



Title I School Improvement Plan

School Central Middle School

Principal Colleen Jones

Year FY 25

Superintendent Mr. Scott Cowart

Schoolwide Components

The Comprehensive Needs Assessment must be conducted by teachers, principals, paraprofessionals, other school leaders, parents and community.

Name	Role
Mrs. Colleen Jones	Principal
Mrs. Maggie Bonner	Assistant Principal
Mr. Jeremiah Yates	Assistant Principal / Parent
Megan Johnson	Instructional Coach
Brandon Dailey	ISC
Heather Kinard	Media Specialist
Angela Wiggins	6th Grade Social Studies
Susan Newsom	6th Grade ELA
Catherine Moody	6th Grade Math/Science
Deann Duffey	6th Grade Math
Nicole Fountain	7th Grade Math Teacher / Parent
Elizabeth Lewis	7th Grade ELA / Parent
Tim Thomas	7th Grade ELA
Ali Hembree	7th Grade ELA
Whitney Stringer	8th Grade Science
Clay Kelley	8th Grade Social Studies
Amy Smith	8th Grade ELA
Dana Knott	Connections - Business Education
Will Walton	Connections - Co-Athletic Director / Parent
Lucas Brock	Connections - AG Teacher
Brittany Maddox	Connections - STEM Teacher
Dr. Scott Smith	Connections - Chorus Director
Tim Duffey	Special Education Teacher - Co-Athletic Director
Sherry Roberts	Special Education Teacher
Kayla Register	Parent
Jill Whittenburg	Parent and Community Partner

Comprehensive Needs Assessment Planning Committee

* A Parent Must Be Present at the Meeting

Revision Date: July 9, 2024
Approval Date:

1. Comprehensive Needs Assessment-1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school takes into account information on the academic achievement of the children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

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 along with parents that are also actively involved with Central Middle School. 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: Colleen Jones, Maggie Bonner, Jeremiah Yates, Megan Johnson, Brandon Dailey, Heather Kinard, Angela Wiggins, Susan Newsom, Catherine Moody, Deann Duffey, Nicole Fountain, Elizabeth Lewis, Tim Thomas, Ali Hembree, Whitney Stringer, Clay Kelley, Amy Smith, Dana Knott, Will Walton, Lucas Brock, Brittany Maddox, Dr. Scott Smith, Tim Duffey, Sherry Roberts, Kayla Register and Jill Whittenburg. Mrs. Register is a parent of a 7th grade student and selected to participate because she also stepped up to become a founding member of CMS's PTO. Jill Whittenburg is an active PTO parent and community member that was selected to participate because she continually helps CMS throughout the year and supports our programs and initiatives.

The team met on May 22, 2024, from 8:00 am to 3:00 pm. Mrs. Colleen Jones, principal, 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, faculty and staff members.

During this planning and development event, the team reflected upon current achievement data in order to help our stakeholders understand the subjects and skills in which teaching and learning need to be improved. CMS data was compared to state and system data. As a result, the SIT identified areas of strength and weakness within our school. School improvement leadership meetings for the FY 25 school year are as follows:

School Leadership Meeting Dates–

All meetings will be held at 7:15 am in the media center unless otherwise noted

- Sept. 3
- Oct. 8
- Nov 5
- Dec 3
- Feb 4
- Mar 4
- Apr 1

a. Academic Achievement Data

The needs assessment session included detailed analysis of student performance on the 2024 GA Milestones state required tests for all subgroups, sub group data, STAR reading and math assessments, attendance data, discipline data, and perception data. Data reviewed may be found in the appendices. During brainstorming sessions root causes were identified, strategies were researched, and action steps were developed.

CMS	County Ranking	Proficient + Distinguished					State 2024
		2019	2021	2022	2023	2024	
6th ELA	1st	57%	51%	44%	48%	47%	42%
7th ELA	1st	58%	47%	45%	46%	53%	40%
8th ELA	1st	63%	54%	50%	52%	55%	45%
6th Math	1st	59%	56%	54%	52%	59%	35%
7th Math	2nd	67%	53%	54%	57%	53%	38%
8th Math	1st	44%	50%	55%	71%	65%	44%
HS Algebra I		100%	100%	96%	96%	100%	
8th SC	2nd	40%	26%	39%	40% (47%)	36% (45%)	25%
HS Phy Sc	1st	98%	87%	92%	79%	96%	51%
8th SS	2nd	51%	41%	44%	52%	48%	38%

* State scores highlighted if CMS is above the state average. (Combined Science scores are shown in parentheses.)

Based on historical data for Central Middle School's performance on GMAS, it's possible to identify some strengths and weaknesses in various subject areas, as well as potential root causes of observed trends.

Strengths:

1. **High School Algebra I:** CMS shows exceptional strength in High School Algebra I, maintaining a 100% proficiency rate in 2024, significantly above the state average of 45%. This indicates a strong program that effectively prepares students in this subject area.
2. **High School Physical Science:** Another strong area for CMS is High School Physical Science, with a proficiency rate of 96% in 2024, compared to the state average of 51%. This suggests effective teaching methods and curriculum in physical sciences at the high school level.
3. **8th Grade Math:** There is a notable improvement in 8th grade math, with proficiency increasing from 44% in 2019 to 65% in 2024, which is well above the state average of 44%. This improvement could be attributed to targeted interventions or curriculum enhancements.

Areas of Improvement:

1. **8th Grade Science:** The proficiency in 8th grade science has decreased from 40% in 2019 to 36% in 2024, with the state average being 25%. Despite being above the state average, the downward trend indicates a need for curriculum review and possible enhancement. We will be implementing the engagement cycle to help chunk materials and get students more engaged with the standards being presented in science.
2. **6th Grade ELA:** There is a declining trend in 6th grade English Language Arts (ELA), from 57% in 2019 to 47% in 2024, which is slightly above the state average of 42%. This area should benefit from our schoolwide ELA initiative to implement oral reading fluency in grades 6-8.
3. **7th Grade ELA and Math:** Both subjects show a fluctuating trend but generally a decline or stagnation in proficiency levels, suggesting a need for consistent and effective teaching strategies and perhaps additional support for students. We will be implementing the engagement cycle to help chunk materials and get students more engaged with the standards being presented in math.

Potential Root Causes of Trends:

Curriculum and Instructional Quality: The effectiveness of the curriculum and the quality of instruction play crucial roles in student performance. Areas showing strong

performance might be benefiting from well-developed curricula and skilled teaching, whereas areas with declining scores might be facing challenges in these aspects. 6th Grade ELA had two brand new teachers that we will continue to support with resources to develop their skills and teaching strategy toolbox.

Resource Allocation: We will continue to support our new teachers with our new teacher PD sessions throughout the school year and by re-vamping their mentor support system. .

Student Engagement and Support Services: Student engagement levels and the availability of support services such as tutoring and counseling can influence academic performance. We are implementing the engagement cycle in Grades 6-8 in all math, science, and social studies classes to chunk material and keep students more engaged with the standards they are currently learning. Additionally, teachers will spiral that material throughout the year to keep it relevant and remind students the importance of retention and application of things already learned.

Teacher Training and Professional Development: Ongoing professional development for teachers can impact their effectiveness in the classroom. All math, science, and social studies teachers are going through engagement cycle training and feedback throughout the year. All ELA teachers are implementing oral reading fluency practice throughout the year.

Overall, while CMS shows several strengths, particularly in high school subjects, there are areas that require attention to ensure consistent academic achievement across all grade levels and subjects. Addressing these areas through targeted interventions should help improve the overall educational outcomes for the district.

District Goals:

- The percentage of students scoring at proficient or above on the Georgia Milestones (GMAS) will increase by three percentage points in ELA & Math.
- The percentage of students scoring at Proficient or above on the Georgia Milestones (GMAS) in subgroup categories of economically disadvantaged, Students with Disabilities, and English Language students will increase in each area by 6%

CMS School Goals:

An analysis of our data shows the need to focus on the following in each grade level:
In ELA, we will focus on the following domains:

- 6th - Reading Status & Literacy
- 7th Grade - Reading for Information; Craft & Structure
- 8th - Reading Status & Reading for Information

In Math, we will focus on the following domains:

- 6th Grade - Patterns & Algebraic Reasoning & Numerical Reasoning
- 7th Grade - Patterning & Algebraic Reasoning
- 8th Grade - Functional & Graphical Reasoning

Year	ELA vs GA	6th EOG ELA	7th EOG ELA	8th EOG ELA	6th EOG ELA % Dist.	7th EOG ELA % Dist.	8th EOG ELA % Dist.	Writing +/-	6th Read on Grade Level	7th Read on Grade Level	8th Read on Grade Level	6th GMAS Read Level 1 %	7th GMAS Read Level 1 %	8th GMAS Read Level 1 %	Black Targets N	His
2025																
2024	3/3	48%	53%	55%	10%	12%	22%	4 of 9	64	79	75	22%	17%	15%		
2023	3/3	48%	47%	52%	11%	11%	16%	7 of 9	68	75	81	NA	NA	NA	3/4	1/4
2022	4/4	44%	45%	50%	17%	9%	14%	7 of 9	62	73	76	NA	NA	NA	CY	CY
2021	4/4	51%	53%	54%	15%	16%	18%	NA	50	63	66	NA	NA	NA	CY	CY
2020	NA	NA	NA	NA	NA	NA	NA	NA	57	74	72.0	NA	NA	NA		

In an analysis of the data over time, CMS has much to be proud of and will continue to work to improve our weak areas.

Strengths:

1. Improvement in 8th EOG ELA Scores: There is a noticeable improvement in the 8th EOG ELA scores from 2021 (54%) to 2024 (55%). This indicates a positive trend in the performance of 8th-grade students over the years.
2. Consistent Reading Levels: The percentage of students reading on grade level in 6th, 7th, and 8th grades shows a generally positive trend, with 8th-grade reading levels increasing from 66% in 2021 to 75% in 2024.
3. Stable ELA vs GA Performance: The "ELA vs GA" metric remains consistent at 3/3 from 2022 to 2024, suggesting stable performance relative to that benchmark.

Areas for Improvement:

1. Fluctuating EOG ELA Scores: The 6th and 7th EOG ELA scores show fluctuations, with the 6th-grade score decreasing from 51% in 2021 to 48% in 2024, and the 7th-grade score also showing variability.

2. High GMAS Read Level 1 Percentages: The GMAS Read Level 1 percentages for 6th, 7th, and 8th grades in 2024 are relatively high (22%, 17%, and 15%, respectively), indicating a significant portion of students are performing at the lowest reading level.

3. Incomplete Data: The dataset has missing data for 2025 and several "NA" entries in earlier years, which limits the ability to perform a comprehensive analysis as those weren't indicators of measure for previous years.

4. Inconsistent Writing Performance: The "Writing +/-" metric shows variability, with a decrease from "7 of 9" in 2023 to "4 of 9" in 2024, indicating potential issues in writing performance.

Overall, while there are some positive trends in ELA performance, particularly in 8th-grade scores and reading levels, there are also areas of concern, such as fluctuating scores in lower grades and high percentages of students at the lowest reading level. Addressing these weaknesses could help improve overall ELA performance.

ELA EOG Domains

	Reading & Voc			Key Ideas			Craft & Structure			Vocabulary			Reading Literary		
	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th
State	49	48	52	50	48	55	55	48	60	65	68	64	47	55	60
District	50	46	46	48	47	48	53	47	54	69	69	61	47	55	55
CMS	55	56	57	52	57	57	60	56	68	72	75	70	52	61	66

*Green highlights mean you outperform the state.

	Reading Informational			Writing & Language			Writing			Language		
	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th
State	58	44	55	54	49	55	56	55	60	58	47	53
District	56	43	47	54	51	52	58	59	59	59	47	50
CMS	62	53	56	62	71	67	65	76	70	64	60	66

*Green highlights mean you outperform the state.

	Extended Writing: Ideas			Extended Writing: Conventions			Narrative Writing		
	6th	7th	8th	6th	7th	8th	6th	7th	8th
State									
District	65	73	80	61	75	70	72	79	84
CMS	70	88	84	60	88	84	80	92	92

*Green highlights mean you outperform the state.

An analysis of our Spring 2024 GMAS data for Central Middle School (CMS) strengths by for English Language Arts Domains as compared to our District and State for each grade level are below:

Strengths:

1. CMS consistently outperforms both the district and the state in almost all domains and grade levels. This is particularly notable in the "Extended Writing: Ideas" and "Narrative Writing" domains where CMS scores are significantly higher than both the district and state averages, especially in the 7th and 8th grades.
2. Both the district and CMS show strong performance in the "Extended Writing: Ideas" and "Extended Writing: Conventions" domains across all grades, with scores generally increasing from 6th to 8th grade. This suggests effective teaching strategies in writing that improve as students progress through grades.

3. In 6th grade, CMS scores 55%, which is higher than both the district (50%) and the state (49%), indicating a strong foundation in reading and vocabulary at the onset of middle school.

Areas for Improvement:

In the Language domain, scores are relatively lower across all grades for both the district and CMS when compared to other domains. For instance, in 8th grade, the district scores 50% and CMS scores 66%, both of which are lower compared to their scores in other domains like "Extended Writing: Conventions" where CMS scores 84%.

Grade Level Comparisons:

6th Grade:

Strengths include a strong start in Reading & Vocabulary and Extended Writing for CMS. Improvements include: Craft & Structure (district wide this is notably weaker).

7th Grade:

Strengths include: Significant improvement and high scores in Extended Writing: Ideas and Conventions for CMS.

Improvements include: Reading informational texts (which is a weak area district wide).

8th Grade:

Strengths include: Continued excellence in Extended Writing and Narrative Writing for CMS.

Improvements include: Language domain scores are lower and should be targeted for improvement.

Overall, CMS shows robust performance across most domains and grades, suggesting effective ELA teaching strategies. However, the district shows variability with certain domains and grades indicating areas where targeted interventions could be beneficial.

The analysis of the Georgia Milestones Assessment System (GMAS) data for Spring 2024 at Central Middle School (CMS) provides valuable insights into the strengths and areas for improvement in English Language Arts (ELA) across different grade levels. While CMS has

achieved above-state average proficiency rates, there are opportunities to further enhance student achievement.

Root Causes and Strategies for Improvement

One of the primary challenges faced by CMS is the lingering impact of the COVID-19 pandemic. Disruptions to in-person instruction, coupled with the emotional and social challenges students faced, may have negatively affected learning outcomes we are continuing to work through as a community, school, system, state, and nation. To address this, CMS will prioritize the following strategies:

- **Enhanced Literacy Instruction:** Implement oral reading fluency in all 6-8 ELA classrooms and provide targeted interventions to support students who may have experienced learning losses during the pandemic. This includes providing additional reading support, vocabulary development activities, phonics instruction, and writing workshops.
- **Increased Lexile Levels:** Focus on strategies to increase students' Lexile levels in ELA classes. This will involve using leveled texts, providing opportunities for independent reading, and incorporating differentiated instruction. Additionally, we offer DEAR (drop everything and read) time during BeCC and gameified it utilizing Beanstack in the media center.
- **Collaborative Planning:** Required weekly (Wednesday) - sacred time for teachers to collaborate share best practices, align curriculum, and ensure a cohesive learning experience for students. We also look at our data and create actionable steps between our diagnostic testing cycles with STAR.
- **Content Area Vocabulary Development:** Implement working word walls in all content areas to teach subject-specific vocabulary and promote deeper understanding.
- **Targeted Interventions:** Provide targeted interventions for subgroups of students, such as economically disadvantaged students, students with disabilities, and English language learners, to address their specific needs and close achievement gaps.

Data-Driven Decision Making

To monitor student progress and inform instructional decisions, CMS will utilize the following strategies:

- Regular Assessments: Conduct Renaissance (STAR) diagnostic screenings at least four times a year to assess student performance and identify areas for improvement.
- Data Analysis: Analyze student performance data to identify trends, identify at-risk students, and inform targeted interventions as well as create actionable research bases steps to address areas of student weakness.
- Professional Development: Provide ongoing professional development opportunities for teachers to enhance their instructional skills and implement effective strategies.
- MTSS Implementation: Utilize a Multi-Tiered System of Support (MTSS) to provide individualized support to students who require additional assistance with a consistent Tier 2 and Tier 3 process.

By addressing the root causes of learning gaps and implementing these strategies, CMS aims to improve student achievement in ELA, increase Lexile levels, and close achievement gaps among subgroups of students. Through a data-driven approach and a focus on effective instruction, CMS is committed to providing a high-quality education for all students. These efforts encompass various aspects of support, intervention, and professional development, all aimed at improving student achievement and closing educational disparities as described further in this document under Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii) .

In conclusion, Central Middle School has implemented a robust monitoring system to ensure that its instructional strategies are effectively supporting student learning. Key components of this system include regular Renaissance (STAR) diagnostic screenings, data analysis to identify at-risk students, and ongoing professional development for teachers. These strategies enable the school to track student progress, tailor interventions to individual needs, and promote a positive and supportive learning environment. By combining diagnostic assessments, data-driven decision-making, professional development, and targeted interventions, CMS is well-equipped to address learning gaps, promote student success, and foster a culture of continuous improvement.

Year	Math vs. GA	6th EOG Math	7th EOG Math	8th EOG Math	6th EOG Math % Dist.	7th EOG Math % Dist.	8th EOG Math Dist.	HS Algebra	6th STAR Math Level 1 %	7th STAR Math Level 1 %	8th STAR Math Level 1 %	8th EOG SC	
2025													
2024	3/3	59%	53%	65%	24%	24%	36%	100%	21%	22%	27%	36%	8%
2023	3/3	53%	57%	71%	20%	26%	24%	96	NA	NA	NA	40%	10%
2022	3/3	54%	54%	55%	17%	9%	14%	96	NA	NA	NA	39%	6%
2021	4/4	56%	53%	50%	21%	18%	21%		NA	NA	NA	26%	4%
2020	NA	NA	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA

Improvement in Performance:

There is a general trend of improvement in math scores across most grades and categories from 2020 to 2024. For instance, the 6th grade EOG Math scores increased from 53% in 2023 to 59% in 2024.

Consistency in Higher Grades: The 8th grade shows strong performance, particularly in the EOG Math category, maintaining a high score of 65% in 2024.

Strengths:

1. **High Scores in Specific Areas:** The 8th grade EOG Math scores are consistently high, peaking at 71% in 2023. This suggests strong teaching methods and student comprehension in this grade and subject.
2. **Perfect Score in Algebra:** The 8th grade High School Algebra students achieved a 100% pass rate in 2024, indicating exceptional performance and mastery in this subject area.

Areas for Improvement:

1. **Lower Scores in Some Grades:** 7th and 8th grade EOG % were lower than the previous year scoring (53% and 65% respectively). However if we look at the previous year, the students did show growth looking at the same cohort of students.
2. New categories for this year include % of students in each grade level scoring as a beginning level learner. This will help us track and show growth for targeted groups of students in each grade level.

Overall:

Central Middle School shows a promising trend of improvement in math performance over the years. However, there are specific grades and categories where performance could be enhanced. Focusing on these areas, possibly by investigating the causes of lower scores

and implementing targeted educational strategies, could further improve the overall math proficiency at the school. Additionally, filling in the data gaps could provide a more comprehensive understanding of student performance and progress.

6th Math EOG Domains	Numerical Reasoning	Numerical Reasoning: Operations with Positive Rational Numbers	Numerical Reasoning: Operations with Data Problems	Numerical Reasoning: Compare Rational Numbers	Numerical Reasoning: Ratios and Rates
State	45	54	48	53	55
District	53	62	54	60	61
CMS	70	79	71	71	75

*Green highlights indicate performance at/above the state average.

6th Math EOG Domains	Geometric and Spatial Reasoning: Area, Surface Area, and Volume	Patterning and Algebraic Reasoning	Patterning and Algebraic Reasoning: Numerical & Algebraic Expressions	Patterning and Algebraic Reasoning: One-Step Equations & Inequalities	Patterning and Algebraic Reasoning: Coordinate Plane and Polygons
State	56	44	51	59	56
District	60	47	54	63	60
CMS	76	65	71	80	75

*Green highlights indicate performance at/above the state average.

Content Weights:

6th Grade:

50% Numerical Reasoning

12% Geometric & Spatial Reasoning

38% Patterning & Algebraic Reasoning

6th Grade Mathematics:

The School Improvement Team (SIT Team) analyzed Central Middle School's performance on the Georgia Milestones Assessment System (GMAS) in mathematics for each grade level, considering the content weights provided. They discussed grade-level strengths and weaknesses and recommended areas for improvement in mathematics instruction.

Strengths:

CMS consistently outperforms both the state and district averages across all domains. This is particularly notable in domains such as:

Numerical Reasoning: Operations with Positive Rational Numbers (CMS: 79%)

Patterning and Algebraic Reasoning: One-Step Equations & Inequalities (CMS: 80%)

Geometric and Spatial Reasoning: Area, Surface Area, and Volume (CMS: 76%)

District Performance: The district scores are generally above the state average, indicating effective local educational strategies or interventions.

Weaknesses:

Across all levels (state, district, CMS), the scores in Numerical Reasoning: Operations with Data Problems are relatively lower compared to other domains. This suggests a systemic issue in teaching or understanding data-related concepts.

7th Math EOG Domains	Numerical Reasoning: Operations with Rational Numbers	Patterning & Algebraic Reasoning	Patterning & Algebraic Reasoning: Expressions, Equations, & Inequalities	Patterning & Algebraic Reasoning: Proportional Relationships	Geometric & Spatial Reasoning: Angle Measurement, Area, Surface Area and Volume	Probability Reasoning: Probability of Simple Events
State	53	45	51	52	56	53
District	60	51	56	59	60	62
CMS	67	63	64	72	69	75

*Green highlights indicate performance at/above the state average.

Content Weights:

7th Grade:

- 21% Numerical Reasoning
- 16% Geometric & Spatial Reasoning
- 48% Patterning & Algebraic Reasoning
- 16% Probability Reasoning

7th Grade Mathematics:

Strengths:

CMS outperforms both the district and state averages in all domains. The school shows particular strength in Probability Reasoning: Probability of Simple Events Domain with a score of 75%, significantly higher than the district (62%) and state (53%) averages. Geometric & Spatial Reasoning is another strong Domain, with CMS scoring 72% compared to the district's 60% and the state's 56%.

Areas for Improvement:

While still above average, CMS's lowest relative score is in Patterning & Algebraic Reasoning domain at 63%. Although this is higher than the district (51%) and state (45%) averages, it represents an opportunity for focused improvement. Patterning & Algebraic Reasoning: Equations, & Inequalities domain scores 64%, which, while strong, has less margin over the district (56%) and state (51%) averages compared to other domains.

Summary:

Central Middle School demonstrates strong performance across all 7th grade math domains, consistently scoring above both district and state averages. The school excels particularly in probability reasoning and geometric & spatial reasoning. While all areas show strength, there's potential for further improvement in algebraic reasoning, especially in equations and inequalities which is now a focus area in our data discussion and in writing actionable steps to improve throughout the year. Given that Patterning & Algebraic Reasoning accounts for 48% of the content weight, focusing on this area could yield significant overall improvements, despite the school's already strong performance. Looking at achievement level descriptors in this area will help us pinpoint this domain and focus on improving the rigor.

8th Math EOG Domains	Numerical Reasoning: Irrational Numbers, Radicals, & Integer Exponents	Patterning & Algebraic Reasoning	Patterning & Algebraic Reasoning: One-Variable Expressions, Equations, & Inequalities	Patterning & Algebraic Reasoning: Linear Relationships
State	55	56	55	71
District	56	58	56	73
CMS	74	74	72	86

*Green highlights indicate performance at/above the state average.

8th Math EOG Domains	Functional & Graphical Reasoning	Patterning & Algebraic Reasoning: Properties and Uses of Functions	Patterning & Algebraic Reasoning: Linear Problem Solving	Patterning & Algebraic Reasoning: Systems of Equations	Geometric & Spatial Reasoning: Pythagorean Theorem & Volume
State	48	54	58	61	53
District	51	57	60	64	54
CMS	68	70	74	75	72

*Green highlights indicate performance at/above the state average.

Content Weights:

8th Grade:

- 19% Numerical Reasoning
- 28% Patterning & Algebraic Reasoning
- 40% Functional & Graphical Reasoning
- 14% Geometric & Spatial Reasoning

8th Grade (Mathematics):

Central Middle School (CMS) 8th grade math performance generally exceeds both the state and district averages. In the Numerical Reasoning domain, CMS outperforms both the state and district by a significant margin, suggesting a strong foundation in number

sense and operations. In the Patterning & Algebraic Reasoning domain, CMS also surpasses the state and district averages, indicating a solid understanding of algebraic concepts and their applications.

While CMS performs well in the Functional & Graphical Reasoning domain, it slightly trails the state average, suggesting room for improvement in interpreting and analyzing data. Finally, in the Geometric & Spatial Reasoning domain, CMS once again surpasses the state and district averages, demonstrating strong skills in geometry and spatial reasoning.

Overall, CMS's 8th grade math performance is impressive, with particular strengths in Numerical Reasoning, Patterning & Algebraic Reasoning, and Geometric & Spatial Reasoning. However, there is still an opportunity to improve in the Functional & Graphical Reasoning domain.

Year	8th EOG SC	8th EOG SC % Dist.	HS Physical Sci.
2025			
2024	36%	8%	96%
2023	40%	10%	79%
2022	39%	6%	92%
2021	26%	4%	
2020	NA	NA	

Based on the provided table of Central Middle School's 8th grade science scores from 2021-2024, we can observe the following trends:

- There's been a general upward trend in the 8th EOG SC scores, with a significant improvement from 26% in 2021 to 39% in 2022 and 40% in 2023.
- 8th EOG SC % Dist.: The percentage of students achieving a distinguished score on the 8th EOG SC has fluctuated. It increased from 4% in 2021 to 6% in 2022 but then decreased to 8% in 2023.
- The HS Physical Sci. scores have consistently remained high, with a peak of 96% in 2024 and a slight decrease to 79% in 2023.

Strengths:

The consistent high performance on the HS Physical Sci. exam suggests that the school's curriculum and teaching methods are effective in preparing students for higher-level science courses.

Areas for Improvement:

While the overall 8th EOG SC scores have improved, there is still room for growth, especially in the percentage of students achieving distinguished scores.

Possible Root Causes:

Curriculum and Teaching Methods:

The curriculum and teaching methods may need to be adjusted to focus more on the specific skills and knowledge assessed on the 8th science EOG.

Student Engagement and Motivation:

Strategies to increase student engagement and motivation in science may be necessary, such as hands-on experiments, project-based learning, or differentiated instruction. The implementation of the engagement cycle and working on PBL will be implemented throughout the school year.

Teacher Professional Development:

Ongoing professional development for science teachers can help them stay updated on best practices and improve their teaching skills. We will implement the engagement cycle weekly and will have on-going professional development throughout the year to assist with implementing this practice with fidelity. In addition, administration and our instructional coach help develop weekly plans for the engagement cycle during our collaborative planning.

Science EOG Domains

	Matter	Energy	Motion	Waves	Force
State	39	46	45	38	44
District	39	39	40	35	43
CMS	52	49	50	50	54

*Green highlights indicate performance at/above the state average

Content Weights:

8th Grade:

28% Matter

18% Energy

15% Motion

24% Waves

15% Force

The School Improvement Team (SIT Team) analyzed Central Middle School's performance on the Georgia Milestones Assessment System (GMAS) in 8th Grade Science, considering the content weights provided. They discussed domain strengths and weaknesses and recommended areas for improvement in science instruction.

Overall Performance:

CMS outperforms both the state and district averages in all five domains. This suggests a strong science program and effective teaching practices.

Strengths:

- **Matter and Force:**
 - CMS significantly exceeds the state and district averages in both Matter and Force. This indicates a strong foundation in these core science concepts.
- **Motion and Waves:**
 - While CMS is only slightly above the state average in these domains, the consistent performance suggests a solid understanding of these concepts.

Area for Improvement:

- **Energy:**
 - CMS performs at the state average in Energy. While this is still a good result, it might be worth investigating if there are opportunities to further enhance student understanding in this domain.

Statistical Analysis:

To quantify the performance differences, we can calculate the percentage point gaps between CMS and the state/district averages.

- Matter: CMS is 13 percentage points higher than the state average (52% - 39%) and 13 percentage points higher than the district average (52% - 39%).
- Energy: CMS is 3 percentage points higher than the state average (49% - 46%) and 10 percentage points higher than the district average (49% - 39%).
- Motion: CMS is 5 percentage points higher than the state average (50% - 45%) and 10 percentage points higher than the district average (50% - 40%).
- Waves: CMS is 12 percentage points higher than the state average (50% - 38%) and 15 percentage points higher than the district average (50% - 35%).
- Force: CMS is 10 percentage points higher than the state average (54% - 44%) and 11 percentage points higher than the district average (54% - 43%).

Conclusion:

Central Middle School demonstrates strong overall performance in science, consistently outperforming both the state and district averages. While there is room for improvement in the Energy domain, the school's strengths in Matter, Force, Motion, and Waves are particularly noteworthy. Continued efforts to maintain high standards and address areas for growth will ensure the school's continued success in science education.

Year	8th EOG SS	8th EOG SS % Dist.	ELA vs. SS
2025			
2024	48%	16%	3/3
2023	52%	17%	3/3
2022	45%	15%	4/4
2021	40%	6%	4/4
2020	NA	NA	NA

The table presents the 8th-grade End-of-Grade (EOG) social studies scores for Central Middle School (CMS) from 2021 to 2024. The data includes the overall EOG score, the 8th EOG SS score, the percentage of students scoring at or above the district average (% Dist.), and the comparison of ELA versus social studies scores (ELA vs.).

Trends:

- Increasing Overall Scores: From 2021 to 2024, the overall EOG scores have steadily increased, indicating a positive trend in overall academic performance.
- Consistent Social Studies Performance: The 8th EOG SS scores have remained relatively consistent over the years, suggesting a stable understanding of social studies concepts among students.
- Improving District Performance: The percentage of students scoring at or above the district average (% Dist.) has increased, suggesting that CMS is closing the gap with district-wide performance.

Strengths:

1. Consistent Social Studies Performance: The stable 8th EOG SS scores demonstrate a strong foundation in social studies education.
2. Improved District Performance: The increasing percentage of students scoring at or above the district average indicates effective teaching strategies and interventions.

Areas for Improvement:

Further Increase Overall Scores: While the overall scores have increased, there is still room for continued improvement to reach higher levels of academic achievement.

Possible Root Causes:

Effective Teaching Practices:

The positive trends in social studies performance might be attributed to effective teaching strategies, engaging curriculum, and a supportive learning environment, coupled with experienced teachers.

Targeted Interventions:

Interventions focused on addressing the needs of struggling students may have contributed to the improvement in overall scores and district performance. Coupled with real time data digs utilizing end of unit assessment performance helps to target students that can move or “jump” grade bands.

Curriculum Alignment:

A well-aligned curriculum that emphasizes critical thinking, problem-solving, and historical analysis could be a factor in the consistent social studies performance.

Conclusion:

Central Middle School has demonstrated positive trends in 8th-grade social studies performance, with increasing overall scores and improved district performance. While there is still room for growth, the school's strengths in social studies education and its ability to address areas for improvement are encouraging. Continued efforts to enhance teaching practices, provide targeted support, and align curriculum can further elevate student achievement in social studies.

Social Studies Domains

	History	Geography	Government/Civics	Economics
State	45%	52%	48%	49%
District	42%	54%	45%	47%
CMS	55%	64%	58%	56%

*Green highlights indicate performance at/above the state average

Content Weights:

8th Grade:

50% History

15% Geography

20% Government/Civics 15% Economics

Updated 08/27/24 CW

The School Improvement Team (SIT Team) analyzed Central Middle School's performance on the Georgia Milestones Assessment System (GMAS) in 8th Grade Social Studies, considering the content weights provided. They discussed domain strengths and weaknesses and recommended areas for improvement in science instruction.

Key Findings:

Overall Performance:

CMS outperforms both the state and district averages in all four domains. This suggests a strong social studies program and effective teaching practices.

Strengths:

- **Geography:**
 - CMS significantly exceeds the state and district averages in Geography. This indicates a strong foundation in this domain.
- **History and Government/Civics:**
 - CMS consistently outperforms the state and district averages in History and Government/Civics, demonstrating a solid understanding of these core social studies concepts.

Area for Improvement:

- **Economics:**
 - CMS performs at the state average in Economics. While this is still a good result, it might be worth investigating if there are opportunities to further enhance student understanding in this domain.

Statistical Analysis:

To quantify the performance differences, we can calculate the percentage point gaps between CMS and the state/district averages.

- History: CMS is 10 percentage points higher than the state average (55% - 45%) and 13 percentage points higher than the district average (55% - 42%).
- Geography: CMS is 12 percentage points higher than the state average (64% - 52%) and 10 percentage points higher than the district average (64% - 54%).
- Government/Civics: CMS is 10 percentage points higher than the state average (58% - 48%) and 13 percentage points higher than the district average (58% - 45%).
- Economics: CMS is 7 percentage points higher than the state average (56% - 49%) and 9 percentage points higher than the district average (56% - 47%).

Conclusion:

Central Middle School demonstrates strong overall performance in social studies, consistently outperforming both the state and district averages. While there is room for improvement in the Economics domain, the school's strengths in History, Geography, and Government/Civics are particularly noteworthy. Continued efforts to maintain high standards and address areas for growth will ensure the school's continued success in social studies education.

To effectively monitor the effectiveness of instructional strategies, CMS can implement a multi-faceted approach. Renaissance (STAR) diagnostic screenings, conducted at least four times a year, will provide ongoing data on individual student progress, enabling early identification of at-risk students. Monthly professional development sessions led by instructional specialists, administration, and our instructional coach can equip teachers with strategies to address the specific needs of their students, including those struggling in Georgia Studies.

Additionally, the BeCC period, dedicated to social-emotional learning (SEL) and DEAR (Drop Everything and Read) time, can help create a supportive learning environment, which is essential for addressing the emotional impact of the pandemic on students. To further reinforce key Georgia Studies concepts, the use of specialized programs targeting misconceptions with standards and practice is recommended.

By systematically monitoring student growth at specific intervals throughout the year and implementing these strategies, CMS can work towards closing the educational gaps exacerbated by the pandemic and ensure a well-rounded education in Georgia Studies for all students.

To enhance student performance, CMS developed school-wide action plans based on data analysis and needs assessments. These plans focused on strengthening student strengths, addressing weaknesses, and providing professional support to faculty and staff, without relying on instructional lead support specialists (ILSS ie our instructional coach).

A draft of the school improvement plan was shared with the entire faculty via Google Drive, allowing for input from all staff members. On July 31, 2024, administration re-delivered the plans for the FY 25 school year. Colleen Jones, Principal, led discussions on how vertical and operational team meetings would hold staff accountable for implementing each SIP initiative throughout the year. This approach allowed staff to focus on both the overall plan and specific areas of interest.

The finalized plan was disseminated widely, being uploaded to the school website, eboard, parent resource center, and shared with all faculty and staff using Google Drive. It

also became a central focus of all leadership meetings, using a specific format to ensure our focus priorities for the year stay at the forefront of all the work we do continuously. Teachers shared their implementation progress in vertical and operational team meetings, fostering accountability for plan execution throughout the school year through a collaborative team approach.

2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii) that the school will be implementing to address school needs, including a description of how such strategies will address academic weaknesses and root causes.

a. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged 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.

Central Middle School will provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged 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.

Implementation Strategies:

- **Student Identification:**
 - Use a specific data protocol to identify students across all subgroups.
- **Goal Setting:**
 - Conduct coaching cycles during BeCC class periods.
 - Set individual goals based on current data, tracked in Google Classroom.
- **Personalized Instruction:**
 - Implement instructional methods and strategies tailored to individual needs.
 - Address needs based on data and goals set between teacher and student.
 - ESOL delivery is now done in sheltered content area for language arts.
- **Tiered Interventions:**
 - Discuss Tier II and Tier III interventions for students below the 25% quartile.
 - Utilize intervention specialists for small group support in regular classrooms.

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. Include strategies used to identify and serve the gifted and talented.

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.

- 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 frequent small group instruction that is specifically designed for students to meet the needs of weaknesses in specific areas. In addition, teachers will be better equipped to identify the needs of students through observation and formative assessment in a timely manner.
- Renaissance Learning (STAR Reading/Math)- The Renaissance Learning Program will be used to screen students and identify particular areas of weakness at a minimum of once per nine weeks. 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. We utilize the information gathered for ELA and Math to determine and constantly monitor the MTSS process. Utilizing this data throughout the year creates fluidity with students that are only weak in specific areas as indicated from their scores.
- Utilization of Computer Programs - STEMscopes, Storyboard, PearDeck, Lexia for Learning, Edulastic, Quizziz, 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.

- Ongoing professional development for teachers and other personnel will be provided in house monthly. 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.
- At Central Middle School (CMS), our administrative team takes the lead in applying the most effective teaching methods learned during professional development to benefit our teachers and enhance the overall educational experience. Moreover, they are dedicated to shaping school improvement strategies and ideas that will be implemented in the upcoming academic year. All of these valuable efforts and insights will be meticulously recorded in our professional development agendas and the School Improvement Plan (SIP) for the FY 25 school year. This ensures a comprehensive and systematic approach to continuous improvement and the delivery of high-quality education at CMS.
- Collaborative Planning and collegial planning - Allows teachers to analyze data and make instructional decisions to help students who are at risk. Administrators are present during these scheduled weekly meetings to help build capacity with new and veteran teachers. In addition, the collegial and collaborative nature of this time allows for discussions of rigor, expectations, and remaining focused on our priority standards throughout the school year. This data is paced using our curriculum maps and helps hold us all accountable for providing a quality and rigorous education for all of our students.
- Dell Chromebooks - Chromebooks will be added to classrooms with the goal of making learning more student-centered, interactive, and visual. Interactive whiteboards used in conjunction with our Google suite of apps and additional ad on software encourages the use of more varied, creative, and engaging teaching activities. They also will facilitate student participation by allowing students to interact with materials on the board, collaborate, communicate, create, and think critically using 21st century skills. Uses of the interactive whiteboards include the integration of web-based resources in whole-class instruction, use of video clips to model and help explain concepts, presenting student work to the rest of the class, creating digital flipcharts, modeling and sharing exemplars in writing classes, and modeling math skills and standards. Additionally, it provides students with timely

and effective feedback regarding the quality of work presented. Chromebooks will be used in concurrence with the interactive whiteboards.

- An full time Instructional Lead Support Specialist will be hired to assist both teachers and students with attaining instructional and achievement goals. The Instructional Support Specialist will provide professional learning to staff (monthly) and will assist with the disaggregation of data. She will work with staff members during collaborative planning sessions in the gathering of resources so that they are better equipped to provide additional support and differentiation opportunities for students. Additionally, teachers will work directly with our intervention specialists to target our at-risk students and develop a plan of action regarding skill and behavior deficiencies. She will also work with small groups of students to provide targeted interventions and small group instruction (as needed) by modeling different instructional practices.
- Edulastic helps to identify learning gaps, help students learn and measure growth all in one easy system. In the classroom and at home, this web-based platform is designed to help teachers assess and monitor students as they work toward mastery of standards.
- Lexia Learning System software will be utilized weekly to target acceleration to intervention and assessment to professional learning, Lexia solutions can be used together or individually to meet all structured literacy needs for any student. This software also offers solutions that build teacher confidence in teaching literacy, giving them the background, depth of knowledge, and tools they need to effectively instruct a wide range of students.
- Lennections - Assesslets for writing are State-specific Assesslets, crafted with expertise and aligned with state resources, offer a solution to this challenge, developed by highly qualified subject matter experts well-versed in curriculum and assessment best practices.
- At Central Middle School, we've established a special STEM Team with the goal of bringing exciting learning experiences to our students. This includes training our teachers across the school so that they can make learning more fun and engaging. We're also partnering with other teachers in our school to create STEM-focused activities. Plus, we're making sure that our efforts align with our school's core values.

One of the most exciting things we're doing is continuing our very own science and engineering fair. This will give our students a chance to showcase their brilliant

ideas and inventions. And that's not all - we're setting up cool workstations in our Media Center where students can team up and work on projects together. These stations will help them with research, writing, coming up with creative ideas, and planning projects in different subjects. We're all about making learning a hands-on adventure here at Central Middle School!

- During school tutoring sessions allow us to maximize our MTSS and strengthen processes to provide quality interventions and data tracking of students during their time in middle school as warranted by a variety of assessments. This targets specific areas of weaknesses and helps all work toward mastery of standards within the school day.

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—

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

At Central Middle School, all students are provided with opportunities to address any need that they may have. All Title I funded methods and instructional strategies will be employed in all classrooms with fidelity. In addition, tutoring services will be used at various times throughout the year to provide support to those students that are identified as at risk. In addition, 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 alternative programs include:

Willowbrook and Phoenix Counseling Services

We partner with the Tanner Behavioral Willowbrook program and Phoenix Counseling Services. Central Middle works as part of a parent, school, counseling partnership to provide support to students and families by providing resource information and, at times, beginning the referral process for the parent if requested. Counseling personnel visit 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 and First Baptist Church 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 and teacher leaders (aspiring leaders within the building) provide Check and Connect services to students who may not need counseling but do require assistance with support. They are tasked with building solid relationships with students to help them focus on the importance of learning and being in the classroom. These check and connects include behavioral and/or academic support. These students are called in for quick support and assistance on a regular basis.

High School and 6th Grade Readiness

Both counselors will coordinate 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. Additionally, both will coordinate 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 uses the youscience platform to develop career awareness and explore their career interests. School Counselors facilitate career exploration during classroom guidance lessons. These activities are linked to the students Infinite Campus portfolio for future reference in high school.

Counselors provide group counseling for students who have similar needs and concerns. Group counseling is a great opportunity for counselors to work with several students at the same time. Students are able to share similar experiences and develop strategies for growth in the areas of academic achievement and social/emotional development.

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.

CMS Maroon Pearls

A club to provide female students at CMS with an organization aimed at strengthening their social and emotional wellness, developing plans to meet short and long term

academic and career goals, educating students on etiquette and social graces, and the importance of service to their community.

LIONS (Loyal, Intelligent, Outstanding, Nobel, Sincere) of CMS

A club for male students, to teach them about life skills and how to be a good citizen. We also want men to come speak to our students about their careers and what they think it means to be a positive male in today's society.

What are some skills that these young men will need to know?

1. How to respect a lady
2. How to tie a tie
3. Balancing a checking account
4. Filling out a job application and other papers
5. Interviewing skills

ii. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student's 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).

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 as well as active participants within their community upon high school graduation.

- An information session is held for all parents to provide information related to 9th grade course offerings provided in the 8th grade at Central Middle School, AP course offerings at Central High School, College and Career Academy opportunities and the 12 for Life program. 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 “Stepping Up.” This informational meeting will give 8th grade students and parents/guardians an opportunity to learn about the Bridge Bill, Dual Enrollment, 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. Additionally, CMS has completed our National STEM certification for the 22-23 school year and will continue to utilize those instructional practices moving forward.

iii. 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 programs being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program.

Central Middle School will continue to enhance its school wide PBIS plan. PBIS Team members will provide additional training to the entire faculty and staff for breakout sessions July 31, 2024 entitled “Combatting Chaos.”

[CMS Professional Development Day](#)

The PBIS computer application (PBIS Rewards) 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 and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) in order to promote desired and positive behavior choices.

Additionally, the PBIS team has prepared a reteaching schedule to remind both faculty and students of the expectations of behaviors throughout the school year which are as follows:

- August 20, 2024
- September 10, 2024
- October 22, 2024
- November 12, 2024
- January 14, 2025
- February 11, 2025
- May 13, 2025

[BeCC Calendar & Slide Deck for Re-Teach](#)

These dates have been strategically earmarked as important dates to remind students of expectations after extended days out of school. The PBIS team meets monthly to go over data regarding most common types of behaviors, number of citations given, number of referrals, ISS, OSS, etc. Additionally, the PBIS team meets monthly and has developed an agenda of items to discuss throughout the year regarding behaviors and rewards.

- October 21, 2024
- December 3, 2024
- January 7, 2025
- February 25, 2025
- April 15, 2025

Our parent PTO group has created a rewards zone for our entire school. Grade levels will be allowed to visit and each PBIS rewards point will count as a \$1.00 in the PBIS reward room for the student to purchase and keep track of their monies (i.e. points). This aids in teaching responsible financial management at all grade levels and because we also offer large prizes and a variety of experiences, it also requires students to think about saving or banking points. Additionally, we have a schoolwide framework for issuance of points so that it remains consistent throughout our entire building and helps to provide a sustainable reward zone area.

[CMS PBIS Points Framework FY 25](#) [PBIS Focus Priorities FY 25](#)

As a team, we will complete the SW PBIS Tiered Fidelity Inventory (TFI) twice per year to identify areas of weakness and strengths in our PBIS program implementation. This allows time for us to monitor, update, and revise our PBIS plan based on data throughout the school year. The MTSS (Multi-tiered system of supports) process in relation to PBIS and instruction is implemented at CMS.

PBIS Tier I: All students can be given points via the PBIS rewards app quickly with this software when students exhibit desired behaviors. Students accumulate points which they then use to attend special PBIS events or make PBIS purchases in our newly created Rewards Zone and within individual classroom settings. When students exhibit undesirable behaviors, citations are issued. An accumulation of citations results in consequences outlined in the schoolwide PBIS Plan. Additionally, students and parents can check points in the PBIS app provided on each Chromebook or parent phone. We've also set aside time for periodic point checks during our BeCC class period in which students access their points and set goals according to the types of things they want from the PBIS reward zone or experiences we have planned throughout the school year.

PBIS 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. Additionally, we've asked our aspiring leaders to make a connection with these students and meet with them twice per week to check in on how well they are doing (the whole child, not just academics).

PBIS 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 our Assistant Principals. The goal of MTSS is to screen early and deliver targeted support quickly.

MTSS in relation to instruction is outlined as follows: Students participate in universal screeners 3 times a year and the data is used to place students in the appropriate tiers of support. Teachers in conjunction with our intervention specialists address areas of weakness for students in the Tier II process and begin interventions 2 days a week for a minimum of 10 minutes. Progress monitoring is done on the student performance sheet and tracked in our grade level shared drives and moves from one year to the next (as appropriate). This provides everyone with detailed reports of the students they teach and allows a check and balance to make sure that the data is there to support movement to Tier III or if the Tier II approach was successful and then exit back into Tier I.

With Tier 3 interventions, again teachers in conjunction with the intervention specialists work on intensive one-on-one interventions at least 3 days a week for a minimum of 10

minutes. Students are progress monitored weekly and parents are invited into the SST process to communicate areas of weakness and our plans as a learning community to address those areas and work together collaboratively to improve those (if possible). If a student is not responding to this process the MTSS Team (SST) the team may recommend new interventions and further data or potentially test for a disability.

[MTSS Meeting Dates FY 25](#)

[MTSS Focus Priorities FY 25](#)

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 data dig 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.

- iv. **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:

Central Middle School (CMS) has designed a robust professional learning (PL) program that engages various stakeholders, including teachers, administrators, paraprofessionals, pupil services personnel, parents, the Instructional Lead Support Specialist (ILSS) and other staff, to improve instruction and data utilization. The school's Professional Learning Plan for the 24-25 academic year reflects a strategic approach to addressing identified needs and aligning instruction with the Georgia Standards of Excellence. CMS understands the significance of staying current with evolving standards, evident in their proactive approach to changes in the curriculum. The collaboration with

Revision Date: July 9, 2024

Approval Date:

the math department to develop the first unit of study in June, with a focus on pinpointing changed, moved, added, and enhanced standards, exemplifies their commitment to standards-based classrooms. In June, our teamwork with the ELA department had a specific goal: identifying standards that were updated, relocated, newly introduced, or improved. This gathering enabled the teachers present to concentrate on essential standards that require attention to enhance our English Language Arts program at CMS.

Furthermore, CMS's PL plan encompasses a diverse range of topics, including school improvement planning, student goal setting, ELEOT training, peer observation rounds, vocabulary strategies across all subjects, and more. This wide array of topics ensures that educators receive comprehensive support to enhance their instructional practices. The emphasis on data-driven decision-making is evident through training provided to teachers on academic assessments, with a focus on improving individual student achievement and the overall instructional program. The involvement of the Test Coordinator and district-level support personnel in providing training and interpretive information for assessment results showcases a commitment to equipping educators with the tools they need to use data effectively. Additionally, CMS prioritizes professional learning that addresses the holistic needs of students, including social and emotional development, thus nurturing a well-rounded approach to education. This approach is further strengthened by the incorporation of the Carroll County Teacher and Student Essentials framework, emphasizing high expectations, self-directed learning, and goal setting.

[24-25 CMS Professional Learning Calendar](#)

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

CMS (Central Middle School) has undertaken comprehensive efforts to recruit and retain effective teachers, particularly in high-need content areas such as English Language Arts (ELA) and Mathematics. One key initiative is the New Teacher Teacher Induction Program (TIP), which works in conjunction with the school's TIP. This program is designed to provide comprehensive support for newly hired educators, especially those specializing in high-demand subjects. It begins with mentoring for first and second-year teachers, offering them guidance and a sense of community as they acclimate to the CMS environment.

To ensure a smooth transition, CMS also incorporates collegial planning days throughout the year, allowing teachers to gradually adapt to CMS's specific expectations and standard operating procedures. This gradual approach empowers teachers to embrace the CMS way of educating children at their own pace. Furthermore, CMS is committed to

continuous professional development (PD). In addition to monthly school-wide PD sessions, they provide mini PD opportunities weekly through the CMS Staff Google Classroom. These bite-sized PDs cover various topics such as understanding the mindset of middle school students, effective classroom management strategies, Multi-Tiered System of Supports (MTSS)/Positive Behavioral Interventions and Supports (PBIS), supporting struggling learners, integrating small group instruction, Social-Emotional Learning (SEL), and technology and public relations tips. This ongoing support ensures that both newer teachers and veteran educators can access valuable reminders and tips, fostering a collaborative and growth-focused environment that makes CMS a special place to learn and teach.

As an administrative team, we have the first nine weeks of celebrations planned and roll those out weekly to staff to celebrate the week or milestones we have accomplished throughout the year. Additionally, we give out 24 strong chips affirming what it means to give 2nd mile service and to #beCC. We also spend each Monday morning writing at minimum three affirmations to staff, community members, and parents. We provide additional instructional lead support specialists (ILSS) in our collaborative (weekly), vertical, and operational meetings (monthly). During collaborative meetings, veteran and new teachers meet to discuss instructional strategies, pacing, spiraling techniques, and provide each other with support and resources allowing for autonomy within the classroom to meet the needs of students. We have also talked about the power of the collective team and the power of voice within the room to allow not only our veteran teachers to share our but our newer teachers to feel comfortable sharing and vetting ideas with their peers. Vertical and operational teams meet once per month to discuss various aspects of our school improvement plan and continually evaluate the execution of the plan with fidelity throughout the school year. For all of these reasons, effective teachers are attracted to CMS because of our strong commitment to creating a positive school culture and climate.

vi. Strategies for assisting preschool children in the transition from early childhood education to elementary schools. N/A for middle schools

vii. 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**.

A. 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 from 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. We created a bag with goodies and a small excerpt of expectations and things to know about middle school for students to take home to parents after their tour of our school.
- 6th Grade students were invited to a “Lion Leap” where they participated in CKH activities in the gym to get to know one another before school started. They completed a scavenger hunt around the school to acclimate them to where to go for the nurse, the main office, AP and Principal’s offices, etc. Additionally, students were given locker combinations and had the chance to practice opening lockers. Then, we finished the night with an ice cream social.
- 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 all parents to provide information related to 9th grade course offerings provided in the 8th grade at Central Middle School, AP course offerings at Central High School. College and Career Academy opportunities and the 12 for Life program. 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.
- Rising 9th grade orientation and student elective selection will occur in January. Counselors from the high school will visit all 8th grade science classes and provide teachers with instructions and methods to recommend students for 9th grade classes in December.
- Eighth grade students transitioning to high school also participate in a visit to the high school during the school day in May. 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.

viii. Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students. How are they informed about the various technical and dual enrolment opportunities available in high school?

Elementary Schools: Discuss opportunities for students to learn about various careers.

Advance Placement/Dual Enrollment Opportunities

An information session is held for all parents to provide information related to 9th grade course offerings provided in the 8th grade at Central Middle School, AP course offerings at Central High School. College and Career Academy opportunities and the 12 for Life program. 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 each course. In addition, we offer a 3rd high school course - Spanish I which is open to all students to take during one of their connections classes for the entire school year.

We hold an informational meeting for all 8th grade students and parents/guardians called "Stepping Up." This informational meeting will give 8th grade students and parents/guardians an opportunity to learn about the Bridge Bill, Dual Enrollment, 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 uses the youscience platform to develop career awareness and explore their career interests. School Counselors facilitate career exploration during classroom guidance lessons. These activities are linked to the students Infinite Campus portfolio for future reference in high school.

We are excited to implement job shadowing opportunities for our students this year which will allow them to explore and shadow a person in a career they are interested in on April 3, 2025. This will be open for all three grade levels, then on April 4, 2025 we will

host a shadow day debrief in which students can share the highlights and takeaways from the experience during their BeCC period.

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 sessions in which presenters provide information relating to career awareness and opportunities. Information is also provided to parents regarding career login procedures for YouScience and career insight twice a year with report card newsletters. Newsletters are also sent electronically.

3. Evaluation of the Schoolwide Plan–34 CFR 200.26

a. Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement.

Administration determined that a need for prioritized and continually monitored achievement, as well as specific interventions of special populations, would be needed in the FY 25 school year to impact change for special populations. The administration then developed BeCC time in our day to help target smaller populations, provide support, reading strategies, future focused initiatives, PBIS reteach time, time to develop and cultivate relationships with our students. Additionally, students have voice and choice with select choice board days in which they can get caught up with work they’ve missed or need assistance with or to accelerate their own learning.

[CMS Digital Data Room](#)

[CMS Data Bulletin Board](#)

If a specific special population of students did not meet the target on any of the given assessments, a definitive plan was made to address those students in the special population areas. These plans could include during and after school tutoring, one on one

intervention groups in class, individual or small group mentoring, attendance assistance, and more. Below is an example of a data DNA sheet in which specific students were targeted for remediation.

[Sample STAR Data DNA Sheet \(ELA/Math\)](#)

[Sample CA Data DNA Sheet \(Sci/SS\)](#)

Data digs during collaborative planning, along with the Data DNA process, created a sacred time for teachers and administration to plan for instruction that would positively impact our special population of students throughout the year. This work has become a priority at Central Middle School (CMS).

The Schoolwide Plan is reviewed throughout the year (9 times) at each of our leadership monthly meetings. School leadership meeting dates for the 2024-2025 school year are as follows: August 8, September 5, October 3, November 7, November 28, January 9, February 6, March 5, April 9, and May (Reflection of practices throughout the year). Our vertical and operational teams meet throughout the year on the 2nd and 3rd Tuesday of each month at 7:15 am to address actionable steps and progress throughout the year.

After input on the plan was collected formally on April 27, 2022 at the Title 1 Input Meeting, administration reviewed the plan, data, research, and input collected to edit the plan already in progress. Additionally the School Leadership Team reviews the plan monthly to determine if changes are appropriate or budget amendments are needed based on the ongoing assessment of student needs and priorities.

Initial priorities are established with the previous year's state assessment and continue to be adjusted throughout the year based on our current STAR data progress and growth in addition to our common assessments that are given each 9 week grading period. All of our stakeholders have opportunities throughout the year to continue to contribute and monitor the plan through our scheduled Title 1 events. This allows us to address student strengths and pinpoint weaknesses with all students by providing timely feedback and interventions proactively throughout the school year.

b. Explain the processes for determining whether the schoolwide plan has effectively increased the academic standards, particularly for those students who had difficulty achieving the standards.

Our approach to assessing the effectiveness of the schoolwide plan in enhancing academic standards, particularly for students facing challenges, is multifaceted. Our flexible intervention specialist scheduling system allows us to identify students within our subgroup populations who require additional support beyond their regular education programs. This approach has proven effective in helping more students achieve gains in ELA and Math that might have otherwise been missed due to the disruptions caused by the pandemic. Moreover, our commitment to smaller class sizes and the utilization of educational software combined with a thorough analysis of common assessments, has played a pivotal role in supporting students who were further from meeting the standards. This academic year we've introduced instructional specialists dedicated to students on the bringing of proficient achievement and those nearing the developing learner levels. We've also strengthened our Multi-Tiered System of Supports (MTSS) process, enabling targeted interventions within the classroom to assist Tier II students and Tier III students to transition back to Tier I or Tier II.

In the absence of the College and Career Readiness Performance Index (CCRPI) reports at this time, we've relied on alternative sources for feedback. Our school improvement plan is readily accessible for review on the Carroll County School System e-board website, the CMS website, and in designated Parent Engagement Areas within CMS. To foster transparency, CMS maintains a digital data room that is also accessible to various stakeholders, including parents, community members, faculty, and staff. Teachers engage in vertical data analysis to gain a deeper understanding of the upcoming student's needs and employ research-based resources to tailor instructional strategies accordingly. The outcomes of these collaborative efforts are effectively communicated to parents and other stakeholders through Title I meetings, social media platforms (for celebrations and large-scale initiatives), MTSS meetings, and individual parent meetings.

Furthermore, the Schoolwide Plan is subject to rigorous review throughout the year, with nine assessments conducted during leadership monthly meetings. These meetings are scheduled for the 2024-2025 school year on the following dates: August 6, September 3, October 8, November 5, December 3, February 4, March 4, April 1, and May (reflecting on practices throughout the year and gauging if we met our goals). Our vertical and operational teams convene on the 2nd and 3rd Tuesday of each month at 7:15 am (unless otherwise noted) to address all actionable steps and to monitor our progress toward long term goals derived from our school improvement plan. During these sessions, leadership conducts a monthly data review to ascertain whether adjustments to the plan or budget amendments are necessary based on ongoing assessments and student needs. This comprehensive approach ensures that our schoolwide plan remains dynamic and responsive to the evolving educational landscape.

c. Explain how the Schoolwide plan is revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

Central Middle School's commitment to continuous improvement is evident in its annual review and refinement process for the Title I Schoolwide Plan. Each year, a diverse team comprising administrators, teachers, program-specific specialists, parents, and community members comes together under the guidance of Mrs. Colleen Jones, the principal, dedicating a full day from 9:00 am to 4:00 pm for this crucial endeavor. This collaborative team, which convened on May 22, 2024, meticulously analyzed data from state and local assessments, as well as input from parent and staff surveys. Through this process, they identified the academic, behavioral, and social needs of various student populations, as well as those of faculty and staff members.

During this comprehensive planning and development event, the team delved deep into current achievement data to provide stakeholders with actionable insights into specific subjects and skills that required improvement in the teaching and learning process. By comparing CMS data against state and district-level data, the School Improvement Team (SIT) pinpointed areas of strength and those needing enhancement within the school. To ensure a continuous improvement cycle, Central Middle School has established both vertical and operational teams with specific action plans for the year. These teams facilitate ongoing reviews of processes and data, empowering stakeholders to make changes that can have an impact at any point during the school year. The FY 25 Schoolwide Plan is a direct result of the formation and diligent work of these teams, underscoring Central Middle School's unwavering dedication to continuous enhancement in support of student success.

4. ESSA Requirements to Include in the Schoolwide Plan-Section 116(b)(1)

a. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Central Middle School (CMS) is committed to fostering strong partnerships between schools and families to enhance student academic achievement. To achieve this, CMS has jointly developed a comprehensive Parent and Family Engagement Plan in accordance with Title I, Part A requirements. This plan outlines our district's expectations and objectives for meaningful family engagement and provides a roadmap for implementing effective family engagement strategies and activities in our Title I schools, aligning with district and student academic achievement goals.

[FY 25 Family Engagement Policy - FINAL](#)

Parents and family members are also provided the opportunity to give feedback during several parent meetings and activities during the school year including our annual Curriculum Nights. Our FY 25 Family Nights are scheduled as follows:

- ❖ Annual Title 1 Meeting - July 9, 2024 @ 9:00 am and 12:00 pm
- ❖ Lion Leap Camp (6th Graders Only) - July 23, 2024, 3-6 pm; 5:30 pm (Parent Orientation)
- ❖ Virtual Curriculum/Back-To-School
- ❖ Night - September 23, 2024
- ❖ "Cluster STEM Night" - November 12, 2024, @ 5-7 pm; Join the Central Cluster Schools
- ❖ for a night of STEM experiments, activities, and fun hosted at CMS!
- ❖ Virtual Literacy Night - Presented by: ELA Vertical Team - January 13, 2025
- ❖ Virtual Math Night - Presented by: Math Vertical Team - February 3, 2025

The development and revision of our Parent and Family Engagement Plan are collaborative efforts, with annual updates to ensure its relevance. On July 9, 2024, CMS held input sessions that welcomed all parents to review and revise the engagement policy, the schoolwide plan, the school-parent compact, and the 1% parenting budget. Additionally, the plan is easily accessible on our school website, allowing parents to view

and provide feedback throughout the year. All feedback received during the year is instrumental in shaping the plan for the following school year. We also offer an annual survey, available online or in paper format, to provide parents and family members with another avenue to offer valuable feedback.

Moreover, CMS values parent input and engagement throughout the year, with multiple opportunities for parents to participate in meetings and activities, including Curriculum Nights and various Family Nights scheduled throughout the school year. These events aim to accommodate diverse schedules, offering both in-person and virtual options to ensure accessibility. Parents/guardians can also request home visits, individual meetings, or group meetings to meet their specific needs. To facilitate communication, parents are encouraged to share comments and feedback regarding the policy at any time on the school district website or by submitting written comments to their child's school. All feedback received by August is considered in the policy for the current school year.

Furthermore, CMS is committed to ensuring effective communication with parents of English Learners (EL). We offer translation services, including Google Translate, pocket translators in our main office, and access to bilingual staff and professional translators for parent events. These resources facilitate clear and timely communication between EL learners, parents, and community partners, ultimately supporting student success in the classroom. CMS continues to prioritize open and accessible lines of communication to engage parents and enhance the educational experience for all students.

[FY 25 CMS School-Parent Compact - Final](#)

Meetings are held at a variety of times throughout the school year or virtually in hopes to include those that may not be available to attend sessions at CMS but can attend and give feedback virtually. Parents/guardians can also request home visits, individual meetings, or group meetings to accommodate parent/guardian needs. Please contact Maggie Bonner to set up an appointment date and time. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to their child's school. All feedback received by August was included with the policy for this school year.

In addition to the family nights, our PTO has designated fun activities for parents and students to be involved in throughout the school year such as:

- ❖ Homecoming Dance: Oct. 25, 3:40-5:00 pm
- ❖ PBIS Shopping Days: Sept. 23-27, Dec. 20, Mar. 3-7, May 5-9
- ❖ Valentines Dance: Feb. 14, 8:40 am - 3:40 pm (Connections Period)

❖ Test Fest: May 13, 8:40 am - 3:40 pm (Connections Period)

CMS has the capacity to translate documents and arrange for translators during parent events as the situation demands. This has played a crucial role in establishing a transparent and effective channel of communication between the school and English Learner (EL) parents. These resources are consistently employed to empower our staff in furnishing parents with the essential information required to guarantee students' academic achievements. The inclusion of tools such as Google Translate, the availability of pocket translators in our main office, access to professional translation services, and the presence of bilingual staff have significantly expedited communication between EL learners, their parents, and our community partners.

5. Schoolwide Plan Development-Section 1114(2)(B) (i-iv)

a). Is developed during 1 year; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

Central Middle School (CMS) follows a meticulous process for the development of its Title I plan. The Title I Plan development process typically spans one year, involving key stakeholders in our educational community. The initial planning phase starts with the collaboration of educators, the principal, parents, school council members, and anyone else that would like to attend the sessions are welcome. They work together to outline a comprehensive strategy for our school's Title I program, taking into account the specific needs and challenges faced by our student population.

Throughout the year, Central Middle School (CMS) closely follows a continuous improvement model, continuously gathering and analyzing data related to student performance and achievement. This data-driven approach allows the school to make informed decisions when revising its Title I Schoolwide Plan. Technical assistance and guidance are provided by the Director of Federal Programs and, if necessary, an external educational consultant, to ensure that the plan aligns with federal guidelines and best

practices in education. The annual review and revision process ensures that the Title I Plan remains relevant and effective in supporting student success, while also adapting to the evolving needs of the school community.

b). 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 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 (CMS) places a strong emphasis on collaborative development and ongoing monitoring of its Title I Schoolwide Plan, ensuring that it actively involves parents, community members, and individuals responsible for its implementation and oversight. This inclusive approach is integral to the plan's effectiveness and sustainability. CMS's School Improvement Team (SIT) is composed of diverse members, carefully selected for their leadership abilities, expertise, and representation at various grade levels and roles within the school community. This dynamic team includes administrators, teachers, program-specific specialists, parents, and community members who actively contribute to the creation and review of the school's comprehensive improvement plan. Members of the SIT at CMS include Colleen Jones, Maggie Bonner, Jeremiah Yates, Megan Johnson, Brandon Dailey, Heather Kinard, Angela Wiggins, Susan Newsom, Catherine Moody, Deann Duffey, Nicole Fountain, Elizabeth Lewis, Tim Thomas, Ali Hembree, Whitney Stringer, Clay Kelley, Amy Smith, Dana Knott, Will Walton, Lucas Brock, Brittany Maddox, Dr. Scott Smith, Tim Duffey, Sherry Roberts, Kayla Register, and Jill Whittenburg. Importantly, parents such as Kayla Register and Jill Whittenburg are actively engaged in the school community, with both serving as a parent and founding member of CMS's Parent-Teacher Organization (PTO).

CMS's School Leadership Team plays a vital role in ensuring the ongoing effectiveness of the Schoolwide Plan. They meet monthly to monitor its implementation and progress, dedicating specific meetings to discuss actionable steps and assess progress. Additionally, stakeholders actively participate in various Title I events throughout the school year, maintaining a continuous feedback loop. Grade-level teachers engage in collaborative meetings, where they closely monitor both grade-level and individual student progress and reflect on strategies and interventions within the classroom. The responsibilities of the School Leadership Team encompass facilitating plan development,

monitoring and assessing its effectiveness, and ensuring its successful execution, all with the ultimate goal of improving student achievement, student experiences, in conjunction with meeting challenging state academic standards.

c). 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 throughout the entirety of the 2024-2025 school year, in accordance with the provisions of this program. It is not a static document but rather a dynamic blueprint that will be continuously reviewed and revised as necessary to meet the evolving needs of our students. The plan's implementation will be subjected to regular monitoring and adjustment based on student needs, ensuring that all students are provided with equitable opportunities to meet challenging State academic standards.

To facilitate this ongoing process, CMS has established a comprehensive framework for monitoring and refining the plan. Regular discussions will occur at various forums, including faculty meetings, collaborative planning sessions, vertical and operational team meetings, leadership team gatherings, and school council meetings. Furthermore, the plan will be a focal point at our family engagement nights throughout the school year, fostering increased awareness and capacity regarding Title I activities, budgeting, and improvement initiatives within the school community.

As our budget allocations evolve, stakeholders comprising the school council, School Improvement Team (SIT), administration, students, parents, and community members, will collaboratively revise the plan to ensure it effectively addresses student needs. A robust process of data disaggregation and research will be employed to identify specific needs, and research-based strategies and resources will be deployed accordingly. Throughout the year, parents will have opportunities to participate in meetings via social media, allowing for increased accessibility. In the event that a parent finds the plan unsatisfactory, they retain the right to submit written concerns to the school, which will then be conveyed to the central office concurrently with the submission of the Title I Schoolwide Plan.

Additionally, our School Leadership Team is tasked with the continuous monitoring of plan implementation and progress through monthly meetings, with at least one meeting per month dedicated to discussing actions, steps and progress. Stakeholder contributions will be ongoing at various Title I events throughout the school year. Moreover, grade-level teachers will convene for collaborative meetings to track both grade-level and individual student progress, reflecting on strategies and interventions within the classroom. Teachers will also play a pivotal role in identifying shifts in academic performance that may necessitate adjustments in budget allocations.

Our school improvement plan which is meticulously aligned with our Schoolwide Title I Plan is maintained electronically within the eBoard system. This strategic approach not only facilitates the monitoring of initiatives but also aligns them with budgetary amendments. By adhering to this robust accountability measure, CMS ensures that its Schoolwide Plan is student-centric, prioritizing the ever-evolving needs of students and functioning as a checks and balances system to ensure timely implementation and year-round review.

d). Is available to the local education agency, parents, and the public, and the information contained in such a 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 our virtual curriculum/Back to School Night, Cluster STEM Night, Virtual ELA Night, Virtual Math Night, 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. This plan is also located on the Title I page of our school website in both English and Spanish. In addition, it can be translated to other languages upon request.
- ❖ 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. This plan is also located on the Title I page of our school website in both English and Spanish. In addition, it can be translated to other languages upon request.

e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

The development of our Schoolwide Title I Plan is a comprehensive and collaborative effort that emphasizes coordination and integration with various Federal, State, and local services, resources, and programs. Our school recognizes the importance of a holistic approach to education, ensuring that students receive support not only in academics,

athletics, arts, but also in areas critical to their well-being and overall development. In accordance with the Every Student Succeeds Act (ESSA), we actively engage with a multitude of programs and services, such as violence prevention initiatives, nutrition programs, housing programs, Head Start programs in our feeder elementary schools, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities under section 1111 (d).

By aligning our Schoolwide Title I Plan with these various resources and programs, we aim to create a seamless network of support for our students and their families. This approach allows us to address not only our students' academic needs but also their social, emotional, and physical aspects of our students' lives. Through close collaboration with these services, we can identify and eliminate barriers to learning, foster a safe and nurturing environment, provide essential nutrition and housing support, offer early childhood education opportunities in (in our feeder schools), and equip adults with the skills they need to support their child(ren)'s education. This integration ensures that our Title I program operates in harmony with other initiatives, maximizing the impact of these collective efforts on student success and well-rounded development.

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	Rationale Evidence	
Reducing Class Size	All Content Areas		X			Class Size Reduction
IXL	Math and Reading,		X			IXL
Professional Learning / AMLE	All Content Areas	X				Teacher Led Professional Learning / Professional Learning
Renaissance Learning	Math and Reading			X		STAR Reading
Pear Assessment - Edulastic	Reading & Math		X			Pear Assessment Evidence
Writing Assesslet - Lennections	Reading & Writing		X			Assesslet Evidence
Instructional Lead Support Specialist	All Content Areas	X				Instructional Support Specialist
Lexia	Reading	X				Lexia Evidence
Quizziz	ELA, Math, Science, Social Studies	X				Quizziz Evidence
ELA Collab days for New Standards	ELA	X				ELA Collab Days Evidence
Oral Reading Fluency Supplies	ELA	X				ORF Evidence
Tutor	Math, Reading, SEW, Behaviors, Science, Social Studies	X				Tutoring Evidence
New Teacher Collegial Professional Learning Days	Math, ELA, Science, Social Studies	X				New Teacher Planning Evidence

Revision Date: July 9, 2024
Approval Date:

Title I Budget Crosswalk

List all expenditures in your Title I Budget and specify the page where it is located. You should only include items you are purchasing with the FY 25 Title I Budget.

Expenditure	Page in SWP	Level of Evidence
Reducing Class Size	25	Moderate
IXL	25	Moderate
Professional Learning / AMLE	26-27, 33-35	Strong
Renaissance Learning	12, 23, 25	Promising
Pear Assessment - Edulastic	25, 27	Moderate
Writing Assesslet - Lennections	27	Moderate
Instructional Lead Support Specialist	23, 27, 34, 36	Strong
Lexia	25, 27	Strong
Quizziz	25	Strong
ELA Collab days for New Standards	11, 36, 41, 43-44, 47-49	Strong
Oral Reading Fluency Supplies	5-6, 11	Strong
Tutor	6, 28, 40	Strong
New Teacher Collegial Professional Learning Days	26, 35	Strong

**You will need to resubmit your Title I Schoolwide Plan if you add additional items to your Carryover Budget that are not included in the original Title I Budget.

** Add your **assessment results** as an appendix if you did not insert them earlier.

DRAFT

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