

Middle School

Title I Schoolwide Plan for

Name of School

Written/Revised during the
School Year: 2015- 2016 for the 2016-2017 School Year

Plan Submitted:
June 30, 2016

Principal's Signature (Required)

Title I Schoolwide Plan

Planning Committee Members for Schoolwide Plans Review

Date of Meeting: _____

Name of School _____

NAME	POSITION/ROLE/PARENT	SIGNATURE
	Principal (required)	
	Parent (required)	

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1. Comprehensive Needs Assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were teachers, administrators, parents, and the school's attendance clerk who serve on the School Strategic Team. The ways they were involved were through face to face meetings on April 11, 2016 and June 1, 2016. All staff and parents were invited to attend. The School Strategic Team meets monthly to monitor the school's progress toward our improvement plans. Members share information with the rest of the staff and then bring staff input to those meetings. Parents are invited to participate through support organizations such as the School Council and PTSA; their input is also requested during meetings throughout the year.

B. We have used the following instruments, procedures, or processes to obtain this information:

- Brainstorming: Stakeholders generated ideas after reflecting on the school's data.
- School Strategic Plan: The SSP provides the framework for each school to align to the district's vision, mission, and goals. It includes student performance data and goals as well as implementation plans and strategies to improve the school.
- Stakeholder Perceptual Data Analysis (AdvancEd): Students, staff, and parents respond to surveys on school perception each year.
- College and Career Ready Performance Index: No Child Left Behind/ESEA Accountability data shows annual progress in reading/language arts and math.
- Georgia Milestones Assessment: This data shows the state's assessment of student progress toward learning the Georgia Standards of Excellence and the Georgia Performance Standards.
- Balanced Assessment Plan: The BAP shows the all of the school-wide formative, summative, and diagnostic assessments planned for the year.
- Scholastic Reading Inventory: Students' reading progress is measured twice during the year.
- PSAT Data: Students in eighth grade are tested in the fall on the PSAT assessment. The PSAT is published by College Board for middle school students to measure the skills students need to be on track for success in college and careers. It consists of three multiple choice tests in the areas of Critical Reading, Mathematics and Writing Skills.

- C. We have taken into account the needs of homeless, neglected and migrant children by (or if you have no migratory students.....these are the procedures we would follow should those students by in attendance.....)
- Meet with the students and parents upon enrollment.
 - Review important school procedures and answer questions.
 - Meet with the team of teachers to devise a plan of continued support to help the student acclimate to school.
 - School counselors and the social worker are involved in identifying and supporting the educational needs of our homeless students. They counsel and acquaint the families with resources.
 - All homeless, neglected, and or migrant students will receive services by any program for which they qualify.
- D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example.....

Floyd Achievement Data

Table 1. CCRPI Scores for Floyd from 2013 to 2015

School Year	Achievement		Progress		Achievement Gap		CCRPI Score
	Points	Percent	Points	Percent	Points	Percent	
2013	47.0	78.3%	17.0	68.0%	7.0	46.7%	78.8
2014	42.2	70.3%	15.5	62.0%	5.0	33.3%	66.6
2015	23.8	47.6%	35.0	87.5%	6.7	67.0%	67.4

Three-year achievement gap average (all years scaled to maximum of 15 points): 7.4

Although, there was a slight decline in Floyd Middle School's CCRPI score from 2013 to 2014, the 2015 CCRPI score increased .8 points from the previous year's score.

The 2016 Milestones EOG results presented in this document are based on preliminary data files provided by the Ga DOE. The final data files should be released by early July, 2016. Until the final data files are released, the 2016 Milestones results in this document should not be publicized.

Math Achievement Data

Table 2. Percentage at each Achievement Level on the Mathematics EOG (All Grade Levels Combined)

Achievement Level	Floyd		Cobb	
	2015	2016	2015	2016
Level 1: Beginning Learners	30.4%	32.5%	18.7%	17.5%
Level 2: Developing Learners	49.7%	45.7%	35.1%	35.5%
Level 3: Proficient Learners	16.4%	19.5%	29.2%	31.4%
Level 4: Distinguished Learners	3.4%	2.2%	17.0%	15.6%

Table 3. Percentage Proficient (Levels 3, 4) on the Mathematics EOG by Student Group (All Grade Levels Combined)

Student Group	Floyd		Cobb	
	2015	2016	2015	2016
All Students	19.9%	21.8%	46.2%	47.0%
Asian	59.1%	64.3%	80.4%	79.7%
Black	18.7%	18.9%	26.5%	28.4%
Hispanic	13.9%	20.4%	28.7%	31.9%
Multiracial	37.5%	42.1%	50.4%	50.5%
Native American			43.5%	53.6%
White	36.0%	31.3%	66.2%	67.0%
Economically Disadvantaged	16.1%	18.3%	24.4%	27.1%
English Language Learners	2.3%	9.2%	8.5%	19.7%
Students with Disabilities	3.3%	3.3%	13.7%	15.6%

To protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

Table 4. Mathematics Percentage Proficient (Levels 3, 4) and Domain Averages on the Mathematics EOG by Grade Level

Grade	Domain	Floyd		Cobb	
		2015	2016	2015	2016
6	Percentage Proficient	18.3%	25.3%	45.4%	48.9%
6	Expressions and Equations	1.3	1.3	1.7	1.8
6	Geometry	1.3	1.4	1.8	1.8
6	Ratios and Proportional Relationships	1.3	1.5	1.7	1.8
6	Statistics and Probability	1.3	1.4	1.7	1.7
6	The Number System	1.3	1.4	1.7	1.8
7	Percentage Proficient	17.3%	21.1%	45.8%	50.2%
7	Expressions and Equations	1.4	1.3	1.8	1.8
7	Geometry	1.4	1.4	1.8	1.9
7	Ratios and Proportional Relationships	1.4	1.4	1.8	1.8
7	Statistics and Probability	1.4	1.4	1.8	1.9
7	The Number System	1.3	1.3	1.8	1.8
8	Percentage Proficient	24.5%	18.9%	47.2%	40.7%
8	Algebra and Functions	1.5	1.3	1.8	1.6
8	Geometry	1.4	1.4	1.8	1.6
8	Numbers, Expressions, and Equations	1.3	1.4	1.7	1.7
8	Statistics and Probability	1.6	1.5	1.8	1.8

Range for all domains is 1 to 3. Remediate learning = 1; Monitor learning = 2; Accelerate learning = 3.

Table 5. Percentage Scoring in Each Level on the Scholastic Math Inventory for 2016

Grade	Test	Number of Students	Floyd			
			Below Basic	Basic	Proficient	Advanced
6	Test 1	262	55.3%	31.7%	13.0%	0.0%
6	Test 2	37	78.4%	16.2%	5.4%	0.0%
7	Test 1	298	67.8%	22.5%	9.7%	0.0%
7	Test 2	45	75.6%	15.6%	8.9%	0.0%
8	Test 1	326	61.3%	24.5%	12.0%	2.1%
8	Test 2	308	56.2%	23.4%	16.2%	4.2%

If students only took one test, then the test was recorded as Test 1 if taken in 2015 and as Test 2 if taken in 2016.

Table 6. Percentage of Students on Iowa Tests in Bottom Quartile Nationally (Smaller Numbers Better)

Grade	Section	Floyd			Cobb		
		2014	2015	2016	2014	2015	2016
7	Math	32.0%	43.4%	42.1%	18.8%	22.6%	23.3%
7	Math Computation	38.9%	39.2%	47.3%	21.9%	24.2%	26.7%
7	Math Total with Computation	32.5%	43.0%	40.2%	19.0%	23.7%	24.2%

Our 6th and 7th grade students' performance increased while our 8th grade students' scores decreased from last year. However, our students' performance in all grade levels is still a weakness for our school. The percentage of Beginning Learners increased and the amount of Distinguished Learners decreased from the previous school year.

English Language Arts Achievement Data

Table 7. Percentage at each Achievement Level on the English Language Arts EOG (All Grade Levels Combined)

Achievement Level	Floyd		Cobb	
	2015	2016	2015	2016
Level 1: Beginning Learners	35.6%	31.6%	19.6%	17.6%
Level 2: Developing Learners	37.3%	38.4%	29.6%	29.1%
Level 3: Proficient Learners	24.4%	28.0%	38.3%	41.4%
Level 4: Distinguished Learners	2.7%	2.0%	12.6%	11.9%

Table 8. Percentage Proficient (Levels 3, 4) on the English Language Arts EOG by Student Group (All Grade Levels Combined)

Student Group	Floyd		Cobb	
	2015	2016	2015	2016
All Students	27.1%	30.0%	50.9%	53.2%
Asian	68.2%	77.8%	77.3%	78.8%
Black	25.0%	29.6%	34.6%	37.3%
Hispanic	21.7%	24.9%	33.2%	34.4%
Multiracial	54.2%	60.0%	58.5%	58.4%
Native American			58.7%	72.4%
White	42.7%	39.3%	68.9%	71.7%
Economically Disadvantaged	22.7%	25.9%	30.2%	32.0%
English Language Learners	1.1%	7.7%	3.2%	16.0%
Students with Disabilities	2.4%	4.9%	13.9%	14.9%

To protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

Table 9. English Language Arts Percentage Proficient (Levels 3, 4), Percentage Reading on Grade Level, Lexile Average, and Domain Averages from the English Language Arts EOG by Grade Level

Grade	Domain	Floyd		Cobb	
		2015	2016	2015	2016
6	Percentage Proficient	28.8%	28.3%	52.3%	51.5%
6	Percentage Reading on Grade Level	52.4%	47.0%	70.7%	69.2%
6	Lexile	903.9	910.6	1035.7	1038.5
6	Extended Writing Task: Ideas	2.2	2.1	2.5	2.3
6	Extended Writing Task: Usage	2.1	2.3	2.3	2.4
6	Narrative Writing Response Score	2.1	2.2	2.4	2.5
7	Percentage Proficient	24.8%	23.4%	49.8%	50.7%
7	Percentage Reading on Grade Level	59.2%	62.5%	78.2%	81.1%
7	Lexile	1029.8	1023.2	1153.1	1150.4
7	Extended Writing Task: Ideas	2.3	2.5	2.6	2.7
7	Extended Writing Task: Usage	2.2	2.4	2.4	2.6
7	Narrative Writing Response Score	2.0	1.6	2.4	2.2
8	Percentage Proficient	28.0%	37.7%	50.7%	57.4%
8	Percentage Reading on Grade Level	67.7%	74.5%	79.4%	84.2%
8	Lexile	1100.4	1140.5	1187.5	1225.1
8	Extended Writing Task: Ideas	2.3	2.4	2.6	2.5
8	Extended Writing Task: Usage	2.2	2.5	2.4	2.4
8	Narrative Writing Response Score	2.1	2.0	2.5	2.3

Range for Extended Writing Task: Ideas is 0 to 4; Range for Extended Writing Task: Usage is 0 to 3; Range for Narrative Writing Response Score is 0 to 4.

Table 10. Percentage Scoring in Each Level on the Scholastic Reading Inventory for 2016

Grade	Test	Number of Students	Floyd			
			Below Basic	Basic	Proficient	Advanced
6	Test 1	297	38.0%	42.8%	13.5%	5.7%
6	Test 2	289	33.2%	34.6%	15.6%	16.6%
7	Test 1	287	42.9%	28.2%	19.5%	9.4%
7	Test 2	284	32.4%	29.9%	23.6%	14.1%
8	Test 1	316	25.9%	36.7%	23.4%	13.9%
8	Test 2	315	21.3%	35.6%	25.7%	17.5%

If students only took one test, then the test was recorded as Test 1 if taken in 2015 and as Test 2 if taken in 2016.

Table 11. Percentage of Students on Iowa Tests in Bottom Quartile Nationally (Smaller Numbers Better)

Grade	Section	Floyd			Cobb		
		2014	2015	2016	2014	2015	2016
7	Reading	37.6%	42.3%	41.4%	22.1%	21.5%	22.4%
7	Vocabulary	29.1%	37.2%	33.4%	18.7%	22.8%	18.6%
7	Reading Total	36.0%	38.5%	38.4%	20.7%	21.7%	21.1%
7	Spelling	28.0%	26.8%	32.1%	18.8%	19.0%	20.4%
7	Capitalization	45.5%	37.2%	46.3%	22.9%	22.8%	24.8%
7	Punctuation	42.5%	38.7%	48.3%	21.4%	22.4%	24.3%
7	Written Expression	27.9%	34.7%	36.9%	17.0%	18.7%	20.0%
7	Conventions of Writing	38.5%	32.1%	40.2%	18.9%	19.9%	21.0%
7	Language Total	35.9%	35.2%	41.4%	18.7%	20.1%	21.3%
7	English Language Arts Total	40.3%	41.0%	43.4%	20.9%	22.0%	22.4%

Students in all subgroups, except our White subgroup, made gains on the Georgia Milestones English Language Arts assessment. However, this area is still a weakness per our students did not meet our expected performance target. Our Scholastic Reading Inventory data indicates that 67.8% of 6th grade students, 62.3% of 7th grade students, and 56.9% of 8th grade students are still reading below grade level at the end of the 2015-2016 school year.

Science Achievement Data

Table 12. Percentage at each Achievement Level on the Science EOG (All Grade Levels Combined)

Achievement Level	Floyd		Cobb	
	2015	2016	2015	2016
Level 1: Beginning Learners	48.8%	49.2%	28.7%	29.3%
Level 2: Developing Learners	33.3%	31.0%	28.7%	29.2%
Level 3: Proficient Learners	16.3%	18.5%	31.9%	32.3%
Level 4: Distinguished Learners	1.6%	1.2%	10.8%	9.2%

Table 13. Percentage Proficient (Levels 3, 4) on the Science EOG by Student Group (All Grade Levels Combined)

Student Group	Floyd		Cobb	
	2015	2016	2015	2016
All Students	17.9%	19.8%	42.7%	41.5%
Asian	54.5%	60.0%	71.6%	71.3%
Black	15.9%	16.6%	24.1%	25.5%
Hispanic	13.3%	18.2%	26.8%	25.9%
Multiracial	29.2%	31.6%	47.8%	47.5%
Native American			45.7%	38.5%
White	35.1%	34.2%	61.5%	60.6%
Economically Disadvantaged	14.0%	17.1%	22.9%	23.8%
English Language Learners	2.3%	10.6%	4.6%	14.8%
Students with Disabilities	3.3%	6.6%	16.2%	16.3%

To protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

Table 14. Science Percentage Proficient (Levels 3, 4) and Domain Averages on the Science EOG by Grade Level

Grade	Domain	Floyd		Cobb	
		2015	2016	2015	2016
6	Percentage Proficient	16.6%	20.3%	46.3%	46.9%
6	Astronomy	1.2	1.3	1.7	1.7
6	Geology	1.4	1.4	1.8	1.8
6	Hydrology and Meteorology	1.3	1.3	1.7	1.7
7	Percentage Proficient	18.8%	22.2%	42.0%	45.7%
7	Cells, Human Body, and Genetics	1.3	1.3	1.7	1.8
7	Evolution	1.4	1.3	1.7	1.6
7	Interdependence of Life	1.3	1.4	1.7	1.8
8	Percentage Proficient	18.1%	16.7%	39.8%	28.1%
8	Energy and Its Transformation	1.3	1.3	1.7	1.4
8	Force and Motion	1.2	1.2	1.6	1.4
8	Structure of Matter	1.3	1.3	1.7	1.5

Range for all domains is 1 to 3. Remediate learning = 1; Monitor learning = 2; Accelerate learning = 3.

Table 15. Percentage of Students on Iowa Tests in Bottom Quartile Nationally (Smaller Numbers Better)

Grade	Section	Floyd			Cobb		
		2014	2015	2016	2014	2015	2016
7	Science	29.2%	31.2%	34.2%	16.1%	15.5%	16.2%

Students in all subgroups, except our White subgroup, made gains on the Georgia Milestones Science assessment. However, this area is still a weakness per our students did not meet our expected performance target. Our Iowa data shows that the percentage of 7th grade students in the bottom quartile has gradually increased over the past three years.

Social Studies Achievement Data

Table 16. Percentage at each Achievement Level on the Social Studies EOG (All Grade Levels Combined)

Achievement Level	Floyd		Cobb	
	2015	2016	2015	2016
Level 1: Beginning Learners	38.5%	38.3%	21.9%	20.0%
Level 2: Developing Learners	44.4%	40.3%	37.8%	35.2%
Level 3: Proficient Learners	14.1%	15.3%	24.7%	27.9%
Level 4: Distinguished Learners	3.0%	6.1%	15.7%	16.9%

Table 17. Percentage Proficient (Levels 3, 4) on the Social Studies EOG by Student Group (All Grade Levels Combined)

Student Group	Floyd		Cobb	
	2015	2016	2015	2016
All Students	17.1%	21.4%	40.4%	44.8%
Asian	52.4%	66.7%	71.1%	74.9%
Black	16.4%	18.0%	23.5%	28.0%
Hispanic	12.1%	19.1%	24.4%	29.4%
Multiracial	29.2%	45.0%	44.1%	48.9%
Native American			43.5%	50.0%
White	29.7%	33.7%	57.7%	61.7%
Economically Disadvantaged	12.8%	17.9%	21.3%	25.6%
English Language Learners	1.2%	9.2%	4.0%	15.8%
Students with Disabilities	2.5%	3.3%	13.5%	16.5%

To protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

Table 18. Social Studies Percentage Proficient (Levels 3, 4) and Domain Averages on the Social Studies EOG by Grade Level

Grade	Domain	Floyd		Cobb	
		2015	2016	2015	2016
6	Percentage Proficient	13.5%	22.7%	40.3%	43.3%
6	Economics	1.1	1.3	1.6	1.6
6	Geography	1.2	1.4	1.7	1.7
6	Government and Civics	1.2	1.3	1.6	1.7
6	History	1.3	1.4	1.7	1.7
7	Percentage Proficient	24.2%	23.6%	44.0%	47.6%
7	Economics	1.3	1.3	1.6	1.7
7	Geography	1.3	1.4	1.7	1.7
7	Government and Civics	1.6	1.4	1.7	1.7
7	History	1.4	1.4	1.7	1.7
8	Percentage Proficient	12.5%	18.1%	36.8%	43.6%
8	Economics	1.4	1.4	1.6	1.7
8	Geography	1.3	1.5	1.7	1.7
8	Government and Civics	1.3	1.3	1.6	1.7
8	History	1.2	1.3	1.6	1.7

Range for all domains is 1 to 3. Remediate learning = 1; Monitor learning = 2; Accelerate learning = 3.

Table 19. Percentage of Students on Iowa Tests in Bottom Quartile Nationally (Smaller Numbers Better)

Grade	Section	Floyd			Cobb		
		2014	2015	2016	2014	2015	2016
7	Social Studies	32.5%	33.1%	39.1%	18.3%	17.7%	19.2%

Students in all subgroups made gains on the Georgia Milestones Social Studies assessment. However, this area is still a weakness per our students did not meet our expected performance target. Our Iowa data shows that the percentage of 7th grade students in the bottom quartile has gradually increased over the past three years.

OPTIONAL – The school may add any other data tables deemed necessary to make the case for utilizing Title I funds in a particular core content area.

E. We have based our plan on information about all students in the school and identified

students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:

Performance Flags

Subgroup Performance	End of Grade			
	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA
Asian/Pacific Islander	P-S	P-S	P-S	P-S
Black	P-SG	P	P	P-SG
Hispanic	P	P	P	P
Multi-Racial	P	P	P-S	P
White	P-S	P	P	P
Economically Disadvantaged	P	P	P	P
English Learners	P	P	P	P
Students With Disability	P-SG	P	P	P-SG

- Economically disadvantaged students did not meet the expected performance targets in all core content areas.
- Hispanic subgroup did not meet expected performance target in English Language Arts. Students in Black, Hispanic, and White subgroups did not meet expected performance targets in Math and Science. Hispanic and White subgroups did not meet expected performance targets in Social Studies.
- Students with disabilities did not meet the expected performance targets in Math and Science.
- Students with limited English proficiency did not meet the expected performance targets in all core content areas.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our programs are...

Core Content Area	Major Academic Strengths
Reading	According to the SRI Test 2, the percentage of students reading on grade level increased by the end of the school year.
ELA	Our percentage of Proficient Learners increased from the previous school year.
Writing	7 th and 8 th grade students made gains in domains Ideas and Usage.
Math	6 th and 7 th grade students' proficiency performance increased from the previous school year.
Science	6 th and 7 th grade students' proficiency performance increased from the previous

	school year.
Social Studies	6 th and 8 th grade students' proficiency performance increased from last school year.

The major academic needs with root causes we discovered and will address are...

Core Content Area	Major Academic Needs	Root Cause	Priority of Need (1-6)
Reading	Lexile	Many students are reading several years below grade level which as a result, affects their performance in all contents.	1
ELA / Writing	Narrative (6 th , 7 th , 8 th)	Many students lack proficient writing skills and as a result have a difficult time demonstrating their understanding through written expression.	1
Math	Expressions & Equations (6 th , 7 th) Algebra & Functions (8 th)	Students are not learning Math at the same rate as other students and therefore, need additional support, time, and opportunity to master the standards.	1
Science	Astronomy (6 th) Evolution (7 th) Force & Motion (8 th)	Students are not learning Science at the same rate as other students and therefore, need additional support, time, and opportunity to master the standards.	1
Social Studies	Economics (6 th) Government/Civics (7 th , 8 th)	Students are not learning Social Studies at the same rate as other students and therefore, need additional support, time, and opportunity to master the standards.	1

- The ROOTCAUSE that we discovered for each of the needs are...
- Students are not learning math at the same rate as others. Some students need additional support and more time/opportunity to master the standards. All subgroups, except Asian/Pacific Islander and Multi-racial subgroups, did not meet expected performance in Math.
- Many students are several years behind in their reading but must access on grade level curriculum and assessments. Reading across the curriculum is a challenge for those students.

- Scholastic Reading Inventory and IOWA Reading levels are impacting students' ability to understand math, science, and social studies.

Summary of Needs:

Despite weaknesses in reading skills which impact all content areas, our students have shown improvement over time. Gaps exist between student groups in all content areas but are starting to narrow with continual progress. In order to meet increasing demands with the Georgia Milestones Assessments and the implementation of Georgia Standards of Excellence achievement standards, strong emphasis on critical thinking, reading, and writing skills for text complexity reaching across all content areas (math, science, social studies, connections) is needed.

G. The measurable goals/benchmarks we have established to address the needs are...

1. The percentage of Floyd students scoring at Level 3 or higher in ELA will increase from 30% to 32% by the end of the school year, measured by the 2017 Georgia Milestones assessment.
2. The percentage of Floyd students scoring at Level 3 or higher in Math will increase from 22% to 24% by the end of the school year, measured by the 2017 Georgia Milestones assessment.
3. The percentage of Floyd students scoring at proficiency or higher in Science will increase from 20% to 22% by the end of the school year, measured by the 2017 CCSD Science Student Learning Objectives assessment.
4. The percentage of Floyd students scoring at proficiency or higher in Social Studies will increase from 21% to 23% by the end of the school year, measured by the CCSD Social Studies Student Learning Objectives assessment.

2. Schoolwide Reform Strategies that are scientifically researched based.

- A. Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:

Use the following chart to indicate your strategies, how the strategy (using Title I funds) will be implemented, the academic goal addressed and the approximate cost.

PERSONNEL					
Title I funds will support the following supplemental personnel to increase student achievement	Explain how the personnel will be utilized.	Academic Goal Addressed	Estimated Cost	Documentation / Data used to evaluate effectiveness	Timeline for evaluation
Academic Coach (Full time)	Academic Coaches will provide support for classroom teachers through professional development, collaboration, lesson development and planning and by identifying best practices the will increase student achievement and work toward meeting school goals. Standards Based Classrooms Effective Teaching Increased Student Achievement. The Academic Coach will provide professional development to teachers regarding differentiated strategies to meet the needs of Beginning Learners. The Academic Coach will also collaborate with teachers during the data team process to identify Beginning Learners who need extensive support.	1,3,4	\$92,215	GA Milestones Assessment Data	Spring/ Summer 2017
Academic Coach (Part-time)	Academic Coaches will provide support for classroom teachers through professional development, collaboration, lesson development and planning and by identifying best practices the will increase student achievement and work toward meeting school goals. Standards Based Classrooms Effective Teaching Increased Student Achievement. The Academic Coach will provide professional development to teachers regarding	2	\$38,402	GA Milestones Assessment Data	Spring/ Summer 2017

	differentiated strategies to meet the needs of Beginning Learners. The Academic Coach will also collaborate with teachers during the data team process to identify Beginning Learners who need extensive support. Supplemental instruction using Math 180 is provided for Beginning Learners.				
Extended Learning Time: Math Connections	Students identified as Beginning Learners on the GA Milestones assessment and not showing improvement on school based assessments are given extra support for the 2016-2017 school year. Math connections will provide a double dose of the on grade level math curriculum starting with previewing and moving for mastery.	2	\$74,099 (Personnel) \$10000 (materials)	GA Milestones Assessment Data	Spring/ Summer 2017
Extended Learning Time: Reading Connections	Students identified as Beginning Learners on the GA Milestones assessment are given extra support. Read 180 connections will provide reading support through individual, small group, and whole group instruction.	1,3,4	\$89,053 (Personnel) \$5000 (materials)	GA Milestones Assessment Data	Spring/ Summer 2017
Parent Facilitator	Facilitate parent support to assist students academically. Also, provide program information for parents, materials and training, educate educators on the importance of parental involvement, coordinate articulation, deliver information in an understandable manner, and provide other activities upon request from parents.	All	\$29,187	GA Milestones Assessment Data	Spring/ Summer 2017
INSTRUCTIONAL					
Title I funds will support the following supplemental instructional strategy/initiative to	Explain how the instructional strategy/initiative will be implemented.	Academic Goal Addressed	Estimated Cost	Documentation/ Data used to evaluate effectiveness	Timeline for evaluation

increase student achievement					
Extended Learning Time: Saturday Tutoring	All students are invited to participate to receive additional assistance in learning the academic standards for language arts, math, science, and social studies. However, we will target the bottom quartile students.	All	\$2500 (transportation only)	GA Milestones Assessment Data	Spring/ Summer 2017
FEV Tutoring	All students are invited to participate to receive additional assistance in learning the academic standards for language arts, math, science, and social studies. However, we will target the bottom quartile students.	All	\$15000	GA Milestones Assessment Data	Spring/ Summer 2017
IXL	This software will be available for our students to use. Students have access to this software at home for additional practice. We expect that our Math achievement will improve.	2	\$2280	GA Milestones Assessment Data	Spring/ Summer 2017
Adaptive Curriculum	This web-based program provides supplementary Science resources for students and teachers. Teachers use this software with students as an instructional strategy. We expect that students' reading, writing, and content proficiency will improve.	3	\$1000	GA Milestones Assessment Data	Spring/ Summer 2017
Extended Time: System 44 Reading Connections	Students identified as Beginning Learners on the GA Milestones assessment are given extra support. System 44 Reading Connections will provide reading support through individual, small group, and whole group instruction.	All	\$5000 (Materials)	GA Milestones Assessment Data	Spring/ Summer 2017
EL Adult Class		All	\$945.56	Survey	Spring/ Summer 2017
Dell Laptops and Mobile Cart		All	\$22,469.52	Survey	Spring/ Summer 2017

Instructional Supplies	composition books, crayons, dry erase markers, ink pens, post it notes, pencil sharpeners, pencils, kids scissors, batteries, glue sticks, color pencils, envelopes, dry erase eraser, highlighters, easel pads, construction paper, color copy paper, 2 pocket folders, rulers.	All	\$12,745.48	Survey	Spring/ Summer 2017
Flocabulary		All	\$1600	Survey	Spring/ Summer 2017
Parent Newsletter		All	\$1100, Quarterly	Survey	Spring/ Summer 2017
Performance Contracts (Must be submitted 6 weeks prior to delivery of services)					
Title I funds will support the following professional development performance contract to increase student achievement	Explain why the performance contract is needed.	Academic Goal Addressed	Estimated Cost	Documentation / Data used to evaluate effectiveness	Timeline for evaluation
					COST
Professional Development	See professional development chart in section 4E for details.				\$21,366
Parental Involvement	See parental involvement chart in section 5B for details.				\$4500
	Total				\$419,017.08
	Proposed Budget				\$427.317

B. Are based upon effective means of raising student achievement.

Title I Funded Item:	Research Indicating Increasing Student Achievement:
Extended Learning Time: After School and Saturday Tutoring	“Farbman (2012) found that effective uses of ELT include fostering teacher collaboration, developing students’ abilities in non-tested subjects, and increasing tutoring opportunities in academic subjects. Studies by the National Center on Time and Learning (NCTL) also highlight the importance of allotting specific

	time within an ELT approach for teacher professional development, collaboration, and feedback (2014a; 2014b)” (As Cited by enter on Education Policy, 2015)
FEV Tutoring	FEV Tutoring was used at South Cobb High School with success.
IXL Math	<p>A study conducted by IXL Learning and Empirical Education (2013) sought to examine the effectiveness of IXL math in two Title I elementary/middle schools in Beaverton School District. The study found the following results:</p> <ol style="list-style-type: none"> 1. Students in IXL Math classrooms performed better on the OAKS math test than students not in IXL Math classrooms. <ul style="list-style-type: none"> • The mathematics performance for students in IXL Math classrooms versus comparison students corresponds to a 5-percentile gain on the test. • This gain is equivalent to 6.2 weeks of extra instructional time over the average duration of a school year. Based on a year containing 170 days of instruction, this translates to 18% more teaching time. • An increase in the average IXL session duration by just one minute increases the effectiveness of IXL Math by 6.3% over an average year, as assessed through the OAKS math test. 2. Teachers using IXL Math perceived improved student enjoyment, confidence, and effort since using the program. <ul style="list-style-type: none"> • 100% of teachers surveyed said that their students’ confidence in learning math increased. • 77% of teachers said that their students’ level of effort increased.

	<p>3. Teachers using IXL Math in their classrooms reported an overall positive experience with the program.</p> <ul style="list-style-type: none"> • 100% of teachers said that it was likely that they would recommend IXL Math to other teachers. • 93% of teachers were somewhat or very satisfied with the program. No teacher indicated dissatisfaction with the program.
Adaptive Curriculum	<p>Apple (2002) explains integrating technology in the classroom has the following effects on student achievement:</p> <ol style="list-style-type: none"> 1. Mastering Fundamental Skills This section explores whether the addition of technology in the classroom has helped students master the reading, writing, and math skills that provide a foundation for future learning. 2. Becoming Proficient Users of Technology This section looks at how proficiency with technology affects students' ability to write better, express themselves more clearly, and understand presented material faster and with greater recall. 3. Preparing Students with 21st-Century Skills This section explores the effectiveness of technology in K–12 classrooms in preparing students for later achievement in college and in the workforce at large. 4. Motivating Students to Higher Levels of Achievement This section examines how technology can decrease absenteeism, lower dropout rates, and motivate more students to continue on to college.
Extended Learning Time: System 44 Reading Connections	<p>“Farbman (2012) found that effective uses of ELT include fostering teacher collaboration, developing students’ abilities in non-tested subjects, and increasing tutoring opportunities in academic subjects. Studies by the National</p>

	<p>Center on Time and Learning (NCTL) also highlight the importance of allotting specific time within an ELT approach for teacher professional development, collaboration, and feedback (2014a; 2014b)” (As Cited by enter on Education Policy, 2015)</p>
<p>Adult EL Class</p>	<p>Gozali-Lee from the Wilder Research Center (1999) states, “Parent involvement in home learning activities that support school instruction (e.g., reading to their child, encourage reading, setting aside time and a place for homework) is significantly correlated with academic outcomes for students (Thorkildsen & Stein, 1998). Title I students whose parents regularly attended school-based parent training and information workshops made significantly greater achievement gains in reading and math than children of noninvolved parents (Shaver and & Walls, 1998). Research also indicates that parents who are involved in home learning activities have positive communication with school and have a positive attitude toward school (Hannon, 1987). The consensus or continuity between home and school about the goal of education is a critical factor for children’s academic success (Hess & Halloway, 1984)</p>
<p>Dell Laptops and Mobile Cart</p>	<p>Apple (2002) explains integrating technology in the classroom has the following effects on student achievement:</p> <ol style="list-style-type: none"> <li data-bbox="868 1329 1398 1583"> <p>1. Mastering Fundamental Skills This section explores whether the addition of technology in the classroom has helped students master the reading, writing, and math skills that provide a foundation for future learning.</p> <li data-bbox="868 1587 1398 1879"> <p>2. Becoming Proficient Users of Technology This section looks at how proficiency with technology affects students’ ability to write better, express themselves more clearly, and understand presented material faster and with greater recall.</p>

	<p>3. <i>Preparing Students with 21st-Century Skills</i> This section explores the effectiveness of technology in K–12 classrooms in preparing students for later achievement in college and in the workforce at large.</p> <p>4. <i>Motivating Students to Higher Levels of Achievement</i> This section examines how technology can decrease absenteeism, lower dropout rates, and motivate more students to continue on to college.</p>

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Empirical Education. (2013). A study of student achievement, teacher perceptions, and ixl math. Palo Alto, CA: author. Retrieved from <https://www.ixl.com/research/IXL-Research-Study-2013.pdf>

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Apple. (2002). The impact of technology on student achievement: A summary of research findings on technology’s impact in the classroom. Retrieved from <http://fndusa.org/wp-content/uploads/2015/05/The-Impact-of-Technology-on-Student-Achievement-A-Summary-of-Research-Findings-on-Technologys-Impact-in-the-Classroom.pdf>

- C. Use effective instructional methods that increase the quality and amount of learning time.

We will increase the amount and quality of learning time by..... (Before/After school, summer school, Saturday school, block scheduling)

- Increasing the efficiency of lesson delivery (academic coach):

- Improves instruction by providing assistance to teachers in developing effective teaching strategies for all students; serves as the liaison between the local schools and District support staff; promotes technology integration into the curriculum;
- Supports technology integration in the instructional program through implementation, modeling, training, and professional growth. Provides assistance to teachers in classroom organization, management, and instructional strategies through visitation and demonstration. Provides assistance to teachers in the implementation of the instructional components of the curriculum. Plans, conducts, implements, and evaluates school-wide activities related to instructional support. Implements the Teacher Led Collaboration process in order to assist classroom teachers with struggling learners. Serves on the Student Support Team/RTI committee along with other school personnel. Assists in School Improvement planning and implementation process.
- Increasing the efficiency of classroom time (academic coach, minimizing classroom interruptions through intercom all calls, scrutiny of student assembly/gatherings, and emphasis on improved teacher and staff attendance)
- Extending learning opportunities after/before school (tutoring for reading, language arts, math, science, social studies)
- Additional guided math and reading opportunities (push in teachers)
- Lesson collaboration and planning (extended planning time, academic coaches)
- Specifying time within the day for specific reform strategies - writer's workshop time (scheduling)
- After school tutoring will occur two days per week for an additional hour and a half on Tuesdays and Thursdays. Saturday school tutoring will occur for four hours. In each of these extended learning opportunities, students will take a pre-assessment which will be used to differentiate learning for specific weaknesses in reading, writing, and math. Technology resources will be used to enhance student understanding of the concepts. All students are given the opportunity to participate in tutoring. All students in grades six, seven, and eight are invited. However, we will target the bottom quartile students.

D. Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

The needs of all students, particularly those of our special education, English Language Learners, and our students who are Economically Disadvantaged will be carefully monitored through RTI, data teams, quarterly assessments, formative checkpoint assessments prior to GA Milestones administration, and report cards. Adjustments to programs such as after school tutoring or in school tutoring will address these needs. Our School's Strategic Plan will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

3. Highly Qualified Professional Staff.

A. School status of highly qualified teachers to high-needs schools

100% of Floyd's staff is highly qualified to teach all academic subjects. Floyd Middle School provides a new teacher mentoring program that not only pairs teachers new to Floyd with a successful veteran teacher but that also provides ongoing sessions for all mentors and new teachers to attend throughout the year for support. Also, professional learning activities are planned by the local school as well as the district for continual growth and development. We partner with Georgia State University to host a teacher intern for a year in science and math. We also accept student teachers from Kennesaw State University, Georgia State University, Mercer University, Western Governor's University, and Grand Canyon University.

4. Professional development for staff to enable all children in the school

At Floyd Middle School formal professional development and ongoing teacher training is provided to upgrade the content knowledge and instructional skills of teachers. Professional development is widely viewed as an important means of improving teaching and learning and increasing student achievement. Professional development enables all students by ensuring and addressing student learning through teacher training.

Professional development planned support the following areas:

- Critical thinking
- Reading skills
- Writing skills
- Text complexity in math, science, and social studies with modeling of teaching strategies.
- Rigor & Relevance in teacher-created instructional plans.

A. We have included teachers, principals, paraprofessionals and others, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example,

- Staff attendance at local, state and federal conferences
- Parent opportunities offered through PTSA and other volunteer opportunities
- Attendance of staff at staff development opportunities on the local and county level
- Participation of the staff working on higher level degrees
- Attendance and participation on our local school council, including administration, teachers, and parents involved in local businesses.
- Inclusion of Partners in Education through tutoring, mentoring, volunteering, and financial support.

- B. We have aligned professional development with the State’s academic content and student academic achievement standards...

All of our school’s Title I funded professional development have been aligned with our needs related to Georgia’s academic content with the goal of raising student achievement in content areas identified within our needs assessment.

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example....(money, time, resources, instructional coaches)

- Money
- Time
- Resources (substitutes, partners in ed., etc.)
- Instructional Coaches (both local and at the district level)
- Technology (webinars, blackboard, etc.)
- Title II, Part A
- Purchase of necessary materials for training

- D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways....

Understanding and using assessment data is important to making sound instructional decisions. Staff members participate in training opportunities for data analysis, reading and understanding assessment reports, discussing student data with parents, and developing common assessments.

- E. Schools yearly professional development schedule (Use the form below for Professional Development. Include other professional development not funded through Title I. ALL CONFERENCES FUNDED WITH TITLE I MUST BE LISTED. The parent involvement activity listed is required.)

PROFESSIONAL LEARNING TEMPLATE

2016-2017 Professional Learning
School:

Month /Day / Yr	Professional Learning Topic	A. Academic Area Addressed – Must be linked to a goal B. Brief description of the Professional Learning and how it will increase student achievement.	Location	Estimated Cost	Funding Source
REQUIRED July –Sep. 30 th	Staff Professional Development #1 Building the Contributions and Capacity of Parents	Title I Parent Involvement Presentation Title I Six standards requirement. The school staff will learn about the 6 standards of parent involvement. Building Capacity Standard: 3 To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds shall educate teachers, pupil services personnel, principals, and other staff with the assistance of parents in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	Floyd	\$0	Title I
September 2016	BCR RACE Writing Strategy	Teachers will engage in professional development that focuses on teaching students how to effectively write a constructed response using text evidence.	Floyd	\$0	Local
September-March	PLCs	Teachers will engage in PLC professional development focusing on TKES professional standards.	Floyd	\$0	Local
October 2016	PBL/ STEAM	Academic Coach will lead professional learning focusing on implementing PBLs in the classroom using the Buck Institute Model.	Floyd	\$0	Local
October 2016	GA Math Conference	Teachers will engage in professional development regarding the latest Math issues and research-based teaching methods.	Rock Eagle, GA	\$1500	Title I
October 31- Nov 2	NCTM Regional Conference	Teachers will engage in professional development regarding the latest Math issues and research-based teaching methods.	Philadelphia , PA	\$1000	Title I
REQUIRED Jan. – Feb. 30 th	Staff Professional Development #2 Building the Contributions and Capacity of Parents	Building Capacity Standard: 3 To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency that receives Title I funds shall educate teachers, pupil services personnel, principals, and other staff with the assistance of parents in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	Floyd	\$0	Title I

December 2-4, 2016	NCSS Conference	Social Studies-Goal: 4. Teachers will engage in professional development regarding the latest social studies issues and research-based teaching methods.	Washington, D.C.	\$5000 (4 p)	Title I
February 22-25, 2017	National Title I Conference	All content areas and all goals. The National Title I Conference is an annual project of the National Title I Association and the only conference focused entirely on national Title I issues. The Conference emphasizes the critical nature of doing what's right and what's needed to help every child succeed and achieve at high levels.	Long Beach CA	\$10,500 (5 p)	Title I
March 30-April 2, 2017	NSTA Conference	Science-Goal: 3 Teachers will engage in professional development regarding the latest Science issues and research-based teaching methods.	Los Angeles, CA	\$3000 (4 p)	Title I
TOTAL COST (list this cost in section 2.A as well)					

5. Strategies to attract highly qualified teachers to high-needs schools

Floyd is a participant in a district grant called Teacher and Leader Incentive Grant.

6. Strategies to increase parental involvement

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by....

- We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by obtaining their input through surveys during the year. Parents were also invited to attend planning meetings. They have access to the school wide program plan via the school website. Parts of the school wide plan are given to parents in the Parental Involvement policy. Parents are given the opportunity to have input into the development of the Parental Involvement Policy that includes parts of the school wide plan. Students will also assist with parent presentations during academic parent nights. Additionally, a communication folder will be sent home each week on the same day. A Parent Facilitator position will further support students and families in the academic success while increasing parent involvement through conferences, instructional learning sessions for parents, and through close contact with struggling students.

B. We have developed a parent involvement policy included in our appendices that

- Includes strategies to increase parental involvement.
- Describes how the school will provide individual student academic assessment results, including an interpretation of those results
- Makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)

- Makes the Parent involvement Policy plan available to the LEA, parents, and the public (internet, upon registration, at parental involvement meetings, hard copies in parent center and at front desk of school office.
- Compacts required-include with policy
- Parent involvement checklist included

C. Our parents are involved in the decisions regarding how the 1% reserved fund will be used for parental involvement.

FAMILY ENGAGEMENT TEMPLATE (The activities included are mandatory. Please complete the last three columns for the LISTED activities. Each of the six standards must be addressed, and may be combined with other hot topics requested by parents of enrolled students. Each school shall offer a number of flexible involvement activities/meetings derived from parent feedback, and should be listed below.)

2016-2017 FAMILY ENGAGEMENT ACTIVITIES PLAN					
MEETING/ACTIVITY NAME	DESCRIPTION OF MEETING/ACTIVITY	Building Capacity Standard Addressed	DATE(S) Month/Day/Yr.	TIME	Estimated Cost
REQUIRED Title I Plan, Policy and Compact Fall Input (Must be held between July - October 30th)	Title I SWP, Parent Policy and Compact Review Input Meeting to include input to design the Parental Activities Plan and utilization of the 1% set aside for the <i>current</i> FY17 school year	Standards: 1,2,3,4,5,& 6	August 30, 2016	6:30-8:00 PM	\$50.00 <i>Light Refreshments</i>
REQUIRED Title I Annual Parent Information Meeting (Must be held between Aug. - October 30th)	Parents were given information on State's academic content standards, assessments, how Title I funding is spent and what is a Title I Schoolwide Program.	Standards: 1,2,3,4,5,& 6	October 27, 2016	6:00 P.M.	\$50.00 <i>Light Refreshments</i>
REQUIRED Title I Plan Input Meeting	Title I SWP, Parent Policy and Compact Review and Input Meeting to include	Standards: 1,2,3,4,5,& 6	April 26, 2017	6:30 PM	\$50.00 <i>Light Refreshments</i>

	input to design the Parental Activities Plan and utilization of the 1% set aside for the <i>upcoming</i> FY18 school year				
Policy and Compact Spring Input Meeting	Parent Policy and Compact Review and Input Meeting to include input to design the Parental Activities Plan and utilization of the 1% set aside for the <i>upcoming</i> FY18 school year	Standards: 1,2,3,4,5,& 6	May 3, 2017	6:30 PM	\$50.00 <i>Light Refreshments</i>
MEET & GREET	Parents and students have the opportunity to meet the teachers, explore exciting learning opportunities , and receive overview of the curriculum	Standards: 1,4	July, 28, 2016	3:00 5:00 PM	N/A
PTSA MEETING & CURRICULUM NIGHT	Parents and students experienced an in-depth look into the curriculum standards and expectations for the school year by rotating their students' schedule.	Standards 1,2	August 15, 2016	6:00– 8:00 PM	N/A
ENGLISH LANGUAGE SPEAKING CLASSES	Parents are taught written and verbal skills in order to better assist their students at home.	Standards 1,2	August 18 th , - December 8 th 2016	6:00 - 8:00 PM	\$100.00
AMERICAN SCHOOLS 101	Parent informational meeting targeted for parents of ESOL students, all are invited	Standards: 1,2,5,6	September 7, 2016	9 a.m.	\$25.00
PROFESSIONAL DEVELOPMENT			September 22, 2016	Planning Periods	\$25.00
PARENT UNIVERSITY	Parents learn about specific strategies to use at home to help with homework.	Standards: 1,2,5,6,	September 21, 2016	10:00 AM	\$200.00

	Parents are then allowed to visit the classrooms				
CYBER BULLYING PARENT WORKSHOP	Parent Facilitator and District Prevention Specialist will provide Information about cyber bullying and the effects on academic success, and how parents can address this issue. Parents will also be informed about the safe and appropriate way to monitor students' Internet activity on mobile devices and computers	Standards: 1,2,5,6	October 14, 2016	11:30 AM	\$25.00
PURSE EMPOWERMENT	To empower young girls to become strong women and leaders. Day is sponsored by the school counselors & parent involvement	Health Standards: 2,5,6	November 12, 2016	8:30 AM	\$460.00
SNACK 'N' STRATEGIZE	Academic Coach and Parent Facilitator will provide parents with testing strategies that may be utilized at home to help students pre pare for the State Standardized assessment. Parents will also learn tips to help their students' transition effectively to the next grade.	Standards: 1,2,4,5,6	November 15, 2016	10:00 AM	\$50.00
AC PARENT INFORMATION SESSION	Parents will learn about advance content offered at	Standards: 1,2,5,6	November 17, 2016	6:30 PM	N/A

	feeder schools. Also meet counselors and administrators from feeder schools.				
MOTIVATIONAL SPEAKER PARENT NIGHT	TBA	Standard: 1,2,5	November, 30, 2016	6:30 PM	TBA
MATH FAIR PART I	Parents will have the opportunity to review the Math and ELA standards and curriculum and see examples of literacy in Math and ELA	Standards: 1,2,5,6	December 8, 2016	6:00 PM	\$600.00
DONUTS FOR SCHOLARS	Learn web-based resources that parents can use at home with their students in all content areas. Information about the Georgia Milestone for each subject and grade level will be given.	Standards: 1,2,5,6	January 11, 2017	9:45 AM	\$50.00
BLACK HISTORY PARENT/STUDENT ESSAY COMPETITION	Parent and students will compete with a 250 word essay. Topic to be given. Each grade level will have two winners. This will promote writing skills in both parents and students	Standards: 1,2,5	February 1, 2017 Contest Begins	Contest ends on Feb. 15 th	To Be Determine
MILESTONE FAIR/ 2ND MATH FAIR	Parents will have the opportunity to review the Math and ELA standards and curriculum and see examples of literacy in Math and ELA	Standards 1,2,5,6	March 28, 2017	6:00 p.m.	\$600.00
Total 1% Set-Aside allocated					\$4,541

Proposed Budget	
Total Budget for Parental Involvement 1% Set-Aside	

7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs and/or students entering middle school or high school

- Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year
- Floyd conducts articulation activities with our five feeder elementary schools in the spring: Birney, Mableton, Norton Park, Russell, and Sanders. Fifth grade students visit Floyd. Also, the principal, sixth grade administrator, and counselor visit the elementary schools during the day and evening to meet with teachers, students, and parents. Additionally, Floyd hosts a rising sixth grade family night for more onsite information on our academic programs with exposure to a music concert.
- Eighth grade students and their parents visit the two feeder high schools: South Cobb and Osborne for information. High school counselors collaborate with our eighth grade counselor and teachers to prepare students for registration. They also meet with eighth grade students in assemblies to promote high school academics, extra-curricular activities, and magnet high schools. Due to rising costs for transportation, parent contributions will be considered.

8. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

- The ways that we include teachers in decisions regarding use of academic assessment are.....
- Teachers are a part of professional learning communities who collaborate on student learning.
- Teams create common and unit assessments based on their needs.
- The data is shared and teachers use it to drive instruction.
- It is strength in our building that we do analyze and use data.
- District included us in the decision process of which assessments work best for our students.
- Vertical planning, horizontal planning, and team meetings occur regularly.
- Leadership Team/School Strategic Team Meetings occur with grade level input.

9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

A. Measures to ensure that student' difficulties are identified on a timely basis.

- Extended math/language arts instruction two days per week by adding additional minutes of instruction in particular subjects.
- Supplemental instruction provided during homeroom period.
- Push-in/inclusion teachers who allow struggling students to receive immediate assistance.
- After school, summer tutorial programs, teacher directed help sessions during the morning and afternoon.
- Immediate feedback from formative assessments and also iRespond.
- RTI training for all teachers
- Parent Teacher Conferences
- After School and Saturday Help Sessions
- IXL website for extra practice in math. Bi-weekly common assessments, unit tests, and quarterly benchmark assessments are administered and analyzed throughout the year. Teachers also frequently assess with formative measures on a daily basis to quickly identify learning difficulties.

B. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

- A consultant with expertise in the area of mathematics is providing training to teachers on how to identify student areas of difficulty and how to provide appropriate activities for students not meeting expectations. RESA is providing workshops related to instructional techniques in language arts that are directly tied to the state standards. The district level science coordinator is providing training on a variety of alternative approaches to teaching science standards which provides teachers an alternative instructional technique for students who do not initially master the concept. The literacy coach trains teachers on identifying reading difficulties.

C. Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, additional assistance available to the student at the school or in the community.

- Student-led conferences are scheduled with parents once per year and additional parent-teacher conferences are held throughout the year. At the conference the teacher reviews the student's academic achievement and describes the classroom assistance that is being provided when the student is struggling with a concept(s) or subject(s) area. At the conference, the teacher provides suggestions and materials for the parent to use when working with the student at home on the areas in which the student is having difficulty. The teacher also makes the parents aware of the after school academic program available for students at the school and the free tutoring service offered at the local community center.

10. Coordination and integration of Federal, State, and local services and programs

- This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

- A. List of State and local educational agency programs and other federal programs that will be included and

Floyd Middle School provides support and resources for students in the areas of community engagement and college and career opportunities.

- B. Description of how resources from Title I and other sources will be used.

Use the following chart to illustrate how Title I and other sources are used in your school (These are limited examples, please include all other funding sources the school utilizes):

Funding Source	Funding Use
Sample: FTE Funds	Instructional staff (teachers, paraprofessionals), consumable supplies, technology, expendable equipment, professional learning
Sample: SPLOST Funds	Technology, expendable equipment
Sample: Title I, Part A	Class size reduction, Instructional staff (teachers, paraprofessionals) consumable supplies, technology, expendable equipment, professional learning, academic coaches
Sample Title II, Part A	Professional Learning

- C. Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins vocational and Applied Technology Act, and National and Community Service Act of 1990.

Floyd provides support and resources for students in the areas of community engagement and college and career opportunities.

- We shall providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are Tutoring (During school, after school, and Saturday) and differentiated activities within the classroom.

11. Description of how individual student assessment results and interpretation will be provided to parents.

- Frequent Progress reports sent home (Floyd & CCSD)
- EOG Individual Student Reports
- ParentVue Access
- Semester report cards
- Encourage text message function of ParentVue to alert parents of falling academic performance
- Student-led conferences
- Agenda page (record grades, assessment scores)
- Teacher notes in the Agenda
- Use Data Log to show individual student progress

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Data is collected and disaggregated by the Georgia Department of Education.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

The Georgia Department of Education has verified the validity and reliability of the disaggregated data.

14. Provisions for public reporting of disaggregated data.

The GaDOE and CCSD publish disaggregated data for each school on their respective websites. In addition to this, our school reports data through the

- School website
- Front lobby
- School Strategic Plan
- School Wide Plan
- Parent Meetings
- School Council
- PTSA

15. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program. Keep up with each year.

The plan was developed during a one-year period in the 2015-2016 school year for the 2016-2017 school year and has been revised as needed.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other staff, and pupil service personnel, parents and students (if secondary).

The Title I, School Wide Plan was developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other staff, and pupil service personnel, and parents. The School Strategic Team with parents invited develops the plan. The School Council and PTSA review the plan and provide input/feedback.

17. Plan available to the LEA, parents, and the public.

A copy of the School Wide plan is on file in the Title I Department of the Cobb County School System. Copies of the plan are also in the school administrative office, the media center, and the parental involvement center. Parents and the public are notified of the availability of the plan on the school website and availability was advertised on the school marquee in (October).

18. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Our plan will be translated in Spanish and made available with the English

19. Plan is subject to the school improvement provisions of Section 1116.

This school wide plan is subject to the school improvement provisions of Section 1116.