. The action steps will be monitored by weekly walkthroughs/feedback, data team meetings, CCCs meetings, and scope and sequence checks 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's 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 and 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 include Accelerated Math and ELA, Gifted, Algebra I, 7/8 Math, and 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/CCC meetings, data team meetings, and scope and sequence checks 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 and 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 to address their unique needs. The professional school counselors and school social workers provide students and parents with external and internal resources for families experiencing hardships. Title I funds are utilized to provide tutoring for students after school and on Saturdays.

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 2024-2025 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 2024-2025 year. The PBIS Coach solicited assistance from staff members to serve on the PBIS Team. The team meets bi-weekly to discuss student referrals and 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 years 2023-2024. Students who have been identified (based on discipline referrals and counselor referrals) will be assigned a staff member who will conduct weekly check-ins to support them in reaching their 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 ongoing 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.

The administrative team and Academic Coach will meet with teachers within departments weekly 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 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 before the beginning of a new school year and an ongoing new teacher induction program that includes pairing with mentor teachers. Teachers new to Lindley and 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 and 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 the mentor program

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

SCHOOL RESPONSE:

Lindley Middle School is building and strengthening its articulation process with Pebblebrook High School, which includes ensuring a strong vertical alignment between Teachers, Counselors, and Administrators. This ensures that students, parents, and teachers understand the academics, social programs, criteria, and prerequisites available to matriculate to each grade level. Programs created to facilitate effective transitions from middle school to high school include the 8th Grade Night 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 have 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 for entrance and acceptance into them. On-going District support and Lindley’s 8th Grade Counselor assist students with obtaining the necessary documents, recommendations, and support with the application process.

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: ONLY HIGH SCHOOL

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 supporting this statement includes the schoolwide plan's comprehensive needs assessment section.** *SWP Checklist 1*

The schoolwide plan's comprehensive needs assessment section has been revised.