



School Improvement Action Plan



School Year:	2024-2025
School Name:	Floyd Middle School
Principal Name:	Dr. Ashley Hosey
Date Submitted:	June 17, 2024
Revision Dates:	September 3, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Floyd Middle School
<i>Team Lead</i>	
<i>Position</i>	
<i>Email</i>	
<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: Floyd Middle School’s comprehensive school-wide improvement plan was developed based on multifaceted data results. Student information and data results from the Georgia Health Survey, Georgia Milestone Assessment, Cobb County School subject interims, Reading Inventory and Math Inventory assessments, and student discipline data were disaggregated and analyzed by the principal, administrators, academic coaches and shared with members of Floyd Middle Building Leadership Team. The BLT is comprised of grade level and subject content teacher leaders, PBIS and Academic Coaches, House System manager, Head School Counselor, principal, and assistant principal. d on the need tteacher leaders that serve on the Building Leadership Team shared input on the goals, root causes, and action steps

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	May 30, 2024, May 31, 2024, June 3, 2024, June 13, August 4, August 6
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Position/Role	Printed Name	Signature
Principal	Ashley Hosey	
Assistant Principal	Darsha Brooks	
Assistant Principal	Andri Cooke	
Assistant Principal	Twyla Hinton	
Academic Coach	Shoneka O’Neal	
Academic Coach	Velrastine Shaw	
Parent Facilitator	Kristie Campbell	
Parent	Ilhem Touati	
Counselor	Shaketha Blakenship	

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	<p>Students on each grade level scoring proficient or distinguished on the Math EOG Assessment will increase by 5% from the May 2024 EOG Math Assessment to May 2025 EOG Math Assessment.</p> <ul style="list-style-type: none"> 6th Grade students scoring proficient or distinguished will increase from 14.7% on May 2023 Math EOG Assessment to 21.7% on the May 2025 Math EOG Assessment. 7th Grade students scoring proficient or distinguished will increase from 24.7% on May 2023 Math EOG Assessment to 31.7% on the May 2025 Math EOG Assessment. 8th Grade students scoring proficient or distinguished will increase from 23.1% on May 2023 Math EOG Assessment to 30.1% on the May 2025 Math Assessment. 																												
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO																													
What data supports the outcome of the goal?	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">EOG Scores</th> <th style="width: 15%;">2022</th> <th style="width: 15%;">Growth (Year to Year)</th> <th style="width: 15%;">2023</th> <th style="width: 15%;">Growth (Year to Year)</th> <th style="width: 10%;">2024</th> </tr> </thead> <tbody> <tr> <td>6G Math</td> <td>N/A (as 4th graders)</td> <td></td> <td>14.7% (as 5th graders)</td> <td></td> <td>TBD (as 6th graders)</td> </tr> <tr> <td>7G Math</td> <td>N/A (as 5th graders)</td> <td></td> <td>25.5 % (as 6th Graders)</td> <td></td> <td>TBD (as 7th Graders)</td> </tr> <tr> <td>8G Math</td> <td>24.9% (as 6th graders)</td> <td style="color: red;">1.6% decreased</td> <td>23.3% (as 7th graders)</td> <td></td> <td>TBD (as 8th Graders)</td> </tr> </tbody> </table>					EOG Scores	2022	Growth (Year to Year)	2023	Growth (Year to Year)	2024	6G Math	N/A (as 4 th graders)		14.7% (as 5 th graders)		TBD (as 6 th graders)	7G Math	N/A (as 5 th graders)		25.5 % (as 6 th Graders)		TBD (as 7 th Graders)	8G Math	24.9% (as 6 th graders)	1.6% decreased	23.3% (as 7 th graders)		TBD (as 8 th Graders)
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Reflecting on Outcomes																													
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<p>We are still waiting on EOG Math results but based on teacher feedback the following skills were needed areas of improvement:</p> <p>6th: Operations involving fractions and decimals and problem solving with decimals.</p> <p>7th: Operations and problem solving through Rational numbers, especially situations involving fractions and decimals, setting equations to word problem and the use of proportional relationships to solve situations.</p>																												

	<p>8th: Students sometimes struggled with completing and submitting assignments, which impacted their grades and of math skills, some students were hesitant to seek assistance when facing difficulties, which hindered their progress and some students had gaps in foundational skills or knowledge, which affected their ability to grasp more advanced concepts effectively.</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>We are still waiting on EOG Math results but based on teacher feedback the following skills were strengths:</p> <p>6th: Students understand how to add and subtract integers on a number line 7th: Understanding of basic math operations of integer number and properties of operations and understanding and finding constant proportionality. 8th: Students thrived with hands-on learning activities and effectively used manipulatives to enhance their understanding, students displayed a willingness to explore and try new approaches, showing flexibility in their learning process and students worked well together in group settings, demonstrating strong teamwork and collaborative problem-solving abilities.</p>

<p>Previous Year's Goal #2</p>	<p>Students on each grade level scoring proficient or distinguished on the EOG ELA Assessment will increase by 5% from the May 2023 EOG ELA Assessment to May 2024 EOG ELA Assessment.</p> <ul style="list-style-type: none"> • 6th Grade students scoring proficient or distinguished will increase from 20.4% on May 2023 EOG ELA (English Language Arts) Assessment to 25.4% on the May 2024 EOG ELA Assessment. • 7th Grade students scoring proficient or distinguished will increase from 35.1% on May 2023 EOG ELA (English Language Arts) Assessment to 40.1% on the May 2024 EOG ELA Assessment. • 8th Grade students scoring proficient or distinguished will increase from 28.8% on May 2023 EOG ELA (English Language Arts) Assessment to 33.7% on the May 2024 EOG ELA Assessment.
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Was the goal met? YES 6th Grade met NO 7th and 8th did not meet

<p>What data supports the outcome of the goal?</p>	<p>The 2023-2024 End of Grade Assessment results support the outcome of the ELA 2024 EOG Goal</p> <p>32.2% of students scored proficient or distinguished on the 6th Grade ELA Milestones 36.3% of students scored proficient or distinguished on the 7th Grade ELA Milestones 32.1% of students scored proficient or distinguished on the 8th Grade ELA Milestones</p>
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Students in each grade level made growth overall in English Language Arts on End of Grade Milestone Assessment for 2023-24. However, 7th and 8th grade students did not meet the projected School Improvement Plan SMART goal for 2024.

EOG Scores	2022	Growth (Year to Year)	2023	Growth (Year to Year)	2024
6G ELA	N/A (as 4 th graders)		24.8% (as 5 th graders)	7.4%	32.2% (as 6 th graders)
7G ELA	N/A (as 5 th graders)		35.1% (as 6 th Graders)	1.2%	36.3% (as 7 th Graders)
8G ELA	30.4% (as 6 th graders)	1.6%	28.8% (as 7 th graders)	3.3%	32.1% (as 8 th Graders)

Reflecting on Outcomes

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

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

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>For the 6th grade team, there was a strong focus on grouping and supporting students based on data. The team also utilized the enrichment block effectively and with fidelity with possibly contribute to the 7.4% growth on the EOG from the previous school year.</p>
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<p>Previous Year's Goal #3</p>	<p>The percentage of students scoring 'accelerate' on the 2024 End of Grade Assessment in the Writing Domain will increase from 14.9% to 20.9% on the 2024 EOG Writing Assessment for 6th through 8th grades combined.</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>The 2023-2024 End of Grade ELA Writing domain result supports the outcome of the 2022-2023 writing goal.</p> <ul style="list-style-type: none"> • 27.8% of the 6th Grade students met the ELA Writing Domain goal. • 23.4% of the 7th Grade students met the ELA Writing Domain goal • 24.2% of the 8th Grade students met the ELA Writing Domain goal. <p>25.2% of students in 6th through 8th met target on the 2024 EOG English Language Arts Writing Domain.</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>A continuous emphasis on teachers using the state-mandated GADOE checklists and rubrics and the use of MI-Write implemented with fidelity as a writing strategy.</p>

<p>Previous Year's Goal #4</p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by <u>5%</u> on the Georgia Health Survey in the 4 domains under School Connectedness for the 2023-2024 school year.</p> <ol style="list-style-type: none"> 1. Most days I look forward to going to school- <u>62.5%-67%</u> 2. I feel like I fit in at my school. – <u>74.5% to 79.5%</u> 3. I feel successful at school. – <u>73.5%-78.5%</u> 4. I feel connected to others at school. -<u>74.5% to 79.5%</u>
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Based on the 2024 Georgia Student Health Survey results, there was a 1% increase in the outcome, "I feel like I fit in at my school"</p> <ol style="list-style-type: none"> 1. Most days I look forward to going to school- <u>59%</u> 2. I feel like I fit in at my school. – <u>75%</u> 3. I feel successful at school. – <u>71%</u> 4. I feel connected to others at school. -<u>73%</u>
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Below are actionable strategies that could be implemented to address the areas of need:</p> <ul style="list-style-type: none"> • Increase access to various mentoring programs. • Implement the Sources of Strength mental wellness program with fidelity. • Implement PBIS principles with fidelity on all grade levels. • Implement Comprehensive Counseling Model • Implement small groups with Mr. Marks (School Social Worker) and Ms. Hobbs (Community in Schools)

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
<p align="center">ELA</p>	<p>6th grade</p> <ul style="list-style-type: none"> The team exceeded their EOG goal. Team achieved a 7.4% increase from last school year Floyd Middle School 6th grade students scored similar or higher to their peers in the surrounding area Region and District on the Unit 3 & 4 Quarterly Interim assessments. <p>7th grade</p> <ul style="list-style-type: none"> The team increased their EOG score from the previous school year by 1% Floyd Middle School 7th grade students scored similar or higher to their peers in the surrounding area Region and District on the Unit 4 Quarterly Interim assessments. <p>8th grade</p> <ul style="list-style-type: none"> The team almost met their EOG goal. Team achieved a 4% increase from last school year Floyd Middle School 8th grade students scored similar or higher to their peers in the surrounding area Region and District 	<p>6th grade</p> <ul style="list-style-type: none"> Floyd Middle School 6th grade students scored lower than their peers in the surrounding area Region and District on the Unit 1 & 2 Quarterly Interim assessment. <p>7th grade</p> <ul style="list-style-type: none"> Floyd Middle School 7th grade students scored lower than their peers in the surrounding area Region and District on the Unit 1, 2, 3 Quarterly Interim assessment. <p>8th grade</p> <ul style="list-style-type: none"> Floyd Middle School 8th grade students scored lower than their peers in the surrounding area Region and District on the Unit 2 & 4 Quarterly Interim assessment. <p>Below are additional school wide summary findings for the ELA department as a whole</p> <ul style="list-style-type: none"> A clear focus on effectively implementing the instructional framework and Cobb 	<p>Reading Inventory EOG Assessment District Interims</p>

	<p>on the Unit 1 & 3 Quarterly Interim assessments.</p> <p>Below are additional school wide summary findings for the ELA department from August 2023 to May 2024</p> <ul style="list-style-type: none"> All grade levels exceeded the SIP writing goal for the EOG <p>Strengths from the Reading Inventory</p> <table border="1" data-bbox="485 570 1081 764"> <thead> <tr> <th>Grade</th> <th># of students who showed growth</th> <th>% of students</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>214/269</td> <td>80%</td> </tr> <tr> <td>7th</td> <td>199/257</td> <td>77%</td> </tr> <tr> <td>8th</td> <td>172/261</td> <td>66%</td> </tr> </tbody> </table>	Grade	# of students who showed growth	% of students	6 th	214/269	80%	7 th	199/257	77%	8 th	172/261	66%	<p>Collaborative Community process, with an emphasis on the data team process, should be conducted with fidelity each week.</p> <ul style="list-style-type: none"> Analyzing student data to inform and adjust instruction needs to be consistently conducted in weekly CCC content meetings Effective planning and implementing the instructional framework, which includes instructional strategies should be implemented weekly Remediating and providing extension assignments and activities according to student data results should be done consistently and with fidelity. 	
Grade	# of students who showed growth	% of students													
6 th	214/269	80%													
7 th	199/257	77%													
8 th	172/261	66%													
<p style="text-align: center;">Math</p>	<p>6th grade</p> <p>Floyd Middle School 6th grade students scored similar or higher to their peers in the surrounding area Region and District on the Unit 3 Quarterly Interim assessments.</p> <p>AC Classes scored similar or higher on the following interim assessments: 2, 3, 4, 6, 7, 8</p> <p>7th grade</p> <ul style="list-style-type: none"> Floyd Middle School 7th grade students scored similar or higher to their peers in the surrounding area Region and District on the Unit 2 & 3 Quarterly Interim assessments. <p>8th grade</p> <ul style="list-style-type: none"> Floyd Middle School 8th grade students scored similar or higher to their peers in 	<p>6th grade</p> <ul style="list-style-type: none"> Floyd Middle School 6th grade students scored lower than their peers in the surrounding area Region and District on the Unit 2, 4, 5, 6 Quarterly Interim assessment. <p>7th grade</p> <ul style="list-style-type: none"> Floyd Middle School 7th grade students scored lower than their peers in the surrounding area Region and District on the Unit 1 Quarterly Interim assessment. <p>8th grade</p> <ul style="list-style-type: none"> Floyd Middle School 8th grade students scored lower than their peers in the surrounding area Region and District on the Unit 1 & 3 Quarterly Interim assessment. 	<p>Math Inventory District Interims</p>												

	<p>the surrounding area Region and District on the Unit 4 & 5 Quarterly Interim assessments.</p> <p>Below are additional school wide summary findings for the Math department from August 2023 – May 2024</p> <p>MI Inventory Data Below</p> <table border="1" data-bbox="478 459 1087 656"> <thead> <tr> <th>Grade</th> <th># of students who showed growth</th> <th>% of students</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>234/274</td> <td>85%</td> </tr> <tr> <td>7th</td> <td>203/237</td> <td>86%</td> </tr> <tr> <td>8th</td> <td>205/248</td> <td>83%</td> </tr> </tbody> </table>	Grade	# of students who showed growth	% of students	6 th	234/274	85%	7 th	203/237	86%	8 th	205/248	83%		
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7 th	203/237	86%													
8 th	205/248	83%													
<p style="text-align: center;">Science</p>	<p>Floyd Middle School 8th grade students scored similar or higher to their peers in the surrounding area Region and District on the Unit 2, 3, 4, 5 Quarterly Interim assessments.</p>	<ul style="list-style-type: none"> • The 8TH grade Science team did not meet their 5% EOG school wide goal. • Floyd Middle School 8th grade students scored lower than their peers in the surrounding area Region and District on the Unit 1 Quarterly Interim assessment. • Adapting teaching practices to accommodate students’ different learning styles and abilities through the process of learning complex and abstract concepts. 	<p>District Interims EOG Assessment</p>												
<p style="text-align: center;">Social Studies</p>	<p>Floyd Middle School 8th grade students scored similar or higher to their peers in the surrounding area Region and District on the Unit 2, 5, 6, 7 Quarterly Interim assessments.</p>	<ul style="list-style-type: none"> • The 8TH grade Social Studies team did not meet their 5% EOG school wide goal. • Floyd Middle School 8th grade students scored lower than their peers in the surrounding area Region and District on 	<p>District Interim EOG Assessment</p>												

		<p>the Unit 3, 4, 8, 9, 10, 11 Quarterly Interim assessments.</p> <ul style="list-style-type: none"> Adapting teaching practices to accommodate students' different learning styles and abilities through the process of learning complex and abstract concepts. 	
Discipline / School Climate Data	<p>PBIS Initiatives work well with students Number of referrals were decreased</p> <p>Counselors created school wide advisement lessons to promote academic behavior, college & career readiness initiatives beyond classroom instruction.</p> <p>The school social worker and the community in schools representative initiated prevention support groups such as the smoking sensation club and a conflict resolution group.</p> <p>Our inaugural Fall Festival was a successful community event for staff, students and stakeholders</p>	<p>Certain discipline infractions were higher than others</p> <p>Parent University, initiated by the Parent Facilitator (Ms. Campbell), had limited parents in attendance.</p>	<p>PBIS data Discipline data Georgia Health Survey Counseling survey data</p>
Professional Learning What's been provided? What is the impact?	<p>Coaches provided instructional focus PLs for staff</p> <p>Parent Facilitator provided Title PLs for staff and parents</p>	<p>Instruction focus PLs are needed to support specific teachers (lesson planning, classroom management, 4 questions, CCC process, etc.)</p> <p>Professional learning opportunities for parents at various times and formats to accommodate parent schedules.</p>	<p>Title I Surveys</p>
Other			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>EL: 38% of 6th Grade ELL students scored Proficient or Advanced on the May 2024 Reading Inventory Assessment compared to 24% on the August 2023 Reading Inventory Assessment.</p> <p>54 % of 7th Grade ELL students scored Proficient or Advanced on the May 2024 Reading Inventory Assessment compared to 38 % on the August 2023 Reading Inventory Assessment.</p> <p>47 % of 8th Grade ELL students scored Proficient or Advanced on the May 2024 Reading Inventory Assessment compared to 38% on the August 2023 Reading Inventory Assessment</p> <p>SPED: 30% of 7th Grade students with disabilities scored Proficient or Advanced on the May 2024 Reading Inventory Assessment compared to 18% on the August 2023 Reading Inventory Assessment.</p>	<p>SPED: 10% of 6th Grade students with disabilities scored Proficient or Advanced on the May 2024 Reading Inventory Assessment compared to 10% on the August 2023 Reading Inventory Assessment.</p> <p>15 % of 8th Grade students with disabilities scored proficient or advanced on the May 2024 Reading Inventory Assessment compared to 20 % on the August 2023 Reading Inventory Assessment.</p>	

<p style="text-align: center;">Math</p>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>SPED 20% of all Floyd Students with disabilities scored proficient or advanced on the May 2024 MI (MATH INVENTORY) compared to 4% on the August 2023 Math Inventory.</p> <p>In 7th Grade, 50% of students with disabilities scored proficient or advanced on the May 1 2024 MI Compared to 7 % on the August 2023</p> <p>EL: 41% of 8th Grade ELL students scored Proficient or Advanced on the May 2024 Math Inventory compared to 9%on the August 2024 Math Inventory.</p>		<p>Math</p>
<p style="text-align: center;">Science</p>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>EL: EL students do well with utilizing visual aids. Also, students strive with hands-on experiences/labs</p> <p>SPED: SPED students do well with utilizing visual aids. Also, students strive with hands-on experiences/labs</p>	<p>EL: EL students need additional support with grammar skills, writing structure and academic vocabulary</p> <p>SPED: SPED students need additional support with reading comprehension and vocabulary fluency</p>	
<p style="text-align: center;">Social Studies</p>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>EL: EL students work well if paired with other students and with visual aids.</p> <p>SPED: SPED students also work well when paired with peers, in small groups and with visual aids such as graphic organizers.</p>	<p>EL: EL students need additional support with literacy comprehension, ability to locate information (maps/images) and phonic awareness</p> <p>SPED: SPED students need additional support with understanding vocabulary,</p>	

			utilizing context clues and reading comprehension	
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	A significant number of 6-8 th grade students struggle to meet grade-level standards as evidenced by common assessments and Milestones data.
Root Cause #1 - (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	<ul style="list-style-type: none"> • A clear focus on effective implementation of the instructional framework and Cobb Collaborative Community process, with an emphasis on the data team process, should be conducted with fidelity each week. • Instructional strategies and conceptual learning for teaching various Math standards among teachers on each grade level are not consistent. • Instructional assignments are developed and implemented on Depth of Knowledge Level 1 • Students are not provided opportunities for students to engage in problem-based learning and critical thinking activities.
Root Cause #2 - (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	<ul style="list-style-type: none"> • Professional development is needed on how to incorporate hands on activities to build conceptual understanding. • Professional Development is needed on how to use and incorporate manipulatives into instruction. • Incorporating monthly Vertical Data Team meetings is needed to analyze student data and adjust instruction if needed. • Professional development is needed on the 6 Step Data Team Process, focusing on disaggregating data to inform and plan instruction.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Contributing Factors (Outside of control)	There are extensive learning gaps in math number sense and math fluency.

Goal

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

Students on each grade level scoring proficient or distinguished on the Math EOG Assessment will increase by 7% from the May 2024 EOG Math Assessment to May 2025 EOG Math Assessment.

- 6th Grade students scoring proficient or distinguished will increase from **14.7%** on May 2023 Math EOG Assessment to **21.7%** on the May 2025 Math EOG Assessment.
- 7th Grade students scoring proficient or distinguished will increase from **24.7%** on May 2023 Math EOG Assessment to **31.7%** on the May 2025 Math EOG Assessment.
- 8th Grade students scoring proficient or distinguished will increase from **23.1%** on May 2023 Math EOG Assessment to **30.1%** on the May 2025 Math Assessment.

<p>Statement of Concern #2</p>	<p>Based on the 2024 EOG ELA assessment results the areas in which each grade level needs additional support are below:</p> <p>6th - Students need additional help with citing credible sources. Additional strategies need to be implemented to further support students using resources provided by the school.</p> <p>7th - Students need additional help with citing relevant textual evidence and understanding central idea/theme. Additional strategies are needed to further support students.</p> <p>8th - Students need additional help with writing stamina. Additional strategies need to be implemented to further support students but also teachers.</p>
<p>Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<ul style="list-style-type: none"> • A clear focus on effective implementation of the instructional framework and Cobb Collaborative Community process, with an emphasis on the data team process, should be conducted with fidelity each week. • Instructional strategies are not consistent for teaching various ELA standards among teachers on each grade level. • Instructional assignments are developed and implemented on Depth of Knowledge Level 1 • Students are not provided opportunities for students to engage in problem-based learning activities.
<p>Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<ul style="list-style-type: none"> • Additional professional development is needed on the effective use of the Cobb Collaborative Community process. • Professional development is needed on creating assessments that align with the grade level standards • Professional development is needed on the use of the 6 Step Data Team Process with a focus on disaggregating data to inform and plan instruction • Vertical team alignment and data analysis is needed to address students' deficits and strengths. • Professional development is needed on aligning grade level standards to learning targets.

<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 checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement 	<ul style="list-style-type: none"> • Clear expectations of shared vision and school-wide initiatives are not consistent across the school. • Clear expectations, goals, and vision for each subject are not provided.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> • Many students are promoted to the next grade level without mastering the skills and standards from the previous school year. • Reinforcement of the standards, skills, and concepts taught during school are not reviewed at home
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Students on each grade level scoring proficient or distinguished on the EOG ELA Assessment will increase by <u>5%</u> from the May 2024 EOG ELA Assessment to May 2025 EOG ELA Assessment.</p> <ul style="list-style-type: none"> • 6th Grade students scoring proficient or distinguished will increase from 37% on May 2024 EOG ELA (English Language Arts) Assessment to 42% on the May 2025 EOG ELA Assessment. • 7th Grade students scoring proficient or distinguished will increase from 32.2% on May 2024 EOG ELA (English Language Arts) Assessment to 37.2% on the May 2025 EOG ELA Assessment. • 8th Grade students scoring proficient or distinguished will increase from 36.3% on May 2024 EOG ELA (English Language Arts) Assessment to 42.3% on the May 2025 EOG ELA Assessment.

Statement of Concern #3	<p>25.2% of students in 6th through 8th grades combined met their target on the 2024 EOG English Language Arts Writing Domain.</p>
<p>Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<ul style="list-style-type: none"> • Students are deficient in foundational writing and grammar skills. • GADOE checklists, rubrics and MI Write online software program should be utilized in all content areas for instructional writing activities and assessments.
<p>Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<ul style="list-style-type: none"> • Professional development is needed in utilizing various instructional strategies when teaching the writing process to students on various academic levels. • Professional development is needed for all teachers in every subject on the use of MI Write online software program.
<p>Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement</p>	<p>Parent Professional learning sessions on MI Write, CTLS, and Synergy should be conducted on various online programs that could help parents monitor and support their child at home in writing.</p>
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>There are huge learning gaps and deficiencies in basic and foundational reading, writing, and grammar skills.</p>
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students scoring ‘accelerate’ on the 2024 End of Grade Assessment in the Writing Domain will increase from 25.2% to 30.2% on the 2025 EOG Writing Assessment for 6th through 8th grades combined.</p>

Statement of Concern #4	<p>An average of 30.5% of students at Floyd Middle School do not feel a Positive Connectedness to the school.</p>
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Many teachers are not developing and implementing interactive, engaging, real-world instructional assignments and projects that interest students and get them actively involved in the learning process on various Dept of Knowledge levels. • Each component of the instructional framework is not fully implemented that includes a “hook” that connects and prepares students for standard based instruction.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Many students do not have a trusted adult they can connect and talk to about academic and behavior concerns.</p>
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Contributing Factors (Outside of control)	<p>Many teachers and parents are not aware of the various stages of adolescent learners and how to build positive relationships with them.</p>

<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by <u>5%</u> on the Georgia Health Survey in the 4 domains under School Connectedness during the 2024-2025 school year.</p> <ol style="list-style-type: none"> 1. Most days I look forward to going to school will increase from <u>59%-64%</u> 2. I feel like I fit in at my school. – <u>75%-80%</u> 3. I feel successful at school. – <u>71% -76%</u> 4. I feel connected to others at school. -<u>73%-78%</u>
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<p>School Improvement Goals</p> <p><i>Include goals on the parent compacts and policy</i></p>	
<p>Goal #1</p>	<p>Students on each grade level scoring proficient or distinguished on the Math EOG Assessment will increase by 7% from the May 2023 EOG Math Assessment to May 2025 EOG Math Assessment.</p> <ul style="list-style-type: none"> • 6th Grade students scoring proficient or distinguished will increase from 14.7% on May 2023 Math EOG Assessment to 21.7% on the May 2025 Math EOG Assessment. • 7th Grade students scoring proficient or distinguished will increase from 24.7% on May 2023 Math EOG Assessment to 31.7% on the May 2025 Math EOG Assessment. • 8th Grade students scoring proficient or distinguished will increase from 23.1% on May 2023 Math EOG Assessment to 30.1% on the May 2025 Math Assessment.

<p>Goal #2</p>	<p>Students on each grade level scoring proficient or distinguished on the EOG ELA Assessment will increase by 5% from the May 2024 EOG ELA Assessment to May 2025 EOG ELA Assessment.</p> <ul style="list-style-type: none"> • 6th Grade students scoring proficient or distinguished will increase from <u>37%</u> May 2024 EOG ELA (English Language Arts) Assessment to <u>42%</u> on the May 2025 EOG ELA Assessment • 7th Grade students scoring proficient or distinguished will increase from <u>32.2%</u> on May 2024 EOG ELA (English Language Arts) Assessment to <u>37.2%</u> on the May 2025 EOG ELA Assessment. • 8th Grade students scoring proficient or distinguished will increase from <u>36.3%</u> on May 2024 EOG ELA (English Language Arts) Assessment to <u>42.3%</u> on the May 2025 EOG ELA Assessment.
<p>Goal #3</p>	<p>The percentage of students who “Met Target” on the 2024 End of Grade Assessment in the Writing Domain will increase from <u>25.2%</u> to <u>30.2%</u> on the 2025 EOG Writing Assessment for 6th through 8th grades combined.</p>
<p>Goal #4</p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by <u>5%</u> on the Georgia Health Survey in the 4 domains under School Connectedness during the 2024-2025 school year.</p> <ol style="list-style-type: none"> 1. Most days I look forward to going to school will increase from <u>59%-64%</u> 2. I feel like I fit in at my school. – <u>75%-80%</u> 3. I feel successful at school. – <u>71% -76%</u> 4. I feel connected to others at school. -<u>73%-78%</u>

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 type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Parent Facilitator will support the overall instructional program at Floyd Middle School by creating community and family partnerships, conducting professional learning sessions to parents, teachers, and staff, and providing frequent communications to parents on the academic programs, events, and student information.
Language Arts Teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Develop, implement, and facilitate standard based instruction that support students in understanding and mastering English Language Arts Reading and Writing Performance Standards.
Language Arts Teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Develop, implement, and facilitate standard based instruction that support students in understanding and mastering English Language Arts Reading and Writing Performance Standards.
Math Teacher	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Develop, implement, and facilitate standard-based instruction that supports students understanding and mastering Math Standards.

<p style="text-align: center;">GOAL #1</p>	<p>Students on each grade level scoring proficient or distinguished on the Math EOG Assessment will increase by 7% from the May 2024 EOG Math Assessment to May 2025 EOG Math Assessment.</p> <ul style="list-style-type: none"> 6th Grade students scoring proficient or distinguished will increase from 14.7% on May 2023 Math EOG Assessment to 21.7% on the May 2025 Math EOG Assessment. 7th Grade students scoring proficient or distinguished will increase from 24.7% on May 2023 Math EOG Assessment to 31.7% on the May 2025 Math EOG Assessment. 8th Grade students scoring proficient or distinguished will increase from 23.1% on May 2023 Math EOG Assessment to 30.1% on the May 2025 Math Assessment. 					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>Checklist 3.a 34 CFR § 200.26</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Learning Targets 6-8th grade Math teachers will align instruction with grade-level standards and daily learning targets.</p>	<p>Academic Coaches District Personnel</p>		<p>August 2024 – May 2025</p>	<p>Implementation Performance Target: 100% of 6-8th grade Math teachers will align instruction with grade-level standards and daily learning targets.</p> <p>Implementation Plan: Teachers will receive PL on crafting learning targets aligned to the standards by District Academic Coaches in September 2024.</p> <p>During weekly CCC’s teachers will deconstruct their standards of excellence to create student-friendly learning targets.</p> <p>Teachers will design daily lessons that align direct instruction, student work, and closing/assessment to the standard and learning target of the day.</p>	<p>Evaluation Performance Target: 70% 6-8th grade math students will score 75% or above on common summative math assessments.</p> <p>Evaluation plan: Teacher’s weekly lesson plans will be reviewed to determine if the standards and learning targets align.</p> <p>All grade level Math teachers will develop and administer common assessments that align with performance standards and learning targets.</p> <p>Evidence: Lesson Plans Common Assessment Data</p>	<p>Math Teachers, Administration, Academic Coaches</p>

				Artifacts: Lesson plans Classroom boards (pictures/observation rubric)		
Common Assessments (Summative and Formative) 6-8 th grade Math teachers will create and implement common formative and summative assessments that align with their performance standards.	Academic Coaches District Academic Coaches		August 2024 – May 2025	Implementation Performance Target: 100% of 6-8 th grade Math teachers will create and implement biweekly common formative and summative assessments that align with their performance standards. Implementation Plan: Academic coaches will provide professional learning during CCC meetings to support the development of common formative and summative assessments.	Evaluation Performance Target: 70% of 6-8 th grade math students will score 75% or above on common summative math assessments. Evaluation plan: Students will take common formative/summative assessments biweekly during math class Evidence: Pre and Post Unit tests	Math Teachers, Administration, Academic Coaches

				<p>During their weekly CCC meetings, Math teachers will collaborate and create biweekly assessments that align with the weekly learning targets.</p> <p>All grade level Math teachers will utilize CTLS Assess to create and administer all common assessments (pre-unit, weekly or biweekly and, post unit assessments and adding each test to an assessment calendar.</p> <p>Artifacts: Assessment calendars</p>		
6-8 th grade math teachers will use IXL skills to provide targeted support based on student needs as evidenced by common assessment data.	Academic Coaches District Personnel IXL		August 2024 – May 2025	<p>Implementation Performance Target: All 6th- 8th grade teachers will create remediation or extension student groups in IXL based on performance on common assessment.</p> <p>Implementation Plan: All 6-8th grade Math teachers will assign IXL skills aligned with grade level standards to practice and reinforce concepts for intervention and extension based on performance of common assessment.</p> <p>Students who score less than 75% will receive targeted instruction during intervention block based on common assessment data.</p>	<p>Evaluation Performance Target: 70% 6-8th grade math students will show at least a 10% increase on unit test from pretest to post test.</p> <p>Evaluation plan: Teachers will monitor student progress on common assessments to determine how students need to be group based on test results.</p> <p>Evidence: Pre and Post test data</p>	Math Teachers, Administration, Academic Coaches

				<p>All teachers will analyze weekly student assessment data to determine their progress and develop intervention and extension instructional assignments for students who scored below and above 75%.</p> <p>Teachers will review IXL analytics report to monitor student progress, identify areas of struggle and adjust instruction accordingly to meet the needs of all the students.</p> <p>Students will reach mastery of 75% or higher on weekly IXL common assessments.</p> <p>Artifacts: IXL Intervention group rosters with data</p>		
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<p style="text-align: center;">GOAL #2</p>	<p>Students on each grade level scoring proficient or distinguished on the EOG ELA Assessment will increase by 5% from the May 2024 EOG ELA Assessment to May 2025 EOG ELA Assessment.</p> <ul style="list-style-type: none"> 6th Grade students scoring proficient or distinguished will increase from 37% on May 2024 EOG ELA (English Language Arts) Assessment to 42% on the May 2025 EOG ELA Assessment. 7th Grade students scoring proficient or distinguished will increase from 32.2% on May 2024 EOG ELA (English Language Arts) Assessment to 37.2% on the May 2025 EOG ELA Assessment. 8th Grade students scoring proficient or distinguished will increase from 36.3% on May 2024 EOG ELA (English Language Arts) Assessment to 42.3% on the May 2025 EOG ELA Assessment. 					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Learning Targets 6-8th grade English Language Arts teachers will align instruction with grade-level standards and daily learning targets.</p>	<p>Academic Coaches District Personnel</p>		<p>August 2024 – May 2025</p>	<p>Implementation Performance Target: 100% of 6-8th grade ELA teachers will align instruction with grade-level standards and daily learning targets.</p> <p>Implementation Plan: Teachers will receive PL on crafting learning targets aligned to the standards by District Academic Coaches in September 2024.</p> <p>During weekly CCC’s teachers will deconstruct their standards of excellence to create student-friendly learning targets.</p> <p>Teachers will write and display standards and learning targets in their classrooms daily that align with the instructional framework.</p>	<p>Evaluation Performance Target: 70% of 6th or 8th grade ELA students will score 75% or above on common ELA assessments.</p> <p>Evaluation plan: Teacher’s weekly lesson plans will be reviewed to determine if the standards and learning targets align.</p> <p>All grade level ELA teachers will develop and administer common assessments that align with performance standards and learning targets.</p> <p>Evidence: Lesson Plans Common Assessment Data</p>	<p>ELA Teachers, Administration Academic Coaches</p>

				<p>Academic Coaches and district coaches will provide professional development on learning targets and the instructional framework.</p> <p>Artifacts: Lesson Plans Classroom Boards Observation Data</p>		
<p>Common Assessments (Summative and Formative) 6-8th grade English Language Arts teachers will create and implement common formative and summative assessments that align with their performance standards.</p>	<p>Academic Coaches District Academic Coaches</p>		<p>August 2024 – May 2025</p>	<p>Implementation Performance Target: 100% of 6-8th grade ELA teachers will create and implement biweekly common formative and summative assessments that align with their performance standards.</p> <p>Implementation Plan: During their weekly CCC meetings, English Language Art teachers will collaborate and create common pre-unit, weekly or biweekly and, post unit assessments that align with the weekly learning targets.</p> <p>All grade level ELA teachers will utilize CTLS Assess to create and administer all common assessments (pre-unit, weekly or biweekly and, post unit assessments)</p> <p>All 6-8th grade ELA teachers will assign Progress Learning assignments aligned with grade level standards to practice and reinforce concepts for intervention and extension.</p> <p>Artifacts:</p>	<p>Evaluation Performance Target: 100% of ELA teachers will develop and use at least 3 common formative assessments per unit.</p> <p>Evaluation plan: Students who score less than 75% will receive targeted instruction during intervention block based on common assessment data.</p> <p>All teachers will analyze weekly student assessment data to determine their progress and develop intervention and extension instructional assignments for students who scored below and above 75%.</p> <p>Teachers will review Progress Learning reports to monitor student progress, identify areas of struggle and adjust instruction accordingly to meet the needs of all the students.</p>	<p>ELA teachers Academic Coaches Administrators</p>

				<p>CTLS Assessment Data CCC Agenda Progress Learning reports</p>	<p>Students will reach mastery of 75% or higher on weekly Progress Learning common assessments.</p> <p>Evidence: CTLS Assessment Reports by Teacher, CCC and standard(s) Weekly Lesson Plan/Agenda Pre and Post tests (Unit tests)</p>	
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GOAL #3	The percentage of students who “Met Target” on the 2024 End of Grade Assessment in the Writing Domain will increase from 25.2% to 30.2% on the 2025 EOG Writing Assessment for 6 th through 8 th grades combined.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented 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 6-8 grade teachers will implement content-specific writing assignments weekly as evidenced by lesson plans and classroom observations.	Academic Coaches Mi Write Administrators		August 2024 – May 2025	<p>Implementation Performance Target: 100% of teachers will utilize MI Write to support students with the writing process.</p> <p>100% of teachers will utilize the RACES writing strategy to support students with the writing process.</p> <p>100% of ELA teachers will utilize the GADOE checklists and rubrics.</p> <p>100% of science teachers will utilize the three-step process of Claim, Evidence, and Reasoning.</p> <p>Implementation Plan: All teachers will utilize MI Write as an online strategy when teaching and assessing students’ writing assignments weekly.</p> <p>All teachers will utilize the RACES writing strategy within CTLS when teaching the Writing process and elements of writing weekly.</p> <p>ELA teachers will utilize the GADOE checklists and rubrics</p>	<p>Evaluation Performance Target: 80% of students will improve their individual scores on the six traits for writing (development of ideas, organization, style, water choice, sentence fluency and conventions) by the end of each semester.</p> <p>Evaluation plan: Students will be assessed weekly using MI Write</p> <p>Evidence: MI Write data reports CTLS student assessment reports</p>	Academic Coaches All teachers Administrators

			<p>Science teachers will teach and utilize the three-step process of Claim, Evidence, Reasoning weekly.</p> <p>Math teachers will teach and utilize the three-step process of Claim, Evidence, reasoning weekly to help support Science teachers.</p> <p>Social Students teachers will utilize the GADOE checklists to support ELA teachers</p> <p>Artifacts: Student writing samples Lesson Plans</p>		
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<p align="center">GOAL #4</p>	<p>The percentage of students reporting positive connectedness to Floyd Middle School will increase by <u>5%</u> on the Georgia Health Survey in the 4 domains under School Connectedness during the 2024-2025 school year.</p> <p>1. Most days I look forward to going to school will increase from <u>59%-64%</u> 2. I feel like I fit in at my school. – <u>75%-80%</u> 3. I feel successful at school. – <u>71% -76%</u> 4. I feel connected to others at school. – <u>73%-78%</u></p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p align="center">People Responsible</p>
<p>Teachers will develop authentic, real-world daily lessons and activities as evidenced by lesson plans and classroom observations.</p>	<p>Academic Coaches District Personnel</p>		<p>August 2024 – May 2025</p>	<p>Implementation Performance Target: 100% of 6-8th grade teachers will develop authentic, real-world daily lessons and activities as evidenced by lesson plans and classroom observations.</p> <p>Implementation Plan: Teachers will create and implement engaging, real-world, relevant instructional assignments, activities, or projects during daily instruction.</p> <p>Students will engage in relevant instructional assignments, activities, projects and school wide initiatives, clubs and mentoring programs.</p> <p>Artifacts: Lessons (assignments, projects, activities, etc.) Classroom observations</p>	<p>Evaluation Performance Target: Student survey results will show 10% growth in student classroom engagement by May 2025.</p> <p>Evaluation plan: Student surveys will be administered every quarter (grading period) as pulse climate checks throughout the year.</p> <p>Evidence: Survey results</p>	<p>Teachers Administrators</p>

<p>All 6th –8th grade teachers will implement the PBIS principles and school PAWS expectations daily.</p>	<p>District PBIS Personnel</p>		<p>August 2024-May 2025</p>	<p>Implementation Performance Target: 100% of teachers will implement the PBIS principles and school PAWS expectations daily.</p> <p>100% of teachers will administer PBIS points to students weekly.</p> <p>Implementation Plan: All teachers will implement PBIS lessons during their weekly advisement period.</p> <p>All teachers will teach and reinforce school wide PBIS expectations with fidelity.</p> <p>All teachers will utilize the school wide PBIS Matrix to reinforce and document student behavior.</p> <p>PBIS coordinator will provide ongoing professional development to support staff based on data results.</p> <p>Artifacts: PBIS lessons PBIS Teachers/point data Behavior Matrix</p>	<p>Evaluation Performance Target: Students’ discipline infractions will decrease by demonstrating the appropriate schoolwide PBIS expectations.</p> <p>Evaluation plan: Students’ discipline will be monitored monthly to track discipline infractions.</p> <p>Evidence: Students discipline data PBIS data (Teacher and points data)</p>	<p>Teachers Administrators</p>
<p>Counselors will provide monthly academic, social, college/career readiness lessons and activities for 6th-8th graders.</p>	<p>Title I</p>		<p>August 2024-May 2025</p>	<p>Implementation Performance Target: Counselors will implement monthly activities during the advisement and/or enrichment block that focuses on academics, social, college/career readiness activities</p> <p>Implementation Plan:</p>	<p>Evaluation Performance Target: Student survey results will show 10% growth in student connection to school by May 2025.</p> <p>Evaluation plan: Student surveys will be administered every quarter (grading period) as pulse checks throughout the year.</p>	<p>Counselors Teachers</p>

			<p>Counselors will analyze student data based on student feedback to determine what changes need to happen schoolwide to ensure every student is successful and has a sense of belonging.</p> <p>Artifacts: PowerPoints/Activities Student feedback results</p>	<p>Evidence: Student survey results</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 type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	ESOL teachers will utilize ELlevation as well as MI Write. ESOL push-in and sheltered teachers will incorporate various strategies within their classes to support ESOL students. IXL and Progress Learning will be used as resources to individualize instruction. Teachers will implement visual aids/anchor charts within their classrooms.	ELlevation MI Write IXL Math Progress Learning	Title III Title I Title I Local Funds
<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	Special education teachers will implement differentiation within their co-taught and small group content classes. Special education teachers will also utilize small group centers during instruction. IXL and Progress Learning will be used as resources to individualize instruction. Teachers will implement visual aids/anchor charts within their classrooms.	IXL Math Progress Learning	Title I Local Funds
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline August 29, 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>	August 29, 2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 1-31, 2024.		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	April 24, 2025.		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/27/24 PL#2 12/13/24 PL#3 2/21/25 PL#4 5/2/25</p>	09/12/25		<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
	12/5/25		
	2/6/25		
	4/24/25		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here: Rising 6th Grade families are introduced to expectations and learning opportunities offered in middle school.</p>	3/27/25		<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> Family –School Engagement Policy for Shared Student Success School-Parent Compact for Achievement</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
Parent University- Parent University sessions are designed to provide parents with targeted support in areas parents need assistance with while helping their student succeed.	<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			10/7/24	Parents will sign in upon arrival. Parents will complete a survey upon completion of the event to give feedback about the event.	
STEM Night- Students and families can learn about science, technology, engineering, and math through engaging, hands-on activities.	<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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4			11/20/24	Parents will sign in upon arrival. Parents will complete a survey upon completion of the event to give feedback about the event	
Milestone Preparation Night- Milestone Prep Night is to provide parents with valuable information, resources, and strategies to support their children in preparing for the milestone assessments. The event fosters a collaborative environment between the school and families, ensuring students have the support they need to succeed.	<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 type="checkbox"/> Goal 4			3/20/25	Parents will sign in upon arrival. Parents will complete a survey upon completion of the event to give feedback about the event	

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

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.

4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)
<p>1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)</p>
<p>2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)</p>
<p>3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)</p>
<p>4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages. SWP Checklist 5(d)</p>

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

SCHOOL RESPONSE:

Floyd's school-wide Improvement Plan was developed based on a triangulation of data results that related to students', teachers' and staff academics, behavior, and social needs. Various teacher-leaders and administrators who serve on the Building Leadership Team reviewed and disaggregated local, school and State standardized test results. A collection of school-wide data was assessed by BLT members to determine how to best allocate financial and human resources to meet the needs of students, teachers, and staff.

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.

The evidence provided to support this statement includes posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

SCHOOL RESPONSE:

The school regularly monitors the implementation of the School Improvement Plan through various formats. Weekly and monthly Cobb Collaborative Community meetings are conducted with administrators, teachers, and staff to share information related to students', teachers', and staff academic, behavior, and social needs, progress, and performance. The focus of discussion is centered on the 4 CCC Questions and students' learning results. The information is communicated and shared in the following: faculty meetings, grade level meetings, grade level content meetings, vertical content meetings.

Floyd administrative team conducts weekly meetings with Academic Coaches and the Professional Counseling Team, social worker and Community In Schools Liaison to review and obtain updates from the weekly formal and informal teacher observations, Cobb Collaborative Community grade level and content meetings, and students' assessment results. Based on feedback and updates from the above stakeholders, celebrations, adjustments, and support are provided based on students and staff needs.

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: School-wide academic, social, behavior, and health surveys, software usage reports, and Title I Logic Model are reviewed, developed, and administered by administrators, Academic Coaches, teachers, and Professional School Counselors to monitor and determine the usage and effective of school-wide programs, particularly for students who are not meeting and achieving grade level state standards.

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: Teachers will frequently monitor the academic performance of students by giving pre and post unit tests and weekly common assessments. Data will be analyzed to identify strength and areas of improvement. Grade level content teachers will conduct weekly CCC meetings to address lesson plans, the impact of interventions and discuss necessary adjustments. The academic coaches and administration team will provide professional development as needed. The schoolwide plan is regularly reviewed, revised, and refined based on the latest data to ensure continuous improvement.

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

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

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

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

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

SCHOOL RESPONSE:

Floyd Middle School has implemented a school-wide behavior tiered process that includes students, parents, teachers, staff, and administrators. Utilizing Positive Behavioral Interventions and Supports (PBIS) framework and best practices, students are taught the school-wide behavior expectations for the classroom, hallways, cafeteria, restrooms, and bus during on-going Advisement lessons and grade level class meetings and rewarding students for demonstrating the appropriate behavior.

Teachers also utilize progressive discipline processes when redirecting students' inappropriate behavior, which includes teaching and redirecting students, conferencing with students; contacting parents to partner with the school, providing silent lunch; providing detention; conducting a parent, student, teacher conference; providing a referral for In-school or Out-of-school suspension.

Students who need a more progressive behavior plan are placed on an individual behavior success plan that supports specific behavior needs. The professional school counselors provide "check and connect" one-on-one support for students daily. Students who need additional support are placed on RTI tiered 2 process.

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:

Various professional development sessions are developed and implemented to school personnel to improve instruction, use of data, and to recruit and retain effective teachers on the following topics: New Teacher Orientation (local school level), Mentors for New Teachers, Cobb Collaborative Community training with CCC leaders on-going professional development; Developing Teacher Leaders Building Leadership Team), Constructing Effective Learning Targets, Developing Effective Assessments, School-wide Grading, Family and Parent Engagement, Conducting Student-led Conferences, Using Technology for Student Engagement, ESOL Support Strategies, and On-going monthly Special Education Professional Development sessions are conducted.

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: Floyd Middle School staff will partner with the feeder high schools will implement activities that will support 8th grade students transitioning to 9th grade. The 8th Grade Professional School Counselor will provide lessons on student's individual graduation plans, which include dual-enrollment, Advance Placement, and selection of Elective courses. Classroom lessons will be provided on the magnet school application process. Students will also visit Cobb Innovation and Technology Academy to tour the campus and attend specialized program sessions, such as: Computer Science, healthcare, construction, cybersecurity, and networking.

High school magnet coordinators and leaders visit Floyd Middle School to provide an overview of the 6 Cobb County Schools magnet programs.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE:

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

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