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2018-2019

Mount Zion Middle School

Title I Schoolwide Plan

Revision Date: August 16, 2018
Approval Date: September 4, 2018

Carroll County Schools

School wide Plan

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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. Mount Zion 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. MZM has established a School Improvement/School Leadership Team (SIT/SLT) 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, classified personnel, and other members of the community who assist in creating and reviewing a plan for school-wide improvement. The members are: Connie Robison, Principal, Charlotte Smith, ELA teacher, Michelle Cook, Reading Specialist, Cody Campbell, Science, Eric Fussell, Math, Wade Cohen, Special Education ISC, Tyler Banister, Science/STEM, Kim Gilbert, Counselor/Parent and Family Engagement Coordinator, Rhonda Reynolds, Media Specialist, Venus Swatek, Intervention Specialist District Level, Mark Richardson, Math Connections, Kelly Wright, Bookkeeper, Sabriena Wyatt, Secretary, Nikki Purvis, Parent/Community Representative, and Georgia Evans School Improvement Specialist. The team met on June 13, 2018, from 8:30 am to 3:30 pm. Georgia Evans, school improvement specialist, led the group through an in-depth review of the data from state and local assessments as well as 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 achievement and to address student performance weaknesses, as well as professional learning for 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. Connie Robison, Principal, also led meetings on August 7, 2018 with all faculty members in which a review of the plan was conducted focusing both on the plan as a whole and sections relating directly to the specific groups. Parents and stakeholders were given a copy of the draft plan at both the Annual Title I meeting on

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August 16, 2018 from 4:00-5:00. A parent and stakeholder meeting was conducted on August 16, 2018 from 5:00-5:45 at which a draft copy of the School-Wide Improvement plan was provided. The draft copy of the plan will be placed on the website from August 20-24, 2018 for Stakeholder Input. A final copy will be uploaded and shared on the school website, Facebook, as well as a copyplan was uploaded to the school website, placed in the parent resource center, and shared with all faculty and staff using Google drive.

Comprehensive Needs Assessment Planning Committee

Name	Role
Connie Robison	Principal
Charlotte Smith	ELA Teacher 6-8
Michelle Cook	Corrective Reading Teacher 6-8
Wade Cohen	Sped Teacher/ISC
Eric Fussell	Math Teacher
Mark Richardson	Math Connections Teacher
Tyler Banister	Science Teacher/STEM/Athletic Director
Rhonda Reynolds	Media Specialist
Cody Campbell	Science Teacher
Venus Swatek	Instructional Interventionist (ELA)

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Kim Gilbert	Counselor/Family Engagement Coordinator
Nikki Purvis	Parent/Community Member
Kelly Wright	Bookkeeper
Sabriena Wyatt	Secretary/Community Member

Academic Achievement Data Collection		
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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, Encore, 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, Encore, 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

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		<p>Assessment. Specific students are identified by their teachers for specific and focused instruction. Scores are also used to place students in Corrective Reading and Math Connections classes as well as Encore classes.</p>
<p>Georgia Milestones Assessment</p>	<p>8th Grade Science and Social Studies</p>	<p>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 Encore one day each week.</p>
<p>Short and Frequent Evaluations (SAFEs) and Common Assessments</p>	<p>ELA, Math, Science Social Studies</p>	<p>MZM does Short and Frequent Evaluations (SAFEs) over standards in each classrooms. Teachers use this data to adjust instruction to meet students academic needs and to determine students who are at risk of not meeting standard or who may need remediation or acceleration on standards.. Additionally, 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 by teachers to at risk standards that need additional instruction at the Tier I level. Computer programs, such as IXL, are also employed as a strategy for students to receive additional instruction in at-risk standards.</p>

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*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. 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;
 - B. 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 education.

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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	30%	32%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL ● STAR Assessments with Analysis, intervention and monitoring 	Local Title I
7 th	14%	40%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL ● STAR Assessments with Analysis, intervention and monitoring 	Local Title I
8 th	13%	42%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 1 day weekly ● Additional programs for skill building: IXL ● Reduced Class Size ● STAR Assessments with Analysis, intervention and monitoring 	Local Title I Title I
White				
6 th	30%	32%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL ● STAR Assessments with Analysis, intervention and monitoring 	Local Title I
7 th	18%	30%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL ● STAR Assessments with Analysis, intervention and monitoring 	Local Title I

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8 th	9%	40%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 1 day weekly ● Additional programs for skill building: IXL ● Reduced Class Size 	Local Title I Title I
Black				
6 th	50%	33%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL 	Local Title I
7 th	9%	55%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL 	Local Title I
8 th	14%	71%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 1 day weekly ● Additional programs for skill building: IXL ● Reduced Class Size 	Local Title I Title I
Hispanic				
6 th	20%	40%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL 	Local Title I
7 th	33%	17%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL 	Local Title I
8 th	0%	43%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 1 day weekly ● Additional programs for skill building: IXL ● Reduced Class Size 	Local Title I Title I
American Indian/Alaskan				
6 th	N/A	N/A		
7 th	N/A	N/A		

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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	43%	29%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL 	Local Title I
7 th	0%	40%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL 	Local Title I
8 th	0%	20%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 1 day weekly ● Additional programs for skill building: IXL ● Reduced Class Size 	Local Title I Title I
English Learners				
6 th	66%	33%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL 	Local Title I
7 th	N/A	N/A		
8 th	0%	100%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 1 day weekly ● Additional programs for skill building: IXL ● Reduced Class Size 	Local Title I Title I
SWD				
6 th	87%	13%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly 	Local

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			<ul style="list-style-type: none"> ● Additional programs for skill building: IXL ● Team Collaborative Teaching with Flexible Grouping 	Title I IDEA
7 th	40%	42%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 2 days weekly ● Additional programs for skill building: IXL ● Team Collaborative Teaching with Flexible Grouping 	Local Title I IDEA
8 th	43%	47%	<ul style="list-style-type: none"> ● Connections Math, ● Individual pacing based on SAFEs ● Additional tutoring sessions during Encore 1 day weekly ● Additional programs for skill building: IXL ● Reduced Class Size ● Team Collaborative Teaching with Flexible Grouping 	Local Title I Title I IDEA

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	29%	27%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I

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7 th	32%	40%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week <ul style="list-style-type: none"> ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
8 th	22%	30%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week <ul style="list-style-type: none"> ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
White				
6 th	32%	22%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week <ul style="list-style-type: none"> ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
7 th	23%	31%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week <ul style="list-style-type: none"> ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores 	Local Title I

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			<ul style="list-style-type: none"> ● Reduced Class Size 	
8 th	19%	30%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
Black				
6 th	33%	33%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
7 th	18%	55%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
8 th	14%	57%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I

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Hispanic				
6 th	25%	35%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
7 th	33%	33%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
8 th	0%	29%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
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		

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8 th	N/A	N/A		
Multi-Racial				
6 th	29%	43%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
7 th	0%	40%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
8 th	0%	40%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local Title I
English Learners				
6 th	33%	33%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores 	Local Title I

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			<ul style="list-style-type: none"> ● Reduced Class Size ● Instruction with ELL Teacher 	Title III
7 th	NA	NA		
8 th	33%	33%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size ● Instruction with ELL 	Local Title I Title III
SWD				
6 th	94%	6%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Collaborative Teaching/Flexible Grouping ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local IDEA Title I
7 th	75%	17%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Collaborative Teaching/Flexible Grouping ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores 	Local IDEA Title I

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			<ul style="list-style-type: none"> ● Reduced Class Size 	
8 th	62%	38%	<ul style="list-style-type: none"> ● Corrective Reading ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 2 days a week ● Collaborative Teaching/Flexible Grouping ● Additional Programs to target skill deficits: IXL ● STAR testing and monitoring based on Data ● Georgia Center for Writing Assesslets every 9 weeks with feedback and conferencing to improve scores ● Reduced Class Size 	Local IDEA Title I

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	N/A	N/A		
7 th	N/A	N/A		
8 th	35%	25%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	
White				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	28%	23%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	
Black				
6 th	N/A	N/A		

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7 th	N/A	N/A		
8 th	43%	29%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	
Hispanic				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	0%	29%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	
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	N/A	N/A		
7 th	N/A	N/A		
8 th	*	*	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	Local
English Learners				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th			<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	Local
Students with Disabilities				
6 th	N/A	N/A		
7 th	N/A	N/A		

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8 th	90%	10%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week ● Team collaborative/team teaching 	Local IDEA
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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	N/A	N/A		
7 th	N/A	N/A		
8 th	26%	26%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	Local
White				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	29%	44%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	Local
Black				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	40%	40%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	Local
Hispanic				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	29%	57%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	Local
American Indian/Alaskan				

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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	N/A	N/A		
7 th	N/A	N/A		
8 th	50%	25%		
English Learners				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	66%	33%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week 	Local
Students with Disabilities				
6 th	N/A	N/A		
7 th	N/A	N/A		
8 th	95%	5%	<ul style="list-style-type: none"> ● Individual Pacing Based on SAFE data ● Additional Tutoring during Encore 1 day a week ● Team Collaborative/Team teaching 	Local IDEA

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;

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

At Mount Zion Middle School, all students are provided with opportunities to address any need 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:

Willowbrooke

We partner with the Tanner Behavioral Willowbrooke program and Communities in Schools. Mount Zion Middle works as part of a parent, school, Willowbrooke partnership and Communities in Schools to provide support to students and families by providing resource information and, at times, beginning the referral process for the parent if requested. Communities in Schools personnel comes to Mount Zion 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

MZM partners with local churches who provide 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

School administration and counselor coordinates with Mount Zion Elementary in the Spring to assist students and parents in stepping up to the middle school. There is a visitation day for MZE students to come and tour MZM. Parental support is provided via the school's website and facebook pages. An Open house is held in August for students and parents.

School administration and the school counselor coordinate with Mt. Zion 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 MZHS as well as a parent night to assist parents each Spring.

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. The school counselor provides 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.

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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.

Mount Zion Middle School works closely with Mount Zion 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 Mount Zion 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.
- Mount Zion High School holds a parent night in the spring to assist students and parents in determining appropriate courses to take at high school level including information related to Move-On When Ready. Additionally, MZMS offers 8th grade students opportunities to look at high school courses and Move on When Ready during advisement lessons.
- Students visit the local university and technical college.
- Students participate in career exploration modules.
- Students participate in a district career day exposition.
- STEM connections classes and after school opportunities allow students to explore possible career opportunities in STEM related fields.

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.);

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

Mount Zion Middle School has a school-wide discipline plan used to address and support student behavior. This includes a tiered system of behaviors and consequences. The consequences provided help students make decisions to improve overall behavior. Mt. Zion Middle will begin the process to become a PBIS school in 2019-2020.

Mount Zion 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. Support is provided to the teachers by Mr. David Rooks, Assistant Principal of MZMS. 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 and schoolwide advisement lessons.

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 flexible groups or individually. 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. Morning Tutoring is offered to these students at the request of the teacher, student, and/or parent. Students may also be assigned corrective reading, math connections classes, and/or Encore (an additional class period of support weekly) to help with student achievement.

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:

MZM 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 Mount Zion Middle School Professional Learning Plan: school improvement planning, professional learning for curriculum and effective instructional strategies, best practices in instruction, and literacy training. Faculty and staff will also be provided with ongoing professional learning to increase understanding and enhance retention of math, science and

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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, MZM will provide release time for collegial planning to analyze student data and to implement appropriate instructional strategies to address student deficits. 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.

MZM 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, developing effective instructional strategies, 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: David Rooks, the Mount Zion Middle School Test Coordinators 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 Mount Zion 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:

Mount Zion Middle School has a teacher-mentoring program in place to support new teachers and increase teacher effectiveness. A veteran MZM teacher is paired with a new teacher to assist the teacher throughout the first year at MZM. MZM 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 as needed to discuss or provide training on topics submitted by new and veteran teachers. All new teachers are involved in monthly collaborative planning to discuss appropriate strategies for improving student achievement.

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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;

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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, Mount Zion Middle 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 June 13, 2018, from 8:30 am to 3:30 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.

The plan is reviewed monthly at School Improvement Team/School Leadership Team 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 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.

Mount Zion 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. MZM has established a School Improvement Team (SIT)/School Leadership Team 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. Team members include: Connie Robison, Principal, Charlotte Smith, ELA teacher, Michelle Cook, Reading Specialist, Cody Campbell, Science, Eric Fussell, Math, Wade Cohen, Special Education ISC, Tyler Banister, Science/STEM, Kim Gilbert, Counselor/Parent and Family Engagement Coordinator, Rhonda Reynolds, Media Specialist, Venus Swatek, Intervention Specialist District Level, Mark

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Richardson, Math Connections, Kelly Wright, Bookkeeper, Sabriena Wyatt, Secretary, Nikki Purvis, Parent/Community Representative, and Georgia Evans School Improvement Specialist. The team met on June 13, 2018, from 8:30 am to 3:30 pm. Georgia Evans, school improvement specialist, led the group through an in-depth review of the data from state and local assessments as well as parent and staff surveys. 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. Connie Robison, 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 16, 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. The draft plan was shared on the school's website from August 20-25, 2018 to allow for additional stakeholder input. 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;

Mount Zion 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. .

Mount Zion Middle School involves parents and community members in the planning,

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review, and improvement of the comprehensive school-wide plan and opportunities for parental involvement through invitations to quarterly School Advisory Council meetings, the Annual Title I Meeting held on August 16, 2018 from 4:00-5:00, the Stakeholder Input Meeting held on August 16, 2018 from 5:00-6:00, two instructionally focused meetings, Math and Science Night held in October 2018 and Literacy Night, held in February of 2019, 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 Mount Zion Middle 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 Mount Zion 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

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)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rational Evidence	
Reducing Class	All Content		x			What Works

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Size	Areas					Clearinghouse
Tutoring/Extended Learning Time	All Content Areas	x				What Works Clearinghouse
Data Driven Instruction	All Content Areas				x	What Works Clearinghouse
Focus on Literacy	ELA, Science, Social Studies	X				What Works Clearinghouse

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, Mount Zion 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.
 - 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

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messenger via phone in the family's native language.

- When parent conferences are held, Mount Zion 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, Villa Rica 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 “Step Up” day at Mount Zion Middle in May. They are introduced to Mount Zion Middle, given a brief tour, and given the opportunity to ask questions and sign up for fine arts programs.
- 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 Mount Zion 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.
- 8th graders and their parents are invited to a Student/Parent Information night held by faculty members of Mount Zion High School each Spring. This informational meeting includes information for parents regarding the Bridge Bill, Dual Enrollment, Advanced Academy, the difference between AP and honors classes and their implication on college readiness. Additionally, all 8th grade students participate in a student advisement activity that explains Move On When Ready.
- 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.

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- Through coordination with institutions of higher education, employers, and other local partners, Mount Zion 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, Mount Zion Middle School Handbook containing a copy of grade level standards/expectations, a copy of the Parental Involvement Plan, and information on school program offerings in the registration packet.
- 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 Mount Zion 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.

Mount Zion Middle School offers one ninth grade course, Algebra to qualifying students when they enter the eighth grade. 8th graders and their parents are invited to a Student/Parent Information night held by faculty members of Mount Zion High School each Spring. This informational meeting includes information for parents regarding the Bridge Bill, Dual Enrollment, Advanced Academy, the difference between AP and honors classes and their implication on college readiness. Additionally, all 8th grade students participate in a student advisement activity that explains Move On When Ready.

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.

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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