



Title I School Improvement Plan

Approval Date _____ October 1, 2024 _____

School	Mt. Zion Middle School
Principal	David Rooks
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 the community.

Name	Role
David Rooks	Principal
Tewanna Brown	Assistant Principal
Renee Cole	Instructional Coach
Kelly Wright	Bookkeeper
Kelley Bennett	Counselor
Wade Cohen	ISC
Tyler Banister	Athletic Director/Teacher
Rhonda Reynolds	Media Specialist
Amber Crumbley	Teacher
Trevor Kribbs	Teacher
Melanie Williams	Teacher
Shandaria McClure	Teacher
Andrea Teal	Teacher
Tammy McDaniel	Paraprofessional



Amanda Carter	Parent
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Comprehensive Needs Assessment Planning Committee

*** A Parent Must Be Present at the Meeting**

Mount Zion Middle School developed its school-wide needs assessment with the participation of individuals who will develop a comprehensive, school-wide school improvement plan. MZM has established a School Leadership Team (SLT) of members selected based on their leadership abilities, roles, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, classified personnel, and parents/community members who assist in creating and reviewing a plan for school-wide improvement. The members are David Rooks, Principal; Tewanna Brown, Assistant Principal; Andrea Teal, Math teacher/PBIS Coach; Amber Crumbley, Math teacher; Trevor Kribbs, Social Studies teacher; Wade Cohen, Special Education ISC; Kelley Bennett, Counselor/Parent and Family Engagement Coordinator, Shandaria McClure and Melanie Williams, ELA Teachers, Rhonda Reynolds, Media Specialist, Kelly Wright, Bookkeeper, Tyler Banister, Athletic Director and ELA Teacher; Renee Cole, School-Based Instructional Lead Support Specialist; and Amanda Carter, Parent/Community Representative. The team met on May 24, 2024, from 8:00 am to 12:30 pm. David Rooks 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 the academic and other needs of student sub-groups and the needs of the faculty and staff members.

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

Is based on a comprehensive needs assessment of the entire school and 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. A root cause analysis should be completed for academic areas and/or subgroups that are identified as needing additional support.



The school leadership team identified English Language Arts/Reading and Math weaknesses across all students and subgroups. In Language Arts/Reading, specific weaknesses were noted in word recognition, academic vocabulary (including grammar), and reading comprehension. In considering the root cause of issues, background knowledge and independent reading shortcomings have been identified. To address these issues, we are participating in a district-wide process and structure to promote oral reading fluency (ORF). All students will participate in oral reading each day, chart their progress, and work to improve their reading comprehension and fluency skills. We will utilize the Assesslets program this year to help students work on their writing skills. Through the use of specific feedback after each Assesslet (Narrative, Informational, and Argumentative), teachers will be able to develop strategies to best meet the needs in the classroom. Also, our ELA department has been restructured to allow for each grade level to have two teachers for collaboration. There will not be an ELA teacher who has to teach across grade-levels. Specific math weaknesses include solving problems that require critical thinking and multiple steps, math fluency weaknesses which impact overall problem solving across grade levels and subgroups. Specifically, 6th graders struggle with number sense and numeration skills, 7th graders with statistical thinking and application skills, and 8th graders show weaknesses in solving expressions. Algebraic operations were weak across grade level and subgroups as well. The root cause of these issues may be students did not receive the adequate background knowledge while in elementary school due to Covid. Students also have not worked on fluency skills to develop their number sense. Within the classrooms this year, we have reduced the size of all math classes, even our collaborative special education classes. We have also structured our math department to include two teachers per grade level. This structure will allow for collaboration to discuss and implement necessary changes to support students' learning. Teachers will also specialize in one grade level and will no longer have to teach across grades. 8th grade Science and Social Studies scores have been below the state average for the past couple of years. The root cause of this could possibly have been the amount of absences our Science and Social Studies teachers accumulated during the year because of family sicknesses. The return of veteran teachers should help to provide stability in both subject areas this year across all grade levels. We also are planning to have three Science and Social Studies collegial planning meetings this year to discuss data and instructional strategies with the support of our school-based instructional coach. While ELA did show some improvement, it appears that continued weaknesses in reading and writing still seem to have an impact on overall student performance in all content areas. Data suggest that school is making progress in ELA but is not meeting district and state targets for all students and all subgroups despite the growth. Math has continued to have significant weaknesses across all grade levels and subgroups. Science, while improved from last year, still falls behind the state average, and social studies has seen a dip in performance compared to the district, too. Other discussions included the Social Emotional Wellness of the students and ways to support the whole student through various social, emotional, attendance, and academic needs. The team discussed the need to help students develop positive social skills. Additionally, the team discussed ways to reward positive behavior through the use of the Positive Behavioral Intervention System (PBIS).

This information was then used in the development of school-wide action plans to enhance student achievement and to address student performance weaknesses, as well as professional



learning for faculty and staff members. A rough draft of the school improvement plan was typed and shared with the district and SLT using the Google Docs application. The district office turned the plan into an infographic to include SIP efforts and the focus priorities for the year. David Rooks led meetings on July 25th with all faculty members to discuss a review of the plan and sections relating directly to the specific groups. Parents and stakeholders will be given a copy of the draft plan at the Annual Title I Meeting on September 16, 2024, at 5:00 pm in the school's media center. A parent and stakeholder input meeting is held on September 16, 2024, at 6:00 pm in the school media center. A draft copy of the School-Wide Improvement Plan is provided. The draft copy of all plans will be placed on the website from September 17 through September 25, 2024, for Stakeholder review. A final copy will be uploaded and shared on the school's website and Facebook, as well as placed in the parent resource center, and shared with all faculty and staff using Google drive. All information that was discussed at the School Improvement Meetings was shared with stakeholders, including the above-referenced areas of strengths and weaknesses for all grade levels and subgroups. School goals for the 2024-2025 school year were shared as well.

a. Academic Achievement Data

***Insert your school profile data, including demographic data, GMAS results, STAR and any other data used to determine strengths and weaknesses. Make sure to include subgroup information.**

***Include GMAS and Star date from the FY24 school year**

Instrument Used	Content Area	Process/Procedure
STAR Reading	ELA	Assessments were given every 9 weeks. Data is analyzed in collaborative and collegial planning meetings at school and district levels. At-risk students are identified at the subgroup level. Information related to projected Georgia Milestones Performance and standard deficits was also identified. Reteaching and

		remediation activities are developed to address the needs of specific students through classroom instruction, Encore, flexible groups, or tutoring groups.
STAR Math	Math	Assessments were given every 9 weeks. Data is analyzed in collaborative and collegial planning meetings at school and district levels. At-risk students are identified at the subgroup level. Information related to projected Georgia Milestones Performance and standard deficits was also identified. Reteaching and remediation activities are developed to address needs of specific students through classroom instruction, Encore, flexible groups, or tutoring groups.
Georgia Milestones Assessment	ELA, Math	Data (whole group and subgroup data) is analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction and interventions. Scores are also used to place students in tutoring groups.
Georgia Milestones Assessment	8 th grade Science and Social Studies	Data (whole group and subgroup data) is analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, and during the development of our school's Needs Assessment. Specific students are

		identified by their teachers for specific and focused instruction and interventions.
Spiral Reviews and District Developed Common Assessments/ End-of-Unit Assessments	ELA, Math, Science Social Studies	MZM does spiral reviews over standards in each classroom. Teachers use this data to adjust instruction to meet students' academic needs and to determine students at risk of not meeting standards or needing remediation or acceleration on standards. Additionally, the Carroll County School District has worked with content leaders to develop common assessments to measure student achievement upon completion of specific units of study. Data from these assessments are analyzed by teachers at the whole group and subgroup level to help identify at-risk students who need additional instruction at the Tier I or II level. Computer programs are also employed as a strategy for students to receive additional instruction for remediation of standards and skills.

[2024-2025 School Profile Data](#)
[2024 GMAS Scores](#)

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. Include your method of monitoring the effectiveness of your strategies throughout the school year.

Mount Zion Middle 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.

- Using a specific data protocol, students will be identified across all subgroups.
- Teachers and students will set goals based on current data and track progress in their Google classroom or through various software programs utilized throughout the year.
- Specific instructional methods and instructional strategies will be implemented to address their individual needs based on the data and goals set between the teacher and student to address their needs.
- Students will have access to all supplies needed to be successful in the classroom.
- Students will be introduced to engaging learning strategies teachers learned by participating in the Georgia Ed. Tech Consortium Conference.

The strategies used during the year will be monitored for effectiveness through our collegial planning meetings. There are six meetings scheduled for each content area for the year. Portions of each meeting will include discussions and action steps connected to current and future strategies.

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.

Mount Zion 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 in ELA and Math- Through innovative scheduling, ELA and Math classes will be reduced in size. Smaller class sizes will provide the opportunity for more individualization and support for students who are having difficulty mastering the standard being presented. Smaller class sizes also provide opportunities for small-group instruction specifically designed for students. In addition, teachers will be better equipped to identify the needs of students through observation and formative assessment promptly
- Renaissance Learning (STAR Reading/Math)- The Renaissance Learning Program will screen students and identify particular areas of weakness at least 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 remediation and support.
- Utilization of Computer Programs - Edulastic, Desmos, Peardeck Learning, IXL, and Assesslets will be employed to evaluate, 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 content area teachers will be provided in-house monthly. Our instructional support specialist, Renee Cole, will be involved with each collegial planning meeting to guide teachers in PL topics and data discussions. 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, leading to increased student achievement. Collaborative Planning and collegial planning - Allows teachers to analyze data and make instructional decisions to help students who are at risk. Title I funds will pay for substitutes to allow teachers to attend Professional learning/collegial planning days.

- A part-time Instructional Support Specialist will be hired to assist teachers and students with attaining instructional and achievement goals. The Instructional Support Specialist will provide professional learning to staff (monthly) and assist with data disaggregation. She will work with staff members during collaborative planning sessions to gather resources to better equip them to provide additional support and differentiation opportunities for students. Additionally, she 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).

At MZMS, we will increase the amount of quality learning time by providing in-school tutoring and support in implementing teaching strategies introduced/reviewed during professional development sessions. This is by design and to support teacher growth thus having a direct impact on the quality of teaching instruction throughout the building. Additionally, the 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 various assessments. This tutoring will target specific areas of weakness and help 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 Mount Zion Middle School, all students have opportunities to address any academic, social/emotional, economic, and behavioral issues. Students at risk of not meeting state standards and achievement targets are a particular area of focus regarding alternative programs. Programs at MZMS include:

Academic/Instructional Support Services

School-Lead Instructional Support to enhance student engagement and achievement: A school-lead instructional support specialist will work with teachers and students in content classrooms and in Professional Learning/Collegial planning to enhance instructional strategies and improve overall student achievement in ELA/Literature, Math, Social Studies and Science.

Technology resources for the classroom: Various technologies, including Smart Panels and computers, are utilized to increase student achievement and engagement to help students meet rigorous standards. Technology resources, including technology programs such as Renaissance Learning (STAR Reading and Math), Edulastic, and Desmos, provide content-related diagnostic and lessons that enhance student engagement and achievement.

Professional Learning for Teachers: Professional learning and collegial planning is a strategy designed to enhance teacher effectiveness and improve student achievement. These are done via monthly collegial planning meetings, which include Professional Learning assignments. Title I funds pay for substitute teachers to attend professional learning/collegial planning.

Additional Tutoring: Tutoring is available to students for all content areas through extended-day funds. The tutoring may occur from 7:30 – 8:10 or 3:30 – 4:30 each day by making individual teacher appointments.

Social/Emotional

Willowbrook Program: A licensed therapist will come to the school to support students with significant emotional needs. Students and parents must meet the criteria for insurance and other qualifications to be served.

Backpack Program: MZM partners with local leaders that provide bagged snack items for at-risk students to take home over the weekend. The counseling department coordinates this with parents, students, and school partners.

Check and Connect: Counselors provide Check and Connect services to students who may not need counseling but require support assistance. This can include behavioral and academic support. These students are called in for quick support and assistance regularly.

Collegial Planning: Students will focus on Social-emotional learning through monthly lessons during student advisement. Additionally, faculty and staff will utilize lessons learned from the Capturing Kids Hearts redelivery from preplanning to help students with social-emotional skills and learning.

Career/Future Focused/Mentoring/Middle and High School Readiness

Career Awareness/Future Focused: Career support and information are provided to students by teachers and counselors. Eighth-grade students also participate in a

county-wide Career Day off campus. Students are allowed to listen to two presenters provide information relating to career awareness.

Students will tour the University of West Georgia (UWG), West Georgia Technical College (WGTC), and 12-For Life this year as part of their career awareness. Students also have the opportunity to participate in the annual "Reality Fair," which introduces all students to the realities of life beyond school with the help of various community members.

6th grade and High School Readiness: School administration and the counselor coordinate with Mount Zion Elementary in the Spring to assist students and parents in stepping up to the middle school. There is a visitation day for MZE students to come and tour MZM. Parental support is provided via the school's website and Facebook pages. An Open house is held in August for students and parents. Future-focused plans will help drive student class selection and student orientation.

School administration and the school counselor coordinate with Mt. Zion High School in assisting students and parents in stepping from middle to high school. There is a visitation day for middle school students to tour MZHS and a parent night to assist parents each Spring. Open House is held at the high school level for upcoming 9th graders in August. Future-focused plans will help drive student class selection and student orientation.

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).

Mount Zion Middle School works closely with Mount Zion High School to ensure parents and students have the necessary knowledge to smoothly transition from middle to high school. We also work with institutions of higher learning and community partners to expose students to existing opportunities so that they are college and career-ready upon high school graduation.

- An information session is held for 7th-grade parents to provide information related to 9th-grade course offerings provided in the 8th grade at Mount Zion Middle School. The purpose of this session is to assist parents in making appropriate academic decisions for their students to facilitate the transition from middle school to high school and, ultimately, from high school to college or career.
- Mount Zion High School holds a parent night in the spring to assist students and parents in determining appropriate courses to take at the

high school level, including information related to Move-On When Ready. Additionally, MZMS offers 8th-grade students opportunities to look at high school courses and Move on When Ready during advisement lessons.

- The high school counselor visits 8th-grade students each spring to discuss course and scheduling options for the next school year.
- Students visit the local university and technical college during planned days.
- Students participate in career exploration modules through the use of GCIS
- Students begin creating future-focused plans in elementary school. These plans are updated yearly and are housed in Infinite Campus.
- 8th grade students participate in a district career day exposition in the Spring of each year held at local colleges and universities.
- Business and computer classes and after-school opportunities allow students to explore possible career opportunities in related fields.

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.);

Mount Zion Middle School has a school-wide discipline plan used to address and support student behavior. This includes a tiered system of behaviors and consequences. The consequences provided help students make decisions to improve overall behavior. Mt. Zion Middle will continue the process to become a PBIS school in 2024-2025. A PBIS rewards system will be implemented, and a PBIS committee will meet monthly to discuss target behaviors and rewards. The program PBIS Rewards will be used to track positive behaviors, rewards, and referrals for discipline issues.

Mount Zion Middle School will implement the Multi-Tiered System of Supports (MTSS) to provide targeted support to struggling students. MTSS focuses on the “whole child,” including academic growth, behavior, social and emotional needs, and attendance. Tewanna Brown, Assistant Principal of MZMS, provides support to the teachers. The goal of MTSS is to screen early and deliver targeted support quickly.

Tier 1: All students receive standards-based instruction implemented using best practices. There are also schoolwide counseling services and schoolwide advisement lessons.

Tier 2:

Students with difficulty with a particular academic concept, academic skill, or behavior are transitioned to Tier 2 to receive short-term targeted interventions and support in flexible groups or individually. Students’ progress is monitored bi-weekly, and the data is used to determine if the goal has been met or if additional interventions are needed. This tier is

fluid, with students moving in and out as specific needs are identified and goals are mastered. Morning Tutoring is offered to these students at the request of the teacher, student, and/or parent. Students may also be assigned corrective reading, math connections classes, and/or Encore (an additional class period of support weekly) to help with student achievement.

Tier 3:

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

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

MZM includes teachers, administrators, paraprofessionals, and, when appropriate, pupil services personnel, parents, and other staff in professional development that addresses the root causes of our identified needs and the integration of Standards-based classrooms with the implementation of the Georgia Standards of Excellence. The following is included in the Mount Zion Middle School Professional Learning Plan: school improvement planning, professional learning for curriculum and effective instructional strategies, Oral Reading Fluency (ORF), the Engagement Cycle, best practices in instruction, student engagement, Social Emotional Wellness, and literacy training. Faculty and staff will also receive ongoing professional learning to increase understanding and enhance retention of math, science and social studies concepts by participating in professional learning opportunities in the content area. Math, social studies, and science teachers will also participate in a technology conference (GAETC) to help incorporate the components of reading, writing, speaking, and listening (literacy/Lexiles) across all subject areas through the additional usage of technology. Teachers will also develop personal learning goals by participating in self-directed professional learning modules, including STEM for all new teachers, Gifted certification, ESOL certification, and others as determined by the teacher.

To enhance the professional development of our faculty and staff, MZM will provide release time for collegial planning to analyze student data and implement appropriate instructional strategies to address student deficits. Release time will also allow faculty and staff members to attend professional learning sessions and conferences provided by RESA, GAETC, and/or other professional organizations.

MZM devoted sufficient resources to carry out effective professional development activities that address the root causes of academic problems. Title I funds pay substitutes during the school day for collegial planning/professional learning to develop effective instructional strategies, unit writing, attending professional learning, and training the trainers' workshops.

Additionally, a school-led instructional support specialist will work with administration, teachers, and students in a supporting model allowing the SLSS to attend and lead appropriate professional learning related to student achievement and engagement. The school lead support will also redeliver district-level professional learning at the school level to increase the number of teachers involved in professional learning. The SLSS will also provide monitoring, feedback, and support on classroom activities, instructional strategies, and student engagement strategies, allowing immediate feedback and improvement in overall student achievement.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on and to improve the achievement of individual students and the overall instructional program in the following ways: Tewanna Brown, the Mount Zion Middle School Test Coordinators provides training before all Milestones Assessment. The SLSS and district-level support personnel provide training in using reports generated by Illuminate, Edulastic, and other programs.

[MZMS PL Calendar 2024-2025](#)

When test scores are received from scoring agencies, teachers are provided with interpretive information to ensure their understanding of the results and provide them with the knowledge necessary to communicate testing data to parents with fidelity. Written summary explanations are also provided to teachers with the intent of sharing these with parents. At the beginning of each school year, the format and types of diagnostic instruments and screeners that will be utilized are reviewed. Teachers are instructed in creating data reports. Those reports are reviewed at grade-level meetings with individual teachers, and action plans are created as a result of the data. Each year, teachers are provided with an update on Lexile Scores. New teachers work with their mentor teachers to gain additional training in administering tests and interpreting test results. Additionally, district-level specialists have provided teachers at Mount Zion Middle School with instruction on disaggregating the data from STAR screeners and other assessments.

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

Mount Zion Middle School has a teacher-mentoring program to support new teachers and increase teacher effectiveness. A veteran MZM teacher is paired with a new teacher to assist the teacher throughout the first year in the school. We will continue to have the Teacher Support Program to help meet the needs of our new teachers and provide support for veteran teachers. The group meets as needed to discuss or provide training on topics submitted by new and veteran teachers. All new teachers are involved in monthly collaborative planning to discuss appropriate strategies for improving student achievement.

Recruitment of qualified teachers is a priority at the district level. Representatives from the district attend job fairs of colleges and universities to promote our district and interview recent college graduates and current teaching professionals. The Carroll County School System utilizes the following initiatives to attract high-quality teachers:

- 1) The Carroll County School System offers a safe and secure working environment for its employees
- 2) The district offers competitive salary and benefit packages to help attract and retain highly qualified teachers
- 3) Carroll County School System strives to participate in innovative programming
- 4) Professional Learning opportunities are provided to enhance instruction and to support teachers.

The Carroll County School System holds a Teacher Induction Program (TIP) before pre-planning the new school year for first-year teachers and teachers new to the county. Teachers spend a day and a half at the district TIP and then spend a half day at MZMS for school-level TIP.

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.**

Career/Future Focused/Mentoring/Middle and High School Readiness

Career Awareness/Future Focused: Career support and information are provided to students by teachers and counselors. Eighth-grade students 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 the University of West Georgia (UWG), West Georgia Technical College (WGTC), 12-For Life, and the College and Career Academy this year as part of their career awareness. Students also participate in a "Reality Fair," which exposes students to the realities they will face once they are out of school. School personnel and community members assist in the program.

6th grade and High School Readiness: School administration and the counselor coordinate with Mount Zion Elementary in the Spring to assist students and parents in stepping up to the middle school. There is a visitation day for MZE students to come and tour MZM. Parental support is provided via the school's website and Facebook pages. An Open house is held in August for students and parents. Future-focused plans will help drive student class selection and student orientation.

School administration and the school counselor coordinate with Mt. Zion High School in assisting students and parents in stepping from middle to high school. There is a visitation day for middle school students to tour MZHS and a parent night to assist parents each Spring. Open House is held at the high school level for upcoming 9th graders in August. Future-focused plans will help drive student class selection and student orientation.

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

- An information session is held for 7th-grade parents to provide information related to 9th-grade course offerings provided in the 8th grade at Mount Zion Middle School. The purpose of this session is to assist parents in making appropriate academic decisions for their students to facilitate the transition from middle school to high school and, ultimately, from high school to college or career.
- Mount Zion High School holds a parent night in the spring to assist students and parents in determining appropriate courses to take at the high school level, including information related to Move-On When Ready. Additionally, MZMS offers 8th-grade students opportunities to look at high school courses and Move on When Ready during advisement lessons.
- The high school counselor visits 8th-grade students each spring to discuss course and scheduling options for the next school year.
- Students visit the local university and technical college during planned days.
- Students participate in career exploration modules through the use of GCIS
- 8th grade students participate in a district career day exposition in the Spring of each year held at local colleges and universities.
- Business and computer classes and after-school opportunities allow students to explore possible career opportunities in related fields.
- Bi-monthly advisement lessons are presented to students during RISE allowing students to work toward developing short and long-term goals.

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.

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

- Mount Zion High School holds a parent night in the spring to assist students and parents in determining appropriate courses to take at the high school level, including information related to Move-On When Ready. Additionally, MZMS offers 8th-grade students opportunities to look at high school courses and Move on When Ready during advisement lessons.
- The high school counselor visits 8th-grade students each spring to discuss course and scheduling options for the next school year.
- Students visit the local university and technical college during planned days.
- Students participate in career exploration modules through the use of GCIS
- 8th grade students participate in a district career day exposition in the Spring of each year held at local colleges and universities.
- Business and computer classes and after-school opportunities allow students to explore possible career opportunities in related fields.

3. Evaluation of the Schoolwide Plan—34 CFR 200.26

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

Mount Zion Middle School reviews, revises, and creates the Title I Schoolwide Plan yearly with a team of administrators, teachers, parents, and community members. An in-depth review of the data from state and local assessments and parent and staff surveys. This data was used to identify our school's specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs. This resulted in the revision and development of the FY25 Schoolwide Plan.

Determining whether the schoolwide plan has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

The Title I School-wide Plan for Mount Zion Middle will be the guiding document for the Title I program for the 2024-2025 school year. Implementing the school-wide plan will be regularly monitored through discussions at leadership team meetings, faculty meetings, and all parent/community involvement meetings. Following budget amendments, the plan will be revised to reflect the changes and the aligned data disaggregation to support the changes and adjustments to meet students' academic, social, emotional, and behavioral needs at MZMS. Mount Zion Middle staff will use monthly data digs to review all formative and summative assessments to monitor progress, including STAR, Spiral Reviews, and district-level assessments.

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

Mount Zion Middle's school-wide plan is reviewed monthly at Leadership Team and grade-level/collegial planning meetings. The plan is disseminated to staff electronically. Staff members are encouraged to provide input throughout the school year as areas of need are identified. The plan is available to all community stakeholders in the Title I resource area in the school's front office and posted on the school website. Parents and community members are invited to provide feedback anytime throughout the year. Feedback from faculty, staff, parents, or community members is relayed to the leadership team and discussed further at

grade-level meetings. Amendments and adjustments to the plan will ensure that students are continuously improving. A meeting will be held in the spring of 2024 to review and update the plan.

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.

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. In support of strengthening student academic achievement, Mount Zion Middle has developed this parent and family engagement plan that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe MZMS's commitment to engaging families in their children's education and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer, and enjoy school more. Title I, Part A provides for substantive family engagement at every program level, such as in the development and implementation of the district and school plan and in carrying out the district and school improvement provisions. The Parent and Family Engagement Plan is jointly developed and revised annually. This year, Mount Zion Middle invited all parents to attend input sessions on September 16, 2024, to review and revise this parent and family engagement policy, the schoolwide plan, our school-parent compact, and our 1% parenting budget. Additionally, the plan is posted on our school website for parents to

view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online, or one can request a paper copy. This survey allows parents and family members an additional format to provide feedback to the school. Parents and family members can also give feedback during several parent meetings and activities during the school year, including our Parent/Family Engagement Curriculum Nights. Meetings are held at a variety of times throughout the school year. Childcare and transportation will be provided as requested to help parents/stakeholders attend meetings.

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;

Mount Zion Middle School reviews, revises and creates the Title I School-wide Plan yearly with a team of administrators, teachers, parents, and community members. A meeting was held on May 24, from 8:00 am – 12:30 pm and again on July 25, 2024 from 8:30-11:00 am, with David Rooks facilitating the meeting through an in-depth review of the data from state and local assessments and parent and staff surveys. This data was used to identify our school's specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs and codified in our school improvement plan and the Title I school-wide plan. This resulted in the development and revision of the FY25 School-wide Plan. The plan is reviewed monthly at Leadership Team meetings and quarterly at faculty meetings to determine effectiveness. The plan is posted on the Teacher Resource Site, and staff members are encouraged to provide input throughout the school year as areas of need are identified. The plan is available to all community stakeholders in the Title I resource area in the front office of the school, as well as being posted on the school website. Parents and community members are invited to provide feedback and suggestions for improvement at any time throughout the year. Feedback received from faculty, staff, parents, or community members is relayed to the leadership team and discussed further at grade level meetings.

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;

Mount Zion Middle developed its school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement plan. A diverse committee was selected based on their grade level, content area expertise, and leadership skills. and in-depth data reviews. The team met on May 24, 2024, from 8:00 am to 12:30 pm and again on July 25, 2024, from 8:30 – 11:00 am, with David Rooks facilitating the meeting involving the Georgia Milestones assessment results, end-of-year STAR reading, and math results, surveys from students, staff, and parents, and climate-related data was conducted on facilitating the meeting. A root-cause analysis was conducted to identify and understand the factors contributing to the areas where we did not meet the established targets. A school-wide staff meeting with all faculty members was held at the beginning of the school year on July 25, 2024. Staff members were allowed to provide input on the rough draft of the school-wide plan and school improvement plan. The staff identified and highlighted areas where they were involved and/or were responsible for action in the improvement process. On September 16, 2024, a parent input meeting was offered to solicit parent input on this plan. The plan was uploaded to the school website and published on the school's Facebook page, and a copy was placed in the front office. Additional copies will be placed in the parent resource center and uploaded electronically for staff for continued review and input throughout the school year.

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.

The Title I School-wide Plan for Mount Zion Middle will be the guiding document for the Title I program for the 2024-2025 school year. Implementing the school-wide plan will be regularly monitored through discussions at leadership team meetings (including a parent representative), faculty meetings, and all parent/community involvement meetings held throughout the year.

Following budget amendments, the plan will be revised to reflect the changes and the aligned data disaggregation to support the changes and adjustments to meet students' academic, social, emotional, and behavioral needs at MZMS. Mount Zion Middle staff will use monthly data digs to review all formative and summative assessments to monitor progress, including STAR, Spiral Reviews, and district-level assessments. After review of the data, any adjustments or changes to the plan will be discussed and added to the plan. Parents and other stakeholders will be notified of adjustments and changes via the school website and social media. Input from parents is sought through Title I Parent/Family Engagement meetings as the plan is discussed and reviewed at each meeting

d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Mount Zion 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 school meetings, annual surveys, 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. The Annual Title I Meeting was held on September 16, 2024, via the school website and social media for all stakeholders of Mount Zion Middle, and the Annual Parent/Stakeholder Input Meeting was pushed out virtually on September 6, 2024, via social media and the school website for all stakeholders and parents. Several instructional-focused parent/stakeholder opportunities will be held to engage parents in understanding curriculum, state standards, assessment, and information on helping students progress and achieve in school. These events will be held in person at times that are convenient for parents: Navigating Google Classroom for Academic Success, October 2024; A Taste of the Curriculum Night: Overview of all Content Areas: November 2024; Literacy Instructional Support-January 2025, and Math/Science/STEM Night-March, 2025. Videos and links on Content Support in Math, ELA, Science, and Social Studies and Google Classroom tips, will be provided for parents and students via Facebook, YouTube, and the School Website. These meetings, activities, or informational plans accompany an open invitation for feedback, input, and suggestions for school improvement and improvements in the parental involvement process. The Family Engagement Coordinator helps coordinate all parental activities and works to engage parents.

The comprehensive school-wide program plan is written in parent-friendly language and made available to the LEA, parents, and the public in various ways. The plan is posted on the school's website, made available to the LEA, in the Parent Center, and 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.

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 Mount Zion Middle School School-wide Plan is developed by coordinating and integrating other Federal, State, and local services, resources, and programs. One such group that MZMS currently partners with is the West Georgia Prevention and Advocacy Resource Center, which provides students with Anti-bullying and personal safety lessons each year. Additionally, Carroll County Schools College and Career Academy, the University of West Georgia, and West Georgia Technical College provide career and technical education exploratory opportunities for students at MZMS throughout the school year to support overall student achievement and growth.

Evidence-based Strategies

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

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rational Evidence	
Using Data to Progress monitor, Drive, and adjust instruction for students using STAR Reading and Math-Renaissance Learning	Math and Reading			X		https://www.frontiersin.org/articles/10.3389/feduc.2018.00068/full
Collaborative Teacher Planning-Professional Learning for staff (Pay for Substitutes for Planning Days)	All content areas	x				What Works Clearinghouse/ERIC https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007_033.pdf

Class Size Reduction Teachers	ELA/Reading/Math	X				https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf
Classroom technology to enhance instruction and tutoring	All content areas	X				REL/What Works Clearinghouse https://ies.ed.gov/ncee/edlabs/regions/midwest/askaREL/2015/technology-integration.aspx
Instructional Lead Support Teacher to Improve Classroom Instruction and Professional Learning	All content areas	X				http://www.bestevidence.org/csr/k12_meta_borman/K12_meta_borman.htm
Family Engagement Coordinator	Other	X				FEC
Desmos		X				https://ies.ed.gov/ncee/wwc/PracticeGuide/16
Assesslets	Writing	X				https://ies.ed.gov/ncee/wwc/PracticeGuide/22
PBISRewards	Other		X			https://ies.ed.gov/ncee/wwc/Study/89237
Edulastic (Peardeck Learning)	All areas		X			https://cdn.brandfolder.io/KKQNZTAK/at/4pjxv6w94kxk9t7c9h4xmk/PA-LogicModel.pdf
Collegial/Collaborative Planning	Other	X				http://www.bestevidence.org/csr/k12_meta_borman/K12_meta_borman.htm

GAETC Conference Professional Learning	All Areas	X				https://ies.ed.gov/ncee/edlabs/regions/midwest/asquarel/2015/technology-integration.aspx
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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 purchase with the FY 25 Title I Budget.

Expenditure	Page in SWP	Level of Evidence
Instructional Coach	2, 3, 4, 9, 10, 11, 15	Moderate
Teacher (Reduce Class Size)	9	Moderate
Paraprofessional (Reduce Class Size)	9	Moderate
Tutoring	6, 10, 11, 14	Strong
Family Engagement Coordinator	3, 24	Strong
Desmos	9, 11	Strong
Pear Deck Learning/ Edulastic	9, 11, 15	Strong
Assesslets	4, 9	Strong
PBIS Rewards	3, 4, 13	Moderate
IXL	9	Strong
Collegial Planning	4, 5, 6, 8, 9, 11, 15, 20	Strong
GAETC PL Conference	8, 14, 15	Strong

Supplies	8	NA

Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan). This will be added after you receive carryover funds.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence

****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.**

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

Dad Rk

10/1/24

Principal

Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date

