



2018-2019

Central Middle School

Title I Schoolwide Plan

Revision Date **September 11, 2018**

Approval Date **September 29, 2018**



Carroll County Schools

Schoolwide Plan

COMPREHENSIVE NEEDS ASSESSMENT

- I. **The Comprehensive Needs Assessment—Sec. 114(b)(6)** is based on a comprehensive needs assessment of the entire school that takes into account 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 challenging State academic standards and any other factors as determined by the local educational agency;

The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community. **Please make sure to have at least one parent and community representative.**

Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data.

- A. Central Middle School developed its school-wide needs assessment with the participation of individuals who will carry out the development of a comprehensive, school-wide school improvement plan. CMS has established a School Improvement Team (SIT) consisting of members that are selected based on their leadership abilities, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, parents, and other members of the community who assisted in creating and reviewing a plan for school-wide improvement. The members are: David Bush, Michele Dyer, Georgia Evans, Nicole Fountain, Gwen Gunnels, Dana Knott, Jimmy LeBlanc, Elizabeth Lewis, Chuck Robinson, Deann Robison, Tammy Thomas, Carol Turner, Cassie Turner, Sandy Walton, Dawn Warren, and Meg Wilson. The team met on July 19, 2018, from 8:00 am to 4:00 pm. Georgia Evans, school improvement specialist, led the group through an in-depth review of the data from state and local assessments and parent and staff surveys. The team then identified academic, behavioral, and social needs of student population groups and faculty and staff members. This information was then used in the development of school-wide action plans to enhance student performance strengths, address student performance weaknesses, and provides professional support to faculty and staff members. A rough draft of the school improvement plan was typed and shared with the entire faculty using the Google drive application. An opportunity for input from all staff members was provided. Jimmy LeBlanc, Principal, also led meetings on August 2, 2018, and August 7, 2018 in which a precision review of the plan was conducted with each group focusing both on the plan as a whole and sections relating directly to the specific groups. Subsequently, the plan was uploaded to the school website, placed in the parent resource center, and shared with all faculty and staff using Google drive.

B. Information gathered at the School Improvement Team meeting, parent input meetings, and from teacher comments at the school wide meeting was used to identify our needs and their possible root causes. Our identified needs were to increase achievement data in all areas, increase the percentage of students scoring in the proficient range in our subgroups, purchase and upgrade technology devices, and provide professional learning to our faculty and staff in order to assist them in meeting our achievement goals. Though we have made great gains in our achievement data, Central Middle School strives to make even greater progress. It was noted that our CCRPI score would most likely go down this year. The root cause of this decrease was identified as our subgroup flags. We identified the need to provide more individualized instruction for our economically disadvantaged students, African American students, and Hispanic students. In order to meet this need, we first must have a reliable and valid tool with which to screen progress and identify specific students needing small group instruction. The Renaissance Program is the tool with which we will use to meet this need. In order to provide more small group instruction, it was noted that class size reduction would allow our teachers to utilize a station/small group teaching model on a regular basis to better individualize instruction for our students. In addition, it was also noted that many of our students in all subgroup categories have skill gaps, particularly in the area of math and reading. The IXL program will allow students to take a diagnostic screener thus identifying each student's areas of weakness. Students then have a program individualized for them by which they can focus on skills and concepts in which they need further support. Both technology and professional learning will be used to support the previously mentioned needs.

Comprehensive Needs Assessment Planning Committee	
Name	Role
Davis Bush	Athletic Director, Connections Teacher
Michele Dyer	8 th Grade Math Teacher
Georgia Evans	School Improvement Consultant
Nicole Fountain	7 th Grade math Teacher
Gwen Gunnels	Classified Staff Member- Bookkeeper
Dana Knott	Connections Teacher
Jimmy LeBlanc	Principal
Elizabeth Lewis	7 th Grade ELA/Literature Teacher
Chuck Robinson	Assistant Principal
DeAnn Robison	6 th Grade Math Teacher
Tammy Thomas	Media Specialist/Title I Parenting Coordinator
Carol Turner	Assistant Principal
Cassie Turner	Counselor
Sandy Walton	Parent
Dawn Warren	Parent
Meg Wilson	Business/Community Partner

Academic Achievement Data Collection		
Instrument Used	Content Area	Process/Procedure
Star Reading	ELA	Data is analyzed in collaborative meetings at both the school and district levels. At-risk students and standards are identified. Reteaching and remediation activities are developed to address needs of specific students through classroom instruction, ELT flexible groups, or tutoring groups.
Star Math	Math	Data is analyzed in collaborative meetings at both the school and district levels. At-risk students and standards are identified. Reteaching and remediation activities are developed to address needs of specific students through classroom instruction, ELT flexible groups, or tutoring groups.
Georgia Milestones Assessment	Reading/ELA and Math	Data is analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction. Scores are also used to place students in ELT flexible groups, tutoring groups, and reading and math connections classes.
Georgia Milestones Assessment	8th Grade Science and Social Studies	Data is analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, and during the development of our school's Needs Assessment. The information is used to guide planning and instruction for the following school year. At-risk

		standards will be addressed during ELT time one day each week.
Common Assessments	ELA, Math, Science Social Studies	Carroll County School district has worked with content leaders to develop common assessments which are used to measure student achievement upon completion of specific units of study. Data from these assessments are analyzed in collaborative team meetings. Teachers identify at risk standards that need additional instruction at the Tier I level. They also identify groups of students that are at-risk for specific standards and form flexible groups to address the weaknesses. Computer programs, such as IXL, are also employed as a strategy for students to receive additional instruction in at-risk standards.

*Please add all data supporting the instruments, processes, and procedures used to determine at-risk students in the content areas in the Appendix.

SCHOOLWIDE REFORM STRATEGIES

II. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will

A. Central Middle School will provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards. Through the use of a specific data protocol, students will be identified across all subgroups. Pictures of these students will be placed in the data room and their progress will be carefully monitored. Specific instructional methods and instructional strategies will be implemented to address their individual needs based upon the data.

B. Central Middle School will use **methods and instructional strategies** that strengthen the academic program in the school, 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 school experience for our students. The following instructional strategies will be implemented with fidelity.

1. **Class Size Reduction-** Additional teachers will be hired in all subject areas in order to reduce class size. Smaller class sizes will provide the opportunity for more individualization and support for students who are having difficulty mastering the standard being presented. Smaller class sizes also provide opportunities for small group instruction that is specifically designed for students. In addition, teachers will be better equipped to identify the needs of students through observation and formative assessment in a timely manner.
2. **Renaissance Learning-** The Renaissance Learning Program will be used to screen students and identify particular areas of weakness. The program allows teachers to identify specific standards on which individual students have not reached mastery. The program then provides specific instructional tools and methods for providing remediation and support.
3. **Utilization of Computer Programs -** Computerized USA Test Prep and IXL programs will be employed to remediate and accelerate student academic performance in all content areas. These programs are designed for individualization and will challenge the student at his/her current level of performance.
4. **Instructional tutors** will provide small group support and instruction to at-risk students. The goal is to improve student performance by targeting foundational weaknesses in reading. Students receiving tutoring services will be identified using data from the Georgia Milestones Assessment, and Renaissance Learning screeners.
5. **Ongoing professional development** for teachers and other personnel, as appropriate, will be provided. In order to provide teachers with the knowledge and tools necessary to teach the GSE curriculum with fidelity using research-based strategies, they will be provided with professional learning opportunities. The professional development opportunities are designed to directly correlate to the district and state academic standards, the expectations for rigorous instruction, and the assessment and accountability measures currently employed. As a result, the students will experience better instruction which will lead to increased student achievement.
6. **Collaborative Planning-** Collaborative planning times allow for data-based planning, both vertically and horizontally. This structured planning allows all teachers to develop a shared understanding across content areas and grade levels. It also provides them with an opportunity to gain a deeper understanding of the standards and allows them the opportunity to research and brainstorm best instructional strategies for ensuring students' mastery of the standards. As a result, all students benefit. In addition, recognition of the integration and continuity of the content areas provides scaffolding and a framework for those students who are having a difficult time meeting standards.
7. **Extended Learning Time-** ELT will be used to reinforce concepts being taught in the regular education classes and/or provide instruction in areas in which students have skill gaps, thus providing students with the scaffolding, remediation, and additional skills needed to be successful and meet state and district standards. Our additional teachers will allow us to create more strategic groupings and the IXL Program will provide a resource to use for skill remediation and acceleration.

MATH

Subgroup by Grade Level	Math % Beginning Learners	Math % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
6 th	16%	35%	Reduction in Class Size, Renaissance Learning Program, IXL Program, USA TestPrep	Title I
7 th	18%	41%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	16%	47%	Professional Learning	Title IV
White				
6 th	9%	26%	Reduction in Class Size, Renaissance Learning Program, IXL Program, USA TestPrep	Title I
7 th	9%	34%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	11%	38%	Professional Learning	Title IV
Black				
6 th	28%	47%	Reduction in Class Size, Renaissance Learning Program, IXL Program, USA TestPrep	Title I
7 th	30%	48%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	29%	50%	Professional Learning	Title IV
Hispanic				
6 th	14%	29%	Reduction in Class Size, Renaissance Learning Program, IXL Program, USA TestPrep	Title I
7 th	18%	32%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	18%	46%	Professional Learning	Title IV
American Indian/Alaskan				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	N/A	N/A		
Asian/Pacific Islander				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	N/A	N/A		
Multi-Racial				
6 th	6%	43%	Reduction in Class Size, Renaissance Learning Program, IXL Program, USA TestPrep	Title I
7 th	8%	23%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	18%	36%	Professional Learning	Title IV
English Learners				
6 th	50%	17%	Reduction in Class Size, Renaissance Learning Program, IXL Program, USA TestPrep	Title I

7 th	44%	22%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	40%	40%	Professional Learning	Title IV
Students with Disabilities				
6 th	53%	23%	Reduction in Class Size, Renaissance Learning Program, IXL Program, USA TestPrep	Title I
7 th	31%	56%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	46%	48%	Professional Learning	Title IV

ELA

Subgroup by Grade Level	ELA % Beginning Learners	ELA % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
6 th	35%	23%	Reduction in Class Size, Renaissance Learning Program, IXL Program, Tutoring, USA TestPrep	Title I
7 th	27%	40%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	18%	29%	Professional Learning	Title IV
White				
6 th	21%	23%	Reduction in Class Size, Renaissance Learning Program, IXL Program, Tutoring, USA TestPrep	Title I
7 th	20%	28%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	10%	23%	Professional Learning	Title IV
Black				
6 th	50%	18%	Reduction in Class Size, Renaissance Learning Program, IXL Program, Tutoring, USA TestPrep	Title I
7 th	30%	55%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	39%	25%	Professional Learning	Title IV
Hispanic				
6 th	29%	29%	Reduction in Class Size, Renaissance Learning Program, IXL Program, Tutoring, USA TestPrep	Title I
7 th	23%	50%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	11%	35%	Professional Learning	Title IV
American Indian/Alaskan				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	N/A	N/A		
Asian/Pacific Islander				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	N/A	N/A		

Multi-Racial				
6 th	13%	31%	Reduction in Class Size, Renaissance Learning Program, IXL Program, Tutoring, USA TestPrep	Title I
7 th	15%	31%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	18%	18%	Professional Learning	Title IV
English Learners				
6 th	83%	17%	Reduction in Class Size, Renaissance Learning Program, IXL Program, Tutoring, USA TestPrep	Title I
7 th	56%	44%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	20%	40%	Professional Learning	Title IV
Students with Disabilities				
6 th	63%	23%	Reduction in Class Size, Renaissance Learning Program, IXL Program, Tutoring, USA TestPrep	Title I
7 th	58%	33%	Integration of Technology Use, Collaborative Planning, Extended Learning Time	Local
8 th	48%	37%	Professional Learning	Title IV
			SRA Reading Program	IDEA

Science

Subgroup by Grade Level	Science % Beginning Learners	Science % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
6 th			Reduction in Class Size	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	35%	33%	Professional Learning	Title IV
White				
6 th			Reduction in Class Size	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	22%	26%	Professional Learning	Title IV
Black				
6 th			Reduction in Class Size	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	50%	29%	Professional Learning	Title IV
Hispanic				
6 th			Reduction in Class Size	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	39%	29%	Professional Learning	Title IV
American Indian/Alaskan				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	N/A	N/A		
Asian/Pacific Islander				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	N/A	N/A		
Multi-Racial				
6 th			Reduction in Class Size	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	18%	46%	Professional Learning	Title IV
English Learners				
6 th			Reduction in Class Size	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	80%	20%	Professional Learning	Title IV
Students with Disabilities				
6 th			Reduction in Class Size	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	65%	24%	Professional Learning	Title IV

Social Studies

Subgroup by Grade Level	Social Studies % Beginning Learners	Social Studies % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
6 th			Reduction in Class Size, USA TestPrep Program	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	16%	42%	Professional Learning	Title IV
White				
6 th			Reduction in Class Size, USA TestPrep Program	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	10%	29%	Professional Learning	Title IV
Black				
6 th			Reduction in Class Size, USA TestPrep Program	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	29%	46%	Professional Learning	Title IV
Hispanic				
6 th			Reduction in Class Size, USA TestPrep Program	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	21%	43%	Professional Learning	Title IV
American Indian/Alaskan				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	N/A	N/A		
Asian/Pacific Islander				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	N/A	N/A		
Multi-Racial				
6 th			Reduction in Class Size, USA TestPrep Program	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	18%	27%	Professional Learning	Title IV
English Learners				
6 th			Reduction in Class Size, USA TestPrep Program	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	20%	80%	Professional Learning	Title IV
Students with Disabilities				
6 th			Reduction in Class Size, USA TestPrep Program	Title I
7 th			Integration of Technology Use, Collaborative Planning	Local
8 th	40%	43%	Professional Learning	Title IV

C. 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—

1. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Provide a narrative of how you will use the above strategies for ALL students, particularly the needs of the most at-risk.

At Central Middle School, all students are provided with opportunities to address any need that they may have. Students that are at risk of not meeting state achievement standards are a particular area of focus in regards to alternative programs. Some of the programs include:

Title I Consultant

A consultant with a counseling degree will work periodically with at-risk students to provide support and assist in the development of specific goals and implementation plans that will ensure the students' success academically, socially, and emotionally.

Willowbrook

We partner with the Tanner Behavioral Willowbrook program. Central Middle works as part of a parent, school, Willowbrook partnership to provide support to students and families by providing resource information and, at times, beginning the referral process for the parent if requested. Willowbrook personnel comes to Central Middle School during the normal school day to meet with students, and sometimes parents, to work on areas of support not normally covered by school counselors.

Backpack Program

CMS partners with Tabernacle Baptist Church who provides bagged snack items for students to take home over the weekend. The counseling department coordinates this with parents, students, and our school partner.

Check and Connect

Counselors provide Check and Connect services to students who may not need counseling but do require assistance with support. This can include behavioral and academic support. These students are called in for quick support and assistance on a regular basis.

High School and 6th Grade Readiness

Mrs. Thomas coordinates with cluster elementary schools in the Spring to assist students and parents in stepping up to the middle school. There is a visitation day for each school to come and tour CMS. There is also a parent evening with designated school personnel who provide upcoming parents with information.

Mrs. Sailors coordinates with Central High school in assisting students and parenting in stepping from middle to high school. There is a visitation day for middle school students to tour CHS.

Career Awareness

Career support and information is provided to students by teachers and counselors. Each student has an opportunity to sign in to Gafutures (aka GCIC/Ga Career Information Center) for career information. Counselors and Connections teachers provide students with opportunities to take Interest Inventories for career insight.

An Individual Graduation Plan is also done with 8th grade students as a step for high school class planning.

Eighth grade students also take part in a county-wide Career Day to be held off campus. Students are allowed to listen to two presenters provide information relating to career awareness.

Students will tour either the University of West Georgia (UWG) or West Georgia Technical College (WGTC) this spring as part of their career awareness.

Information is also provided to parents regarding career login procedures for GCIS and career insight twice a year with report card newsletters.

2. Preparation for and awareness 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);

Provide a summary if applicable of how you prepare students for the next level, postsecondary education, and workforce.

Central Middle School works closely with Central High School to ensure parents and students are equipped with the necessary knowledge to make a smooth transition from middle to high school. We also work with institutions of higher learning and community partners to expose students to opportunities that exist so that they are college and career ready upon high school graduation.

- An information session is held for 7th grade parents to provide information related to 9th grade course offerings provided in the 8th grade at Central Middle School. The purpose of this session is to assist parents in making appropriate academic decisions for their students to facilitate the transition from middle school to high school and ultimately from high school to college or career.
- We will hold an informational meeting for all 8th grade students and parents/guardians called "Bridging to High School." This informational meeting will give 8th grade students and parents/guardians an opportunity to learn about the Bridge Bill, Dual Enrollment, Advanced Academy, the difference between AP and honors classes and their implication on college readiness.

- Students visit the local university and technical college.
- Students participate in career exploration modules.
- Students participate in a district career day exposition.
- A schoolwide focus on STEM, including a STEM connections class, provides an orientation for students in STEM related careers.

3. Implementation of a 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.);

Discuss PBIS or other behavioral program being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program.

Central Middle School will continue to enhance its schoolwide PBIS plan. A team of faculty and staff members will attend a PBIS training session on September 10 & 11, 2018. The PBIS computer application will be purchased to provide a vehicle for teachers and other staff members to recognize and reward positive behaviors. A continuum of positive behavior support for all students is implemented in both classroom and non-classroom settings. Attention is focused on creating sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) in order to promote desired and positive behavior choices.

Tier 1:

All students are issued PBIS cards which are scanned by faculty and staff members when students exhibit desired behaviors. Students accumulate points which they then use to attend special PBIS events or make PBIS purchases. When students exhibit undesirable behaviors, citations are issued. An accumulation of citations results in consequences outlined in the schoolwide PBIS Plan.

Tier 2:

A targeted intervention, such as Check and Connect, is put in place to support students who are not responding to the Tier 1 support efforts.

Tier 3:

When students receive their 5th office referral, they are placed in Tier 3 and receive an individualized intervention to meet their specific needs and address their target behaviors.

Central Middle School will implement the Multi-Tiered System of Supports (MTSS) to provide targeted support to struggling students. MTSS focuses on the “whole child” including academic growth, behavior, social and emotional needs, and attendance. Professional Learning will be provided to the teachers by Carol Turner, Assistant Principal, and by Courtney Rogers, district level support person. The goal of MTSS is to screen early and deliver targeted support quickly.

Tier 1:

All students receive standards-based instruction implemented using best practices. There

are also schoolwide counseling services, schoolwide advisement lessons, and a schoolwide PBIS program that are available to all students.

Tier 2:

Students that are having difficulty with a particular academic concept, academic skill or behavior are transitioned to Tier 2 to receive short-term targeted interventions and support in a small group setting. Students' progress is monitored bi-weekly, and the data is used to determine if the goal has been met or if additional interventions are needed. This tier is fluid with students moving in and out as specific needs are identified and goals are mastered.

Tier 3:

Students are provided with intensive, individualized support in Tier 3. Progress is monitored weekly, and an SST Team is formed. The team holds regular meetings with parents to review progress and make educational decisions.

4. **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;

PL Opportunities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data:

CMS includes teachers, administrators, and paraprofessionals and, when appropriate, pupil services personnel, parents, and other staff in professional development that addresses the root causes of our identified needs and the integration of Standards-based classrooms with the implementation of the Georgia Standards of Excellence. The following is included in the Central Middle School Professional Learning Plan: school improvement planning, professional learning for GSE unit writing, and literacy training. Faculty and staff will also be provided with ongoing professional learning to increase understanding and enhance retention of math, science and social studies concepts by participating in content area conferences. Math, social studies, and science teachers will also participate in conferences related to incorporating the components of reading, writing, speaking, and listening (literacy/Lexiles) across all subject areas.

To enhance the professional development of our faculty and staff, CMS will provide release time for collegial planning and unit writing aligned with the State's academic content and student academic achievement standards. Release time will also be provided to allow faculty and staff members the ability to attend professional learning sessions and conferences provided by RESA and/or other professional organizations.

CMS devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Title I funds are used to pay substitutes during the school day for collegial planning, unit writing, attending professional learning, and for training the trainers workshops.

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: Carol Turner, the Central Middle School Test Coordinator, provides training prior to all Milestones Assessment and GCA writing assessments. District level support personnel provide training in the use of reports generated by Illuminate and IXL programs. When test scores are received from scoring agencies, teachers are provided with interpretive information to ensure their understanding of the results and provide them with the knowledge necessary to communicate testing data to parents with fidelity. Written summary explanations are also provided to teachers with the intent of sharing these with parents. At the beginning of each school year, the format and types of diagnostic instruments and screeners that will be utilized are reviewed. Teachers are instructed in creating data reports. Those reports are reviewed at grade level meetings and meetings with individual teachers, and plans of action are created as a result of the data. Results of assessments are also recorded on the Teacher Data Form in Google Drive. Each year, teachers are provided with an update on Lexile Scores. New teachers work with their mentor teachers to gain additional training on the administration of tests and interpretation of test results.

Additionally, district level specialists have provided teachers at Central Middle School with instruction on how to disaggregate the data from STAR screeners and assessments.

Efforts to recruit and retain effective teachers in high need content areas:

Effective teachers are attracted to Central Middle School through district participation at job fairs and the recruitment of student teachers who have shown quality teaching skills. Central Middle has a teacher-mentoring program in place to support new teachers and increase teacher effectiveness. A veteran CMS teacher is paired with a new teacher to assist the teacher throughout the first year at CMS. CMS will continue to have the Teacher Support Program to help meet the needs of our new teachers as well as to provide support for veteran teachers. The group meets monthly to discuss or provide training on topics submitted by new and veteran teachers.

Recruitment of qualified teachers is a priority on the district level. Representatives from the district attend job fairs of colleges and universities in an effort to promote our district and to interview recent college graduates as well as current teaching professionals. The following initiatives are utilized by the Carroll County School System to attract high quality teachers:

- The Carroll County School System offers a safe and secure working environment for its employees
- Competitive salary and benefit packages are offered by the district to help attract and retain highly qualified teachers
- Carroll County School System strives to participate in innovative programming
- Professional Learning opportunities are provided to enhance instruction and to support teachers. PLU credit is offered for many professional learning opportunities

- The Carroll County School System holds a Teacher Induction Program (TIP) prior to pre-planning of the new school year for first year teachers and for teachers new to the county

5. Strategies for assisting preschool children in the transition from early childhood education (**elementary schools only**). **Middle Schools will indicate an N/A.**

N/A

SCHOOLWIDE PLAN DEVELOPMENT

- III. The Title I Schoolwide Plan Sec. 1114(b)(1-5) **is developed during a 1-year period**, unless— the school is operating a schoolwide program on the day before the date of the enactment of the 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 this section;

Explain how the Title I Schoolwide Plan is reviewed and revised annually. When the meeting occurs. How often the plan is reviewed within the year.

Each year, Central Middle School reviews, revises, and develops its Title I Schoolwide Plan with a diverse team of administrators, teachers, program-specific specialists, parents, and community members. A meeting was held on July 19, 2018, from 8:00 am to 4:00 pm. Georgia Evans, school improvement specialist, led the group through an in-depth review of the data from state and local assessments and parent and staff surveys, and this data was used to identify our school’s specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs. This resulted in the revision and development of the FY 19 Schoolwide Plan.

On August 3, 2018, and August 6, 2018, parent input sessions were held. Parents were given the opportunity to review the plan and provide suggestions for improvement or identify additional items that are perceived as needs for our school or their students. Once all input was received, the plan was revised and sent to the LEA for approval.

The plan is reviewed monthly at School Improvement Team meetings and bi-monthly at faculty meetings. The plan is posted on Google Drive, and staff members are encouraged to provide input at any time throughout the school year. The plan is available to all community stakeholders in the Title I resource area of the school. It is also posted on the school website. Parents and community members are invited to provide feedback at any time throughout the year. Any feedback received from faculty, staff, parents, or community members is discussed at the monthly and/or bi-monthly meetings.

- A. The Title I Schoolwide Plan is 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;

Explain how parents and community members are involved in the development of the Title I Schoolwide Plan. Include how other stakeholders such as principals, other school leaders, teachers, paraprofessionals, and central office staff is involved in the development of your Title I Schoolwide Plan.

Central Middle School developed its school-wide needs assessment with the participation of individuals who will carry out the development of a comprehensive, school-wide school improvement plan. CMS has established a School Improvement Team (SIT) consisting of members that are selected based on their leadership abilities, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, parents, and other members of the community who assisted in creating and reviewing a plan for school-wide improvement. . The members are: David Bush, Michele Dyer, Georgia Evans, Nicole Fountain, Gwen Gunnels, Dana Knott, Jimmy LeBlanc, Elizabeth Lewis, Chuck Robinson, Deann Robison, Tammy Thomas, Carol Turner, Cassie Turner, Sandy Walton, Dawn Warren, and Meg Wilson. The team met on July 19, 2018, from 8:00 am to 4:00 pm. Georgia Evans, school improvement specialist, led the group through an in-depth review of the data from state and local assessments and parent and staff surveys. The team then identified academic, behavioral, and social needs of student population groups and faculty and staff members. This information was then used in the revision and development of school-wide action plans to enhance student performance strengths, address student performance weaknesses, and provides professional support to faculty and staff members. A rough draft of the school improvement plan was typed and shared with the entire faculty using the Google drive application. An opportunity for input from all staff members was provided. Jimmy LeBlanc, Principal, also led meetings on August 2, 2018, and August 7, 2018 in which a precision review of the plan was conducted with each group focusing both on the plan as a whole and sections relating directly to the specific groups. On August 3, 2018, and August 6, 2018, parent input sessions were held. Parents were given the opportunity to review the plan and provide suggestions for improvement or identify additional items that are perceived as needs for our school or their students. Once all input was received, the plan was revised and sent to the LEA for approval. Subsequently, the plan was uploaded to the school website, placed in the parent resource center, and shared with all faculty and staff using Google drive.

- B. The Title I Schoolwide Plan remains in effect for the duration of the school's participation under this part, 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;

Central Middle School's Title I Schoolwide Plan will remain in effect for the entire 2018-2019 school year. Its implementation will be regularly monitored through discussions at faculty meetings, school improvement meetings, and school council meetings. As budget opportunities are enhanced, the plan may be revised to ensure all students are provided opportunities to successfully meet state standards. Needs will be further assessed through disaggregation of data, and research will be conducted to identify how to best address those needs. Research-based strategies and/or resources will then be implemented to meet the identified needs.

- C. The Title I Schoolwide Plan is available to the local educational 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. .

Central Middle School involves parents and community members in the planning, review, and improvement of the comprehensive school-wide plan and opportunities for parental involvement through invitations to quarterly School Advisory Council meetings, the fall Annual Title I Meeting, after-school activities such as Grade Level (6-8) Instructional Emphasis Nights, Science Night, through annual surveys, through information placed on the school website and Facebook pages, placement of invitations and copies of the SIP with feedback forms in the Parenting Center, School Messenger calls, School Community Team Meetings and emails. Parent Right to Know letters and School/Parent Compacts are provided to all parents annually. Each of these meetings, activities, or informational plans accompanies an open invitation for feedback, input, and suggestions for school improvement and improvements in the parental involvement process.

- The comprehensive school wide program plan is written in parent-friendly language and made available to the LEA, parents, and the public in a variety of ways. The plan is posted on the school's website, made available to the LEA, posted in the Parent Center, and made available to parents at School Community Team meetings, and family events. The Schoolwide Plan is also translated into the preferred native language of our students' families as indicated on the home language survey.
- Copies of Central Middle School's School Parent Compacts are located in the Parental Involvement Notebook. Parents may stop by the school and look at the notebook at any time during normal school hours. The compact is written in parent-friendly language and is also translated into the preferred native language of our students' families as indicated on the home language survey.
- Copies of Central Middle School's Parental Involvement Plan and the Parent

Involvement checklist are located in the Parental Involvement Notebook. Parents may stop by the school and look at the notebook at any time during normal school hours. The plan is written in parent-friendly language and is also translated into the preferred native language of our students' families as indicated on the home language survey.

ESSA REQUIREMENTS TO INCLUDE IN YOUR SCHOOLWIDE PLAN

IV. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach) See Appendix A
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Reducing Class Size	All Content Areas		x			ERIC
Tutoring/Extended Learning Time	All Content Areas		X			What Works Clearinghouse
IXL Math and ELA	Math and Reading,		X			ERIC
Professional Learning	All Content Areas		X			ERIC
Renaissance Learning	Math and Reading			X		ERIC
USA Test Prep	Math, Reading, Social Studies		X			ERIC

A. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

A. In order to effectively engage with parent and family members of English Learners, Central Middle School will implement the following strategies:

- Translate informational forms in family’s native language.
- Create a “Welcome Kit” that includes key information, a school supply list, and a school calendar to be provided to ELL families at Open House. A bilingual educator will be available to give the kits to families. A school messenger will be sent home to inform parents of the location at which to pick up the “Welcome Kit.”
- Advertise and encourage attendance at district level ELL Family Engagement Sessions by sending home a flyer, posting it on the school website, and creating a school messenger via phone in the family’s native language.
- When parent conferences are held, Central Middle School will ensure that qualified interpreters are available so that parents feel comfortable communicating their ideas in their native language.

B. If a **middle or high school**, describe how the school will implement strategies to facilitate effective transitions for students from **middle grades to high school** and from **high school to postsecondary education** including, if applicable—

B. Through coordination with our feeder elementary schools, Central High School, institutions of higher education, employers, and other local partners, we have developed the following plans for assisting students in the transition elementary to middle school and middle school to high school. Also included are transition plans for students entering our middle school throughout the school year.

The following activities are held on an annual basis:

- Upcoming 5th graders and their teachers participate in a “Stepping Up” day at Central Middle in May. They are introduced to Central Middle, given a brief tour, and given the opportunity to ask questions and sign up for fine arts programs.
- A parent-preview program for rising 6th graders was implemented in the spring so that parents would be familiar with what to expect in the fall when school officially starts.
- All rising 6th students and their parents are invited to attend orientation in August. During the orientation, students and parents will get to hear and ask questions about all of our academic and extracurricular programs and activities. Our intent is to give parents and students an opportunity to hear from us, see the school, and calm some of the fears of transitioning to middle school. Students will receive a folder with a parent newsletter, supply list, course registration and other information to help aid students in transitioning to middle school.

- An information session is held for 7th grade parents to provide information related to 9th grade course offerings provided in the 8th grade at Central Middle School. The purpose of this session is to assist parents in making appropriate academic decisions for their students to facilitate the transition from middle school to high school and ultimately from high school to college or career.
- We will hold an informational meeting for all 8th grade students and parents/guardians called “Bridging to High School.” This informational meeting will give 8th grade students and parents/guardians an opportunity to learn about the Bridge Bill, Dual Enrollment, Advanced Academy, the difference between AP and honors classes and their implication on college readiness.
- Eighth grade students transitioning to high school also participate in a visit to the high school during the school day. Students are taken by bus for a field trip to the high school. They are given a tour and an overview of the typical high school day and provided with information regarding graduation requirements, how credits are earned, and scheduling. High school counselors also visit all 8th grade classrooms to assist with high school registration for the upcoming year. Counselors also use interest inventories with 8th grade students to help guide them in choosing appropriate graduation pathways.
- Through coordination with institutions of higher education, employers, and other local partners, Central Middle School students attend on-site visits to the local university, University of West Georgia, and the local technical college, West Georgia Technical College. They also participate in activities in which they are given the opportunity to explore various career choices.
- Students enrolling during the school year and their parents are provided with the School-Home Compact, Central Middle School Handbook containing a copy of grade level standards/expectations, a copy of the Parental Involvement Plan, and information on school program offerings.
- Students withdrawing during the school year are provided the necessary information to present at their new school demonstrating progress, levels of performance, and information pertinent to their appropriate placement at the new school. Relevant test scores and vital information are sent to the new school in a timely manner through a request for records.

2. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Advance Placement/Dual Enrollment Opportunities

An information session is held for 7th grade parents to provide information related to 9th grade course offerings provided in the 8th grade at Central Middle School. The purpose of this session is to assist parents in making appropriate academic decisions for their students to facilitate the transition from middle school to high school and ultimately from high school to college or career.

Central Middle School offers three ninth grade courses to qualifying students when they enter the eighth grade. These courses include Ninth Grade Literature, Ninth Grade Physical Science, and Algebra I. We offer two sections of literature and science and one section of Algebra I.

We also hold an informational meeting for all 8th grade students and parents/guardians called “Bridging to High School.” This informational meeting will give 8th grade students and parents/guardians an opportunity to learn about the Bridge Bill, Dual Enrollment, Advanced Academy, the difference between AP and honors classes and their implication on college readiness.

Career Awareness

Career support and information is provided to students by teachers and counselors. Each student has an opportunity to sign in to Gafutures (aka GCIC/Ga Career Information Center) for career information. Counselors and Connections teachers provide students with opportunities to take Interest Inventories for career insight.

An Individual Graduation Plan is also done with 8th grade students as a step for high school class planning.

Eighth grade students also take part in a county-wide Career Day to be held off campus. Students attend session in which presenters provide information relating to career awareness and opportunities.

Students also will tour the University of West Georgia (UWG) and West Georgia Technical College (WGTC) this spring as part of their career awareness.

Information is also provided to parents regarding career login procedures for GCIS and career insight twice a year with report card newsletters. Newsletters are also sent electronically.

This plan was reviewed and updated for the current school year. The content of the plan will be used to budget Title I funds. A review of the plan will be conducted as student achievement data is reviewed throughout the year.

Principal

Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date

Appendix A

Intervention: Reduction in Class Size – Funding 3 ½ Teachers in All Content Areas

Phelps, James L. “Another Look at the Glass and Smith Study on Class Size.” *Educational Considerations*, vol. 39, no. 1, 2011, doi:10.4148/0146-9282.1100.

<https://eric.ed.gov/?q=Another+Look+at+the+Glass+and+Smith+Study+on+Class+&id=EJ964520>

Graham, Evol. “Public School Education: The Case for Reduced Class Size. Why the Present Class Size Is Not Working and What Can We Do about It?” *Argosy University*, 2009.

<https://eric.ed.gov/?q=Public+School+Education%3a+The+Case+for+Reduced+Class+Size&id=ED503690>

Intervention: Use of Digital Tools and Computer Programs – IXL

Hollands, Fiona M. and Pan, Yilin (2018) "Evaluating Digital Math Tools in the Field," *Middle Grades Review*: Vol. 4 : Iss. 1, Article 8.

<https://eric.ed.gov/?q=Evaluating+Digital+Math+Tools+in+the+Field&id=EJ1175679>

Messer, David, and Gilly Nash. “An Evaluation of the Effectiveness of a Computer-Assisted Reading Intervention.” *Journal of Research in Reading*, vol. 41, no. 1, 2017, pp. 140–158., doi:10.1111/1467-9817.12107.

<https://eric.ed.gov/?id=ED286163>

Intervention: Use of Digital Tools and Computer Programs – Renaissance Learning

Algozzine, B., Wang, C., & Boukhtiarov, A. (2011). A comparison of progress monitoring scores and end-of-grade achievement. *New Waves-Educational Research & Development*, 14(1), 3–21. Retrieved from

http://www.viethconsulting.com/members/publication/new_waves_article.php?aid=19290171

Nelson, P. M., Van Norman, E. R., Klingbeil, D. A., & Parker, D. C. (2017). Progress monitoring with computer adaptive assessments: The impact of data collection schedule on growth estimates. *Psychology in the Schools*, 54(5), 463–471

Monpas-Huber, J. B. (2015). Just pressing buttons? Validity evidence for the STAR and Smarter Balanced Summative Assessments. *The WERA Educational Journal*, 8(1), 39–44.

<https://www.weraweb.org/assets/docs/WEJ-November-2015-final.pdf#page=39>

Intervention: Use of Digital Tools and Computer Programs – USA Test Prep

Christian, Veronica F. Evaluating the effectiveness of the USA Testprep intervention to increase high school test scores. *Walden University*, 2012.

Intervention: Professional Learning – Provide professional learning to teachers in the areas of integration of technology, math, reading, and science instructional processes and strategies

Desimone, L., Porter, A., Garet, M., Yoon, K.S., & Birman, B. (2002, Summer). Effects of Professional Development on Teachers' Instruction: Results from a Three-year Longitudinal Study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.

<http://outlier.uchicago.edu/computerscience/OS4CS/landscapestudy/resources/Desimone-Porter-Garet-Yoon-and-Birman-2002.pdf>

Intervention: Tutoring/Extended Learning Time – Students receive 30 minutes of additional instruction in all content areas each morning during zero period; A tutor works with identified students two days each week for forty-five minutes in the area of reading.

Kidron, Y. and Lindsay, J. (2014, July). The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-analytic Review. The National Center for Education Evaluation and Regional Assistance.

https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf