



Title I School Improvement Plan

School **Central Middle School**

Principal **Colleen Jones**

Year **FY 24**

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

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 25, 2023, from 8:00 am to 4:00 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 24 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

- September 5
- October 3
- Nov 7
- Nov 2
- Jan 9
- Feb 6
- Mar 5
- Apr 9

a. Academic Achievement Data

The needs assessment session included detailed analysis of student performance on the 2023 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 2023
		2018	2019	2021	2022	2023	
6th ELA	1st	51%	57%	51%	44%	48%	39%
7th ELA	1st	46%	58%	47%	45%	46%	39%
8th ELA	2nd	62%	63%	54%	50%	52%	42%
6th Math	1st	59%	59%	56%	54%	52%	33%
7th Math	1st	53%	67%	53%	54%	57%	35%
8th Math	1st	46%	44%	50%	55%	71%	36%
8th SC	1st	44%	40%	26%	39%	40%	26%
8th SS	2nd	54%	51%	41%	44%	52%	36%

* State scores highlighted if CMS is above the state average.

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.	6th Lexile 997+	7th Lexile 1045+	8th Lexile 1097+	Writing +/-	6th STAR Read Growth	7th STAR Read Growth	8th STAR Read Growth	6th STAR Interv. % Read	7th STAR Interv. % Read	8th STAR Interv. % Read	ELA All P & D	EL
2024																			
2023		49%	47%	52%	11%	11%	16%	68%	75%	81%	7 of 9	1	1.2	0.9	15%	17%	16%		
2022	4/4	44%	45%	50%	17%	9%	14%	69%	74%	78%	7 of 9	0.7	0.9	0.7	18%	15%	11%	47%	24%
2021	4/4	51%	53%	54%	15%	16%	18%	50%	63%	66%	NA	0.5	0.2	0.4	30%	31%	34%	51%	15%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.3	0.5	0.4	25%	24%	24%	NA	NA
2019	4/4	58%	58%	62%	22%	12%	25%	57%	74%	72%	2 of 9	0.7	0.9	1.1	23%	19%	28%	59%	28%

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. I’ll break it down by subject and grade level:

Our strengths include:

1. **8th Grade Math:** Central Middle School consistently ranks 1st in 8th-grade math performance, with a significant improvement from 2018 to 2022. This suggests a strong math program in the school.
2. **7th Grade Math:** The school also performs well in 7th-grade math, consistently ranking 1st or near the top in the county.
3. **6th Grade Math:** While the ranking has dropped slightly in recent years, Central Middle School still maintains a competitive position in 6th-grade math.

Areas to Improve Include:

1. **8th Grade Science (SC):** The school's performance in 8th-grade science appears to be a weakness, consistently ranking lower in the county. There is also a decline in performance from 2018 to 2023, which may require attention.
2. **8th Grade Social Studies (SS):** Similar to 8th-grade science, the school's performance in social studies is not as strong, with rankings in the 2nd position and declining scores over the years that may be attributed to scheduling and pulling students for our ESOL program due to availability of staff (part time position).
3. **6th Grade ELA:** While the school has performed well in other subjects, 6th-grade English Language Arts (ELA) shows a decline in performance from 2019 to 2023, with the lowest ranking among the subjects listed.
4. **8th Grade ELA:** Although not as weak as 6th-grade ELA, 8th-grade English Language Arts has experienced a decline in performance since 2018 and ranks lower compared to other subjects.

Overall, Central Middle School's strengths appear to be in math, particularly in 8th and 7th grades. However, there are weaknesses in 8th-grade science, 8th-grade social studies, and certain aspects of English Language Arts, particularly in 6th and 8th grades. It may be beneficial for the school to focus on improving these areas to provide a more well-rounded education for its students.

At the current time there are no migrant children enrolled in Central Middle School. If a migrant child should enroll, the district will contact the Director of Federal Programs who will contact the migrant consortium to assist the school in providing services to migrant students. Migrant students will be provided all services for which they qualify.

	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	42	43	45	39	42	47	47	45	51	50	49	51	48	41	48
District	43	39	46	38	38	48	47	40	53	55	48	53	49	39	47
CMS	49	49	53	43	46	55	57	49	61	60	52	56	56	48	54

*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	42	46	51	46	44	43	53	54	45	44	39	49
District	44	43	54	47	43	44	56	56	48	46	36	49
CMS	48	53	62	56	61	58	64	74	61	52	47	60

	Extended Writing: Ideas			Extended Writing: Conventions			Narrative Writing		
	6th	7th	8th	6th	7th	8th	6th	7th	8th
State	74	68	74	71	65	72	72	70	82
District	84	69	78	80	66	73	75	74	85
CMS	92	87	91	86	83	86	84	88	92

*Green highlights mean you outperform the state.

An analysis of our Spring 2023 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:

6th Grade (ELA):

- **Key Ideas & Details:**
 - CMS outperforms both the district and state averages, which is a significant strength. This category has a 28% content weight.
- **Writing:**
 - CMS also outperforms both the district and state in writing. This is another strength, and writing has a 27% content weight.
- **Language:**
 - CMS is slightly above the state average in language, but it lags behind the district. This could be an area for improvement, especially considering it has a 20% content weight.
- **Craft & Structure:**
 - CMS outperforms both the district and state, which is positive, given its 15% content weight.
- **Vocabulary:**
 - CMS is above the state average but slightly behind the district. This is a moderate strength with a 10% content weight.

7th Grade (ELA):

- **Key Ideas & Details:**
 - CMS outperforms both the district and state averages in this category, which is a strength (27% content weight).
- **Writing:**
 - CMS performs well in writing, outperforming both the district and state (27% content weight).
- **Language:**
 - CMS excels in language, significantly outperforming both the district and state averages (20% content weight).
- **Craft & Structure:**
 - CMS outperforms both the district and state, which is positive (16% content weight).
- **Vocabulary:**
 - CMS outperforms both the district and state, which is another strength (10% content weight).

8th Grade (ELA):

- **Key Ideas & Details:**
 - CMS is above the state average but slightly below the district. This is a moderate strength, considering its 27% content weight.
- **Writing:**
 - CMS excels in writing, surpassing both the district and state averages (27% content weight).
- **Language:**
 - CMS performs well in language, significantly outperforming both the district and state (20% content weight).
- **Craft & Structure:**
 - CMS outperforms both the district and state, which is positive (16% content weight).
- **Vocabulary:**
 - CMS is slightly below the district but above the state average. This is a moderate strength with a 10% content weight.

In summation, for all grade levels, we will need to continue to focus on Key Ideas & Details, as it carries significant content weight. Strengthening language skills could be beneficial, particularly for 6th-grade students, where CMS slightly lags behind the district. Vocabulary will be a focus area across all grades and subject areas to ensure that students are well-prepared in this aspect. Given the strong performance in writing and craft & structure, maintaining these strengths is essential to increasing the successes of our students. Additionally, we will keep emphasizing Narrative Writing, as it has a high content weight in 8th grade.

The faculty and staff at CMS continue to work diligently to increase student achievement in ELA with our literacy initiative. With only 48% of our 6th grade students, 46% of our 7th graders, and 52% of our 8th grade students as proficient/distinguished on the EOG (all above state averages; 39%, 39%, and 42% respectively), we will put strategies in place for the 2023-2024 school year to increase Lexile Levels in our students. We will continue sharing our STAR Lexile data with all core content area teachers and ensure that teachers understand the importance of the data and its effect in all content areas. All ELA teachers will be planning (collaboratively - weekly and vertically - monthly) and focus on reading strategies that include practice, discussion of application, and sharing “best practices” with each other. All content area teachers will be implementing a working word wall in each classroom to teach content vocabulary from August-May and include high interest weekly reading activities in their class to address weaker domains. CMS will increase in each area by 6%, 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. Utilizing targeted interventions for our subgroup population, we will address these areas and improve.

The analysis of the GMAS data for Spring 2023 at Central Middle School (CMS) provides valuable insights into the strengths and areas for improvement in English Language Arts (ELA) across different grade levels. However, it's important to recognize that the lingering effects of the COVID-19 pandemic have likely contributed to some of the observed gaps in learning.

One root cause of the gaps in learning can be attributed to the disruptions caused by the pandemic. The shift to remote or hybrid learning models, combined with the emotional and social challenges students faced during the pandemic, may have hindered their ability to fully engage with the ELA curriculum. This disruption in traditional classroom learning likely impacted vocabulary development, language skills, and even writing proficiency, as students may not have had the same opportunities for collaborative learning and hands-on experiences.

Another root cause is the variation in the impact of the pandemic on different student groups. The disparities in performance among ethnic groups and special education students suggest that certain populations may have been disproportionately affected by the pandemic. These disparities could be related to access to resources, the level of support at home, or the challenges specific to individual students' needs during remote learning.

The initiatives and strategies outlined by Central Middle School (CMS) demonstrate a proactive approach to addressing the root causes of learning gaps in ELA instruction, many of which have been exacerbated by the disruptions caused by the COVID-19 pandemic. 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 a well-structured plan in place to monitor the effectiveness of its instructional strategies throughout the year, ensuring that these strategies are making a positive impact on student learning. One key element in this monitoring process is the Renaissance (STAR) diagnostic screenings conducted at least four times throughout the year. These screenings provide valuable data on individual student performance and help identify areas of weakness. By conducting these assessments regularly, the school can track students' progress over time and intervene promptly if learning gaps persist or emerge and address individual needs through the MTSS process.

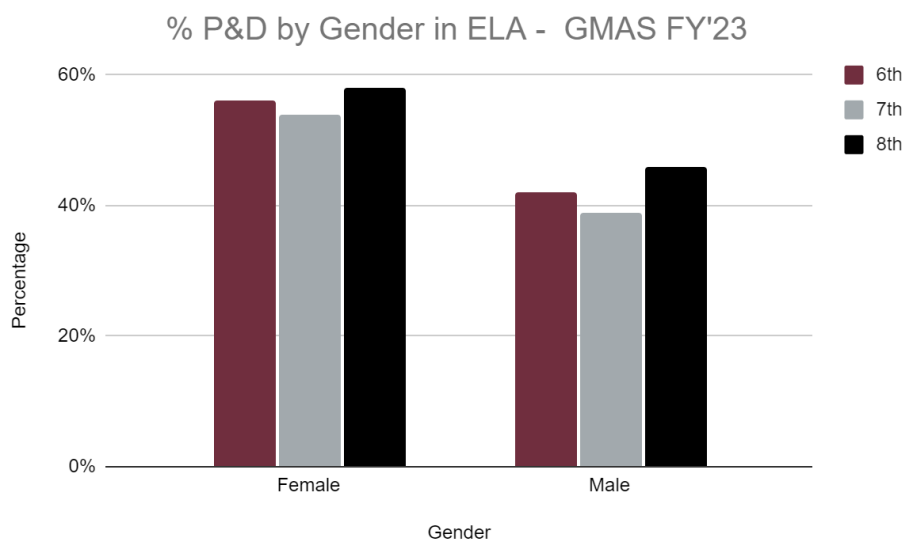
Data-driven decision-making is further emphasized through our data digs aimed at targeting "at-risk students." These sessions involve analyzing student performance data, identifying trends, and pinpointing specific students who may require additional support through our monthly MTSS meetings for students already in the process and

those that are newly identified. By delving into this data regularly, CMS can tailor interventions and instructional strategies to meet the unique needs of struggling students, aligning with the school's commitment to closing learning gaps.

The instructional specialists' role in providing professional development and teaching strategies to increase teacher capacity is another critical aspect of the monitoring process. With monthly sessions, teachers receive ongoing support and guidance, enabling them to implement strategies effectively. These sessions also create a platform for sharing best practices and refining instruction based on real-time feedback.

Our innovative BeCC period incorporated at the end of each day serves multiple purposes, including addressing social-emotional learning (SEL) needs and providing time for Drop Everything and Read (DEAR). This period fosters a positive and supportive school environment, which is essential for student well-being and engagement. Additionally, the use of programs to address misconceptions with standards and practice aligns with the school's commitment to continuous improvement and ensures that students have opportunities to reinforce their understanding of key concepts.

In summary, Central Middle School's monitoring approach combines regular diagnostic assessments, data analysis, ongoing professional development, SEL initiatives, and focused practice opportunities to gauge the effectiveness of its instructional strategies. This comprehensive approach enables the school to track progress, identify areas for improvement, and provide timely support to both teachers and students, ultimately working towards the goal of closing learning gaps and promoting student success in ELA by systematically monitoring student growth at specific intervals throughout the year.



In the analysis of the GMAS (Georgia Milestones Assessment System) for spring 2023 in English Language Arts (ELA) for each grade level, specifically looking at the Proficient and Distinguished categories. These statistics can help us identify strengths and areas that may need improvement.

Strengths:

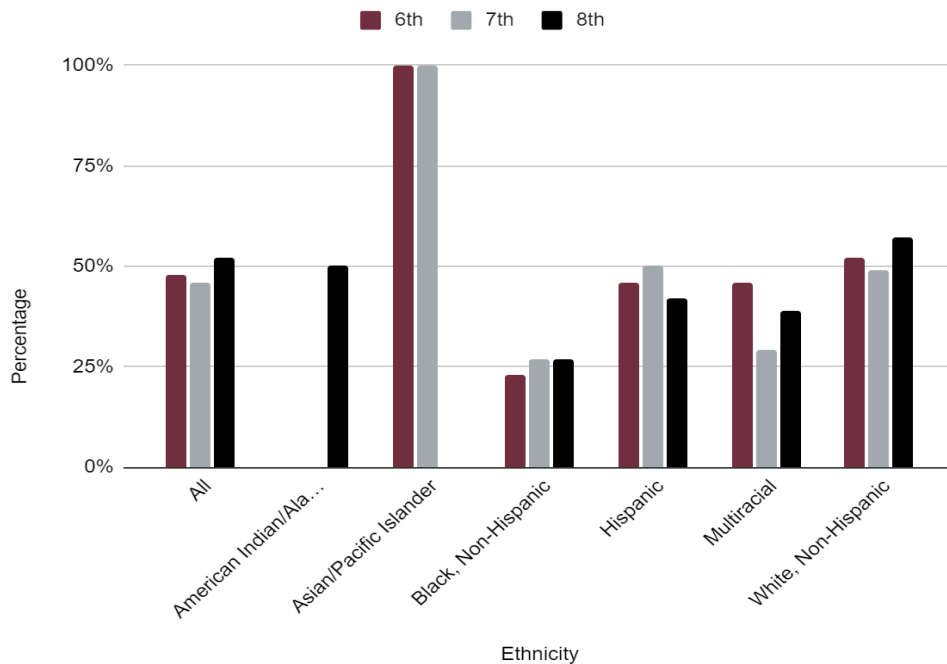
8th Grade Females - They have the highest combined percentage of students in the Proficient & Distinguished categories at 58%. This indicates a strong performance in ELA.

Areas for Improvement:

1. 7th Grade Males - With only 39% in the Proficient & Distinguished categories, this group could benefit from additional support or strategies to improve ELA skills.
2. 6th Grade Males - Similarly, 6th-grade males are performing at 42%, which is lower than the females in the same grade. Some targeted interventions may help improve their ELA performance.

Overall, it's important to focus on strategies and interventions that can help close the gender gap and improve the performance of students in the Proficient & Distinguished categories, particularly for 7th-grade males and 6th-grade males. This might include personalized instruction, additional resources, or tailored teaching methods to address specific areas of weakness.

% P&D by Ethnicity in ELA on GMAS FY23



In the analysis of GMAS (Georgia Milestones Assessment System) for spring 2023 in English Language Arts (ELA) for each grade level, specifically focusing on the Proficient & Distinguished categories and breaking it down by ethnicity, our strengths and areas for improvement are as follows:

Strengths:

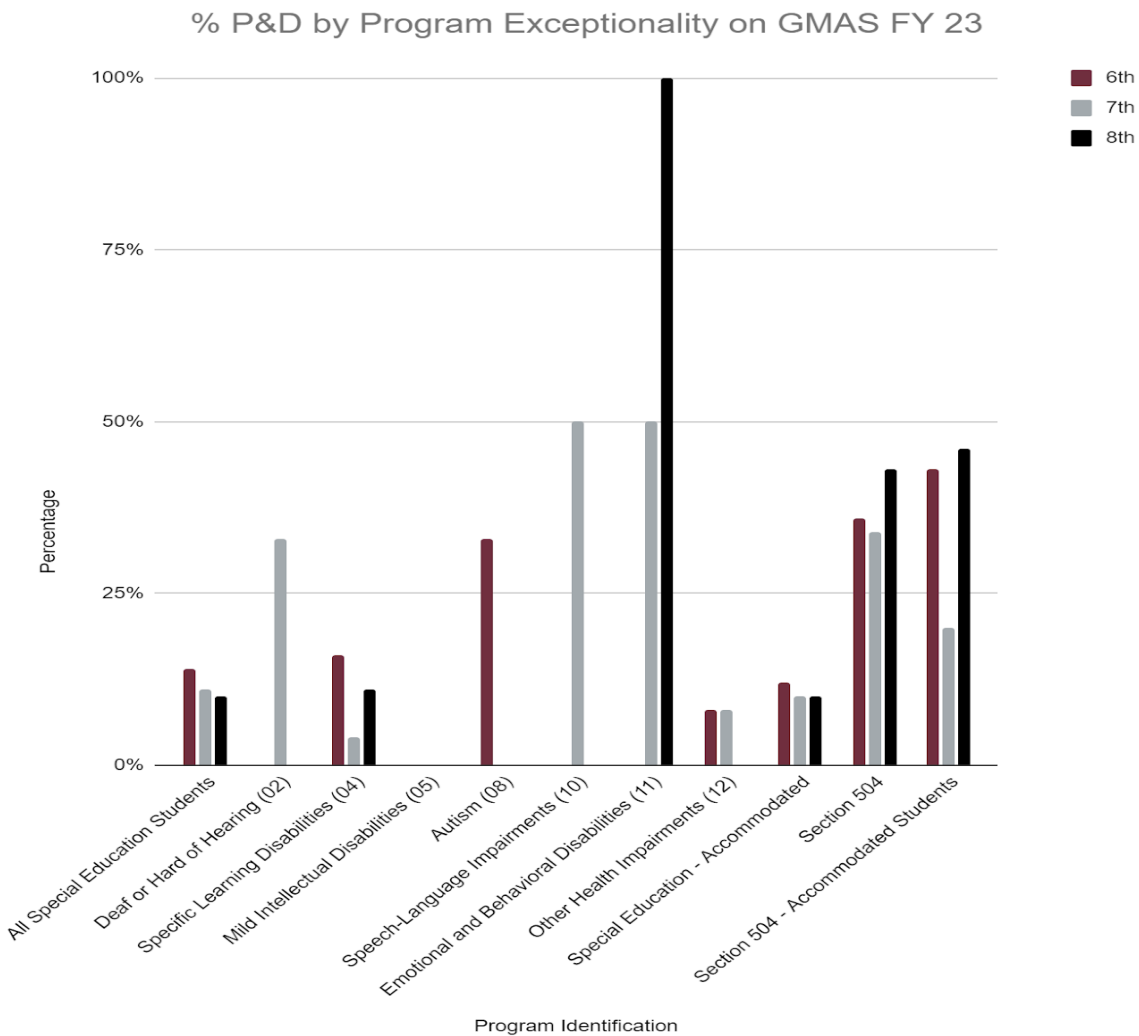
1. Asian/Pacific Islander Students - In both 6th and 7th grades, Asian/Pacific Islander students have achieved 100% proficiency and distinction in ELA. This is an outstanding achievement and indicates a significant strength in ELA for these students.
2. White, Non-Hispanic Students in 8th Grade - In the 8th grade, White, Non-Hispanic students have the highest proficiency rate at 57%, which is a strength.

Areas for Improvement:

1. Black, Non-Hispanic Students - In all three grade levels, Black, Non-Hispanic students have lower proficiency rates compared to other ethnicities. Focusing on targeted interventions and support for these students may help improve their ELA performance.
2. Multiracial Students - In 7th and 8th grades, Multiracial students have lower proficiency rates compared to the overall average. It's essential to understand the specific challenges they face and provide appropriate resources to improve their ELA skills.

3. Hispanic Students - Hispanic students in 8th grade have a proficiency rate of 42%, which is slightly below the overall average. Providing additional support and resources to this group may help raise their ELA performance.

In summary, while there are strengths in certain ethnic groups, there are also clear areas for improvement, particularly among Black, Non-Hispanic students and Multiracial students. Tailored strategies and interventions should be considered to address these disparities and help all students achieve proficiency and distinction in ELA.



In the analysis of the GMAS (Georgia Milestones Assessment System) for spring 2023 in English Language Arts (ELA) for each grade level, specifically focusing on the Proficient & Distinguished categories and breaking it down by program exceptionality, areas of strength and improvement are as follows:

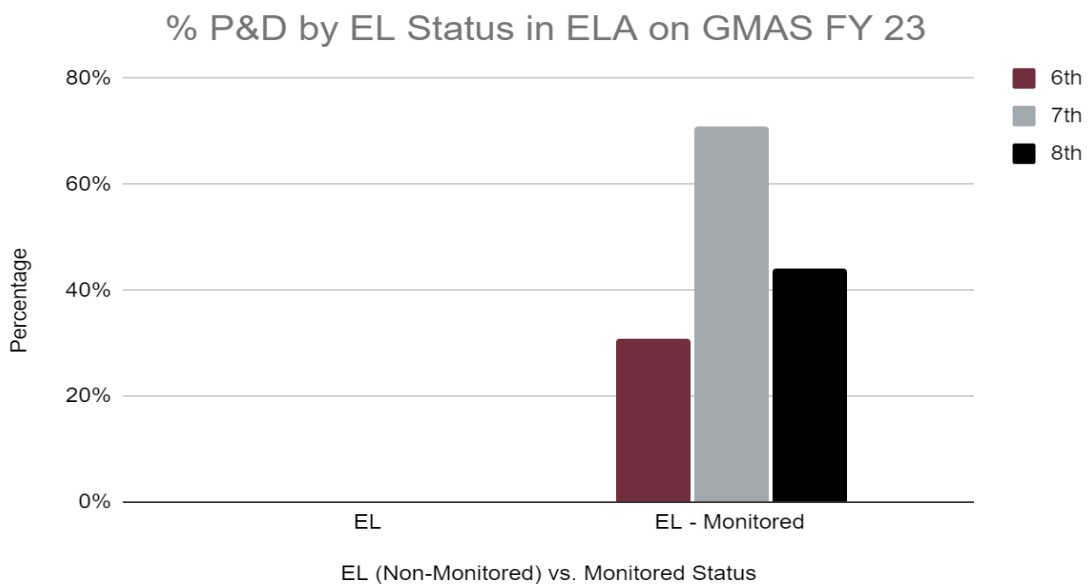
Strengths:

1. Emotional and Behavioral Disabilities (EBD) in 7th Grade - EBD students in 7th grade achieved 100% proficiency, which is a significant strength.
2. Section 504 - In all three grade levels, Section 504 - Accommodated students achieved higher proficiency rates compared to their counterparts in Special Education. This suggests that the accommodations provided are effective in supporting their ELA performance.

Areas for Improvement:

1. In all grade levels, the overall proficiency rates for Special Education students are low, ranging from 10% to 14%. There is a need for more targeted support and interventions to help these students improve their ELA skills.
2. Specific Learning Disabilities (SLD) - SLD students in 7th grade had a proficiency rate of only 4%, indicating a significant area for improvement.
3. Speech-Language Impairments (SLI) - SLI students in 7th grade achieved a 50% proficiency rate, which is a positive result. However, more data is needed for other grade levels to make a comprehensive assessment.

In summary, there is a clear need for targeted support and interventions to improve the ELA proficiency rates for Special Education students, especially those with Specific Learning Disabilities. Additionally, it's important to continue assessing and providing effective accommodations for Section 504 students, as they appear to perform relatively well with accommodations in place.



In the analysis of the GMAS (Georgia Milestones Assessment System) for spring 2023 in English Language Arts (ELA) for each grade level, specifically focusing on the Proficient & Distinguished categories and breaking it down by program exceptionality, areas of strength and improvement are as follows:

Strengths:

1. 7th Grade English Language (Monitored) - In 7th grade, students who are English Language (Monitored) achieved a high proficiency rate of 71%, which is a significant strength and indicates that the monitoring process is effective in supporting their ELA skills.
2. 8th Grade English Language (Monitored): - Similarly, in 8th grade, students who are English Language (Monitored) achieved a proficiency rate of 44%, which is higher than the 6th-grade counterparts.

Areas for Improvement:

1. All Non-Monitored English Language Students: In all three grade levels, the proficiency rates for English Language (Non-Monitored) students are at 0%. This indicates a significant area for improvement and suggests that additional support or interventions may be needed to help these students achieve proficiency in ELA.
2. 6th Grade English Language (Monitored): While there is progress in 7th and 8th grades, 6th-grade English Language (Monitored) students still have room for improvement, with a 31% proficiency rate.

In summary, it's clear that there is a need to focus on providing targeted support and interventions for English Language (Non-Monitored) students across all grade levels to help them achieve proficiency in ELA. Additionally, continued monitoring and support for English Language (Monitored) students, especially in 6th grade, can further enhance their ELA skills and proficiency.

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.	6th STAR Math Growth	7th STAR Math Growth	8th STAR Math Growth	6th STAR Interv % Math	7th STAR Interv % Math	8th STAR Interv % Math	8th EOG SC	8th EOG
2024															
2023		53%	57%	71%	20%	26%	24%	1.6	1.3	1.3	18%	22%	25%	40%	10%
2022	3/3	54%	54%	55%	17%	9%	14%	1.5	1.1	0.7	16%	21%	28%	39%	6%
2021	4/4	56%	53%	50%	21%	18%	21%	1.6	1.0	0.7	20%	18%	21%	26%	4%
2020	NA	NA	NA	NA	NA	NA	NA	1.1	1.2	0.7	13%	20%	20%	NA	NA
2019	4/4	60%	67%	50%	25%	26%	14%	1.3	1.8	1.8	21%	15%	18%	52%	11%

	Ratio & Proportional Relationships		The Number System		Expressions & Equations			Geometry			Statistics & Probability			Alg & Fun
	6th	7th	6th	7th	6th	7th	8th	6th	7th	8th	6th	7th	8th	8th
State	36	41	42	43	41	34	42	38	42	36	39	39	46	39
District	36	45	48	49	44	34	50	42	48	46	47	40	56	48
CMS	44	60	67	59	55	49	70	58	65	65	62	56	70	72

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

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.

6th Grade (Mathematics):

- **Ratio & Proportional Relationships:**
 - CMS significantly outperforms both the district and state averages in this category. This is a significant strength.
- **The Number System:**
 - CMS also performs well, exceeding both the district and state averages.
- **Expressions & Equations:**
 - CMS performs exceptionally well in this area, surpassing the district and state averages.
- **Geometry:**
 - CMS excels in geometry, outperforming both the district and state.
- **Statistics & Probability:**
 - CMS performs strongly, exceeding both the district and state averages.

7th Grade (Mathematics):

- **Ratio & Proportional Relationships:**
 - CMS demonstrates a significant strength by significantly outperforming both the district and state averages.
- **The Number System:**
 - CMS performs well, exceeding both the district and state averages.
- **Expressions & Equations:**
 - CMS excels in this category, surpassing the district and state averages.
- **Geometry:**
 - CMS outperforms both the district and state, indicating strength in geometry.

- **Statistics & Probability:**
 - CMS also performs well, exceeding both the district and state averages.

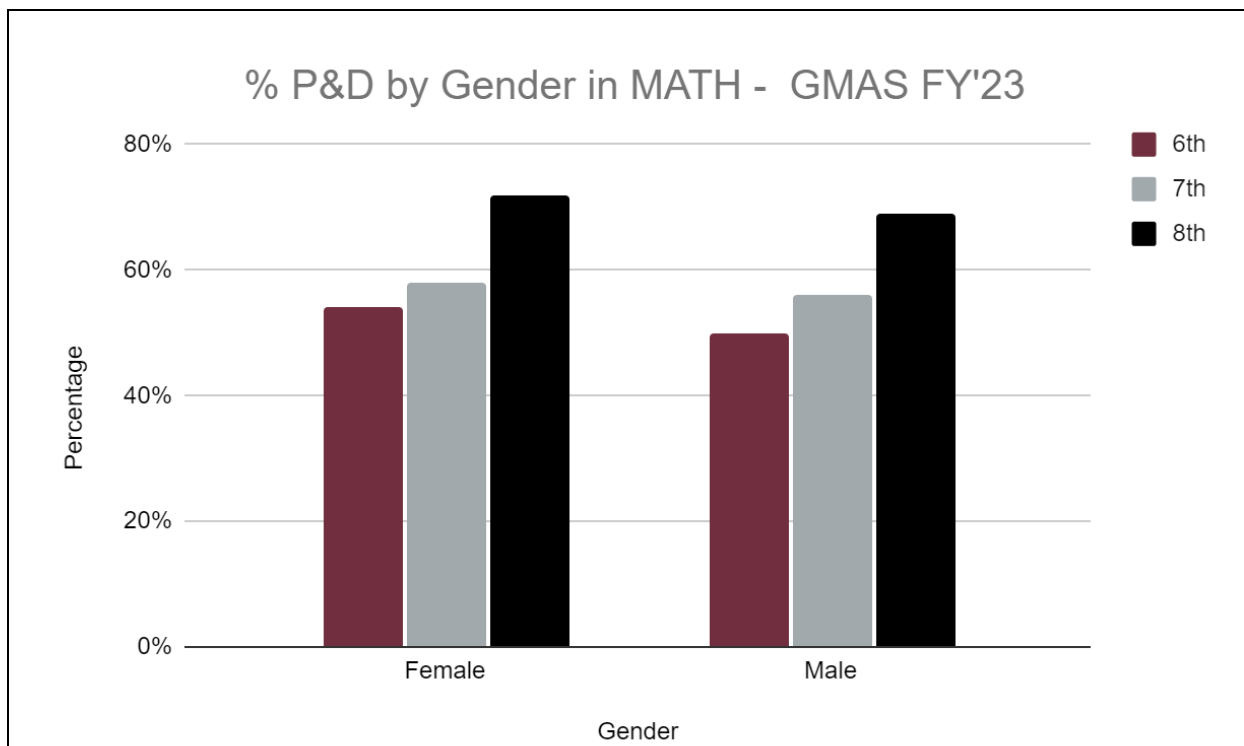
8th Grade (Mathematics):

- **Numbers, Expressions, and Equations:**
 - CMS performs well, surpassing both the district and state averages.
- **Algebra and Functions:**
 - CMS excels in algebra and functions, exceeding both the district and state averages.
- **Geometry:**
 - CMS continues to outperform both the district and state averages in geometry.
- **Statistics and Probability:**
 - CMS performs well, surpassing both the district and state averages.

Recommendations for mathematics instruction include:

1. Maintaining our Strengths: Central Middle School should continue to build on its strengths, especially in areas where it consistently outperforms the district and state averages, such as Ratio & Proportional Relationships, Expressions & Equations, and Geometry.
2. Focus on 8th Grade Math: While CMS performs well overall, there should be a continued emphasis on maintaining high performance in 8th-grade math, especially in algebra and functions, given its 40% content weight.
3. Data-Driven Instruction: Utilize student-level data to identify specific areas where individual students or groups may need additional support or intervention. Tailoring instruction through the MTSS process to meet students' needs can help improve overall performance.
4. Professional Development: Invest in ongoing professional development for teachers to stay updated with best practices in mathematics instruction. Especially, in light of the changing standards this year. Time to discuss and develop unit plans addressing appropriate rigor will be vital in maintaining our successes with this subject area strengths and addressing areas of weakness.

By maintaining strengths and addressing areas that require improvement, Central Middle School can continue to enhance mathematics instruction and student performance, ensuring that students are well-prepared for success in mathematics.



In the analysis of the GMAS (Georgia Milestones Assessment System) for spring 2023 in Mathematics for each grade level, specifically focusing on the Proficient & Distinguished categories and breaking it down by gender, areas of strength and improvement are as follows:

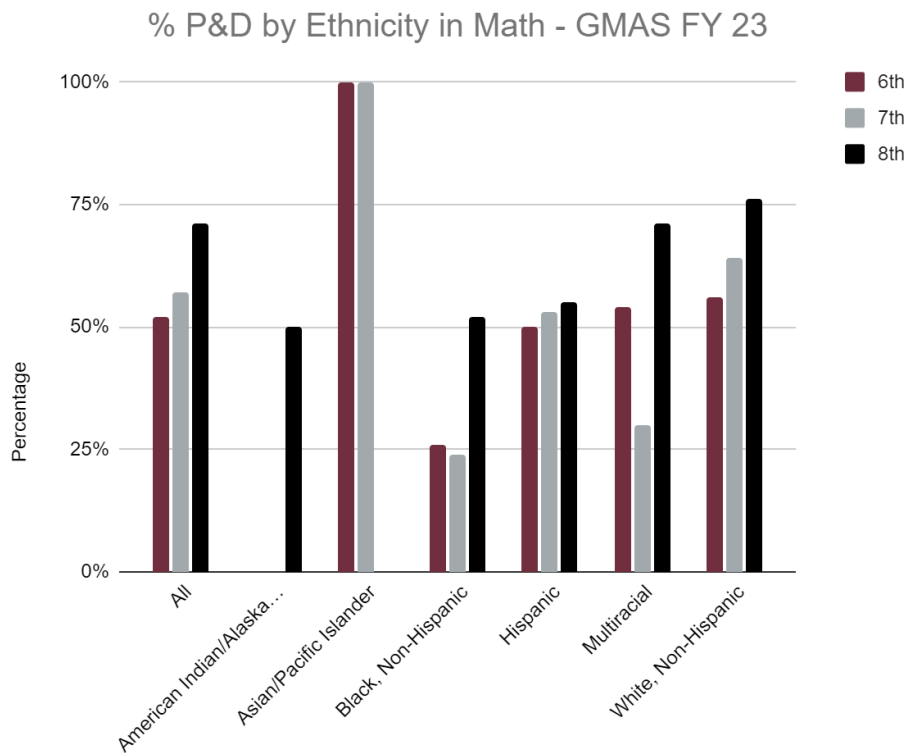
Strengths:

1. In the 8th grade, both females and males have achieved high proficiency rates, with females at 72% and males at 69% Proficient & Distinguished. This indicates a significant strength in Mathematics for 8th-grade students of both genders.
2. In the 7th grade, females have a strong performance with a proficiency rate of 58%, which is higher than their male counterparts.

Areas for Improvement:

1. While 6th-grade females have a proficiency rate of 54%, their male counterparts have a slightly lower rate of 50%. This suggests that there is room for improvement in 6th-grade males' Mathematics performance.
2. Similar to the 6th grade, 7th-grade males have a slightly lower proficiency rate compared to females. Focusing on strategies to improve Mathematics skills in 7th-grade males may be beneficial.

In summary, the CMS GMAS scores for spring 2023 show strengths in 8th-grade students of both genders and 7th-grade females. However, there is a need for improvement in 6th-grade males and 7th-grade males to bring their Math proficiency rates closer to those of their female counterparts. Targeted interventions and support can help achieve this goal.



Proficient & Distinguished on GMAS FY 23 (ELA) Ethnicity

In the analysis of the GMAS (Georgia Milestones Assessment System) for spring 2023 in Mathematics for each grade level, specifically focusing on the Proficient & Distinguished categories and breaking it down by ethnicity, areas of strength and improvement are as follows:

Strengths:

1. In the 8th grade, White, Non-Hispanic students have the highest proficiency rate at 76%, indicating a significant strength in Math.
2. In the 7th grade, Asian/Pacific Islander students achieved a perfect 100% proficiency rate, which is an outstanding performance.

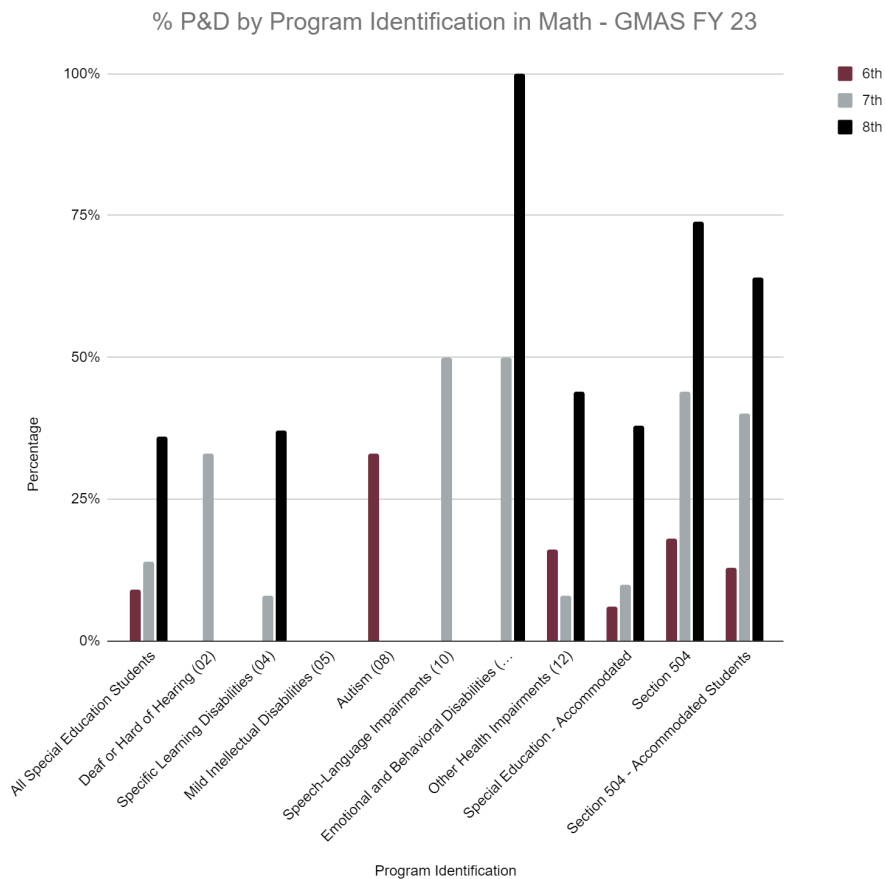
Areas for Improvement:

1. In the 6th grade, Black, Non-Hispanic students have a relatively lower proficiency rate at 26%, suggesting a need for targeted support and interventions to improve their Math skills.
2. Similarly, in the 7th grade, Black, Non-Hispanic students have a proficiency rate of 24%, which is lower than other ethnicities. Strategies to boost their Math performance should be considered.

3. Multiracial students in the 7th grade achieved a proficiency rate of 30%, which is below the overall average. Addressing the specific needs of this group could help improve their Math skills.

4. While 6th-grade Hispanic students have a proficiency rate of 50%, there is still room for improvement to align their performance with the overall average.

In summary, the CMS GMAS scores for Math in spring 2023 show strengths in 8th-grade White, Non-Hispanic students and 7th-grade Asian/Pacific Islander students. However, there is a need for improvement in 6th and 7th-grade Black, Non-Hispanic students, 7th-grade Multiracial students, and 6th-grade Hispanic students. Targeted interventions and support can help bridge the gap and improve Math proficiency rates among these groups. CMS will increase in each area by 6%, 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 by utilizing targeted interventions.



In the analysis of the GMAS (Georgia Milestones Assessment System) for spring 2023 in Mathematics for each grade level, specifically focusing on the Proficient &

Distinguished categories and breaking it down by special education program identification, areas of strength and improvement are as follows:

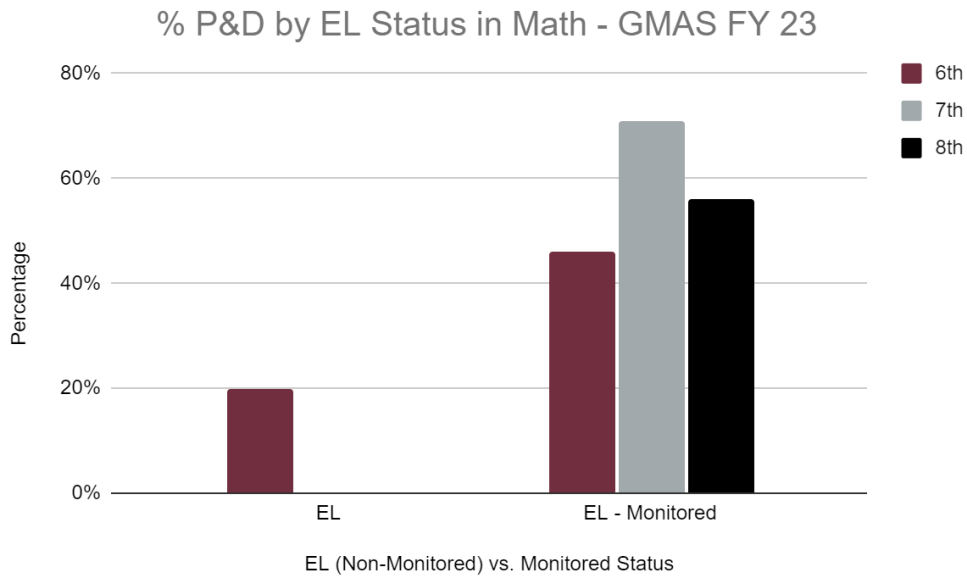
Strengths:

1. In the 8th Grade, Special Education students achieved a relatively high proficiency rate of 36%, which is a strength.
2. 8th-grade Section 504 students also performed well with a proficiency rate of 74%, indicating a significant strength.
3. EBD students in the 8th grade achieved a perfect 100% proficiency rate, which is outstanding.

Areas for Improvement:

1. In the 6th grade, SLD students had a 0% proficiency rate, suggesting a significant area for improvement.
2. Overall, 6th-grade Special Education students had a low proficiency rate of 9%, indicating a need for targeted support and interventions.
3. While there is improvement from 6th grade, 7th-grade Special Education students still have room for improvement, with a proficiency rate of 14%.
4. 6th-grade Section 504 students had a proficiency rate of 18%, which is lower than other grade levels and suggests the need for enhanced support.

In summary, there are strengths in 8th-grade Special Education and Section 504 students, as well as in 8th-grade Emotional and Behavioral Disabilities students. However, there are clear areas for improvement in 6th-grade Specific Learning Disabilities students, 6th-grade Special Education students, 7th-grade Special Education students, and 6th-grade Section 504 students. Targeted interventions and support can help bridge the gap and improve Math proficiency rates among these groups.



In the analysis of the GMAS (Georgia Milestones Assessment System) scores for spring 2023 in Mathematics for each grade level, specifically focusing on the Proficient & Distinguished categories and breaking it down by English Language (EL) Monitored vs. Non-Monitored students, areas of strength and improvement are as follows.

Strengths:

1. In the 7th grade, English Language (EL) - Monitored students achieved a high proficiency rate of 71%, indicating a significant strength in Math among this group.
2. Similarly, in the 8th grade, English Language (EL) - Monitored students had a strong performance with a proficiency rate of 56%.

Areas for Improvement:

1. While 6th-grade English Language (EL) students achieved a proficiency rate of 20%, there is still room for improvement, and additional support or interventions may be needed to help them improve their Math skills.
2. In the 7th grade, English Language (EL) students did not achieve proficiency in Math, with a 0% proficiency rate. There is a clear need for targeted support and interventions to enhance Math performance among this group.
3. Similarly, in the 8th grade, English Language (EL) students also did not achieve proficiency in Math, with a 0% proficiency rate. Addressing the specific needs of this group is crucial to improve their Math skills.

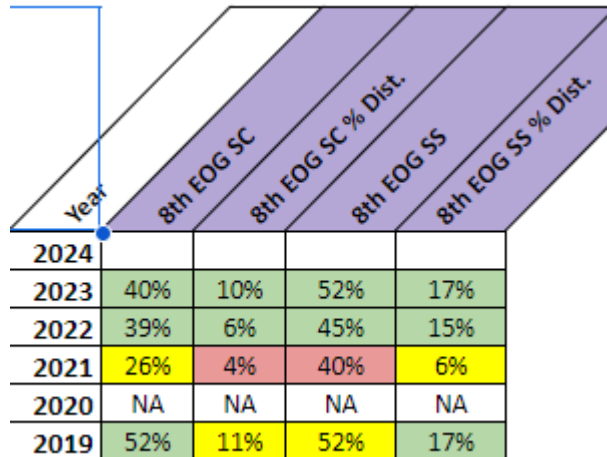
In summary, while there are areas of strength among English Language (EL) - Monitored students in 7th and 8th grades, there are clear areas for improvement among English Language (EL) students in all three grade levels. Targeted

interventions and support are essential to help English Language (EL) students achieve proficiency in Mathematics.

The analysis of Spring 2023 GMAS data for Central Middle School (CMS) in Mathematics reveals strengths and areas for improvement across grade levels. One root cause contributing to gaps in education, potentially exacerbated by the pandemic, is the disparity in proficiency rates among different student groups. For instance, while 8th-grade Special Education students and Section 504 students demonstrate strength, there are significant areas for improvement among 6th-grade Specific Learning Disabilities students and English Language students in 7th and 8th grades. The pandemic may have disrupted the learning process for these vulnerable groups, leading to gaps in their mathematical knowledge.

To address these gaps, CMS will focus on tailored interventions and support strategies for each grade level. For example, in 6th grade, a specific emphasis on assisting students with Specific Learning Disabilities, including additional resources and individualized support. In 7th grade, targeted interventions for English Language students are crucial to help them catch up on mathematical concepts. In 8th grade, while Special Education and Section 504 students perform well, continued support and reinforcement can ensure their sustained success.

Effectiveness monitoring of instructional strategies can be accomplished through a multi-faceted approach. Renaissance (STAR) diagnostic screenings conducted a minimum of four times throughout the year will help identify students who may need additional support. Data digs to target "at risk students" will allow for the personalized assessment of student performance and needs. Monthly professional development by instructional specialists will empower teachers with effective teaching strategies, enhancing their capacity to address individual student needs. The BeCC period at the end of each day, which allows time for SEL (Social and Emotional Learning) and DEAR Time (Drop Everything and Read), can contribute to a holistic approach to education, addressing not only academic but also emotional and literacy needs. Additionally, the use of programs to address misconceptions with standards and practice will provide targeted assistance to students, ensuring they grasp fundamental mathematical concepts. This comprehensive monitoring and support system aligns with CMS's commitment to bridging educational gaps and ensuring all students have the opportunity to excel in mathematics by systematically monitoring student growth at specific intervals throughout the year.



Science EOG Domains

	Matter	Energy	Motion	Waves	Force
State	35	30	42	33	35
District	32	26	40	36	38
CMS	43	38	54	50	52

*Green highlights indicate performance at/above the state average

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.

8th Grade Science Strengths:

- **Waves:**
 - CMS significantly outperforms both the district and state averages in the "Waves" domain, with a score of 54%. This indicates a notable strength in understanding wave-related concepts.
- **Force:**
 - CMS also excels in the "Force" domain, outperforming both the district and state averages with a score of 52%. This suggests a strong understanding of the principles of force among 8th-grade students.

8th Grade Science Areas of Focus:

- **Matter:**
 - While CMS performs above the district average in the "Matter" domain,

there is room for improvement to reach the state average of 35%. Focusing on concepts related to matter, such as properties, changes, and classification of matter, could help boost performance in this domain.

- **Energy:**
 - CMS's performance in the "Energy" domain is slightly below the state average. To improve, teachers can emphasize energy transformations, conservation, and the different forms of energy in their instruction.
- **Motion:**
 - CMS falls below the state average in the "Motion" domain. Teachers may want to place additional emphasis on topics related to motion, including speed, velocity, acceleration, and the laws of motion.

Recommendations for Improvement:

Given that "Matter" carries the highest content weight at 28%, it should be a primary focus for improvement. Teachers can delve into the properties and changes of matter, atomic structure, and the periodic table to enhance students' understanding. "Waves" and "Force" have relatively high content weights as well (24% and 15%, respectively), and since CMS is already performing well in these domains, teachers can build upon these strengths and explore more advanced concepts related to waves and forces. While "Energy" and "Motion" have slightly lower content weights, improving performance in these domains is still important to ensure a well-rounded understanding of science concepts.

In summary, Central Middle School's 8th-grade science performance shows notable strengths in the "Waves" and "Force" domains. To further enhance overall performance, the school should focus on improving understanding in the "Matter," "Energy," and "Motion" domains, aligning with the content weights provided. This balanced approach can help students excel in all aspects of 8th-grade science.

In the analysis of the GMAS (Georgia Milestones Assessment System) scores for spring 2023 in Science for 8th grade, specifically focusing on the Proficient & Distinguished subcategories and breaking it down by Gender, Ethnicity, Program Identification (Special Education), and English Language (EL) status. We will compare strengths and areas for improvement in each category.

Gender:

- Females: 37% Proficient & Distinguished
- Males: 42% Proficient & Distinguished
 - Males have a slightly higher proficiency rate in Science compared to females.

Ethnicity:

Strengths

- American Indian/Alaskan Native students achieved a perfect 100% proficiency rate in Science.
- White, Non-Hispanic students had the highest proficiency rate among the listed ethnic groups at 46%.

Areas for Improvement (Ethnicity):

- Black, Non-Hispanic and Hispanic students had lower proficiency rates compared to the overall average. Focusing on targeted support for these groups may be beneficial.

EL Status:

Strengths

- EL - Monitored students achieved a higher proficiency rate in Science compared to EL students.

Areas for Improvement

- Both EL and EL - Monitored students have room for improvement. EL students had a 0% proficiency rate, indicating a significant area for improvement.

Special Education & Section 504:

Strengths

- Section 504 students had the highest proficiency rate at 50%, followed by Section 504 - Accommodated students at 38%.
- Specific Learning Disabilities (04) and Other Health Impairments (12) students achieved a 22% proficiency rate.

Areas for Improvement

- Students with Mild Intellectual Disabilities (05) had a 0% proficiency rate, indicating a significant area for improvement.
- Further data is needed for Autism (08) and Emotional and Behavioral Disabilities (11) students to make a comprehensive assessment.

In summary, while there are strengths in Science proficiency among certain groups, such as males, American Indian/Alaskan Native students, and Section 504 students, there are clear areas for improvement among EL students, Black, Non-Hispanic students, Hispanic students, and students with Mild Intellectual Disabilities. Targeted interventions and support should be considered to address these disparities and help all students achieve proficiency in Science.

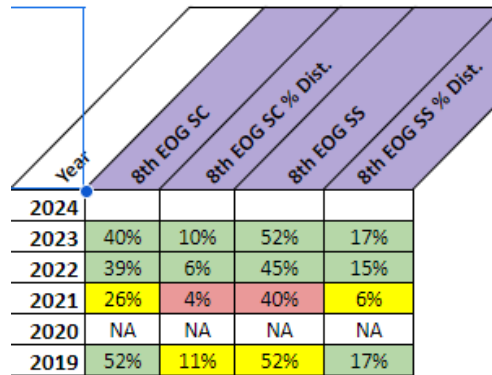
Analyzing the GMAS data for Spring 2023 at Central Middle School (CMS) reveals several key insights into the strengths and areas for improvement in science education across different grade levels. The impact of the pandemic on education has

indeed caused ripple effects, leading to disparities in student performance.

One significant root cause of these gaps can be attributed to disruptions in traditional learning due to the pandemic. Students in various grade levels may have faced interruptions in their science education, affecting their retention of information. For instance, younger students in 6th grade may struggle with foundational concepts, while 7th graders might face challenges in building on previous knowledge, and 8th graders, as seen in the data, may grapple with proficiency gaps in specific science domains. The pandemic's effects on students' learning environments and their ability to engage with instructional materials have likely contributed to these disparities.

To address these challenges, CMS should implement tailored strategies for each grade level. For 6th graders, the focus should be on building a strong foundation in fundamental science concepts. This might involve extra support in areas like Matter, Energy, and Motion, which are key components of the 6th-grade science curriculum. For 7th graders, bridging the gap between foundational knowledge and more advanced concepts is crucial. Emphasizing topics related to Forces and Waves can help strengthen their understanding. Lastly, for 8th graders, as highlighted in the GMAS data, efforts should be concentrated on improving proficiency in Matter, Energy, and Motion, aligning with the content weights provided in the analysis.

Monitoring the effectiveness of these instructional strategies is vital. The use of Renaissance (STAR) diagnostic screenings four times a year can provide real-time insights into individual student progress. This data can help identify at-risk students who may need additional support. Moreover, monthly professional development sessions led by instructional specialists can equip teachers with effective teaching strategies to address the unique needs of their students. The BeCC period, focusing on social-emotional learning (SEL) and DEAR (Drop Everything and Read) time, can help create a positive and supportive learning environment, which is essential for addressing the emotional impact of the pandemic on students. Additionally, utilizing specialized programs to target misconceptions with standards and practice can aid in reinforcing key science concepts. By combining these strategies and closely monitoring student progress, systematically monitoring student growth at specific intervals throughout the year, CMS can work towards closing the educational gaps exacerbated by the pandemic and ensure a well-rounded science education for all students.



Social Studies Domains

	History	Geography	Government/Civics	Economics
State	42	48	47	37
District	50	54	51	44
CMS	57	62	63	50

*Green highlights indicate performance at/above the state average

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.

8th Grade Social Studies Strengths:

- **Government/Civics:**
 - CMS significantly outperforms both the district and state averages in the "Government/Civics" domain with a score of 63%. This indicates a notable strength in understanding government and civics concepts.
- **History:**
 - CMS also excels in the "History" domain, outperforming both the district and state averages with a score of 57%. This suggests a strong grasp of historical events and themes.
- **Geography:**
 - CMS performs well in the "Geography" domain, exceeding the state average with a score of 62%.

8th Grade Social Studies Areas of Focus:

- **Economics:**
 - While CMS's performance in the "Economics" domain is above the district average, it is slightly below the state average. To improve, teachers can place additional emphasis on economic concepts,

including supply and demand, market systems, and economic decision-making.

Recommendations for Improvement

Since "History" carries the highest content weight at 50%, it should continue to be a primary focus for instruction. Teachers can explore various historical periods, events, and the impact of history on society. "Government/Civics" is also a crucial domain with a 20% content weight. Teachers can build upon the existing strength in this area and dive deeper into topics such as the structure of government, the Constitution, and civic responsibilities. "Geography" and "Economics" have lower content weights, but improving performance in these domains is still essential for a well-rounded understanding of social studies.

In summary, Central Middle School's 8th-grade social studies performance demonstrates strengths in "Government/Civics," "History," and "Geography." To enhance overall performance, the school should focus on further improving understanding in the "Economics" domain, aligning with the content weights provided. This balanced approach can help students excel in all aspects of 8th-grade social studies.

In the analysis of the GMAS (Georgia Milestones Assessment System) scores for spring 2023 in Georgia Studies for 8th grade, specifically focusing on the Proficient & Distinguished categories and breaking it down by Gender, Ethnicity, Program Identification (Special Education), and English Language (EL) status. We will compare strengths and areas for improvement in each category.

Gender:

- Females: 48% Proficient & Distinguished
- Males: 55% Proficient & Distinguished

Strengths (Gender):

- Males have a slightly higher proficiency rate in Georgia Studies compared to females.

Ethnicity:

- All: 52% Proficient & Distinguished
- American Indian/Alaskan Native: 100%
- Black, Non-Hispanic: 24%
- Hispanic: 42%
- Multiracial: 28%
- White, Non-Hispanic: 58%

Strengths

- American Indian/Alaskan Native students achieved a perfect 100% proficiency rate in Georgia Studies.
- White, Non-Hispanic students had the highest proficiency rate among the listed ethnic groups at 58%.

Areas for Improvement

- Black, Non-Hispanic, Hispanic, and Multiracial students had lower proficiency rates compared to the overall average. Focusing on targeted support for these groups may be beneficial.

EL Status:

- EL: 14% Proficient & Distinguished
- EL - Monitored: 44% Proficient & Distinguished

Strengths (EL Status):

- EL - Monitored students achieved a significantly higher proficiency rate in Georgia Studies compared to EL students.

Areas for Improvement (EL Status):

- Both EL and EL - Monitored students have room for improvement. EL students had a 14% proficiency rate, while EL - Monitored students achieved 44%.

Special Education & Section 504:

- All Special Education Students: 12% Proficient & Distinguished
- Deaf or Hard of Hearing (02): 0%
- Specific Learning Disabilities (04): 11%
- Mild Intellectual Disabilities (05): 0%
- Autism (08): Data not provided
- Speech-Language Impairments (10): 0%
- Emotional and Behavioral Disabilities (11): 100%
- Other Health Impairments (12): 11%
- Special Education - Accommodated: 14%
- Section 504: 64%
- Section 504 - Accommodated Students: 50%

Strengths

- Emotional and Behavioral Disabilities (EBD) students achieved a perfect 100% proficiency rate in Georgia Studies.
- Section 504 students had the highest proficiency rate at 64%.

Areas for Improvement

- Students with Deaf or Hard of Hearing (02) and Mild Intellectual Disabilities (05) had 0% proficiency rates, indicating significant areas for improvement.
- Further data is needed for Autism (08) and Speech-Language Impairments (10) students to make a comprehensive assessment.

In summary, while there are strengths in Georgia Studies proficiency among certain groups, such as males, American Indian/Alaskan Native students, White, Non-Hispanic students, EL - Monitored students, and Emotional and Behavioral Disabilities (EBD) students, there are clear areas for improvement among EL students, Black, Non-Hispanic students, Hispanic students, Multiracial students, students with Specific Learning Disabilities, Mild Intellectual Disabilities, Deaf or Hard of Hearing, and students in Special Education programs. Targeted interventions and support should be considered to address these disparities and help all students achieve proficiency in Georgia Studies.

Analyzing the GMAS data for Spring 2023 at Central Middle School (CMS) in 8th-grade Georgia Studies reveals both strengths and areas for improvement. The pandemic's impact on education has created disparities in student performance, and it's important to identify root causes and areas of focus to address these gaps.

One of the root causes contributing to disparities in Georgia Studies proficiency is the disruption caused by the pandemic. Students in different grade levels may have faced varying levels of disruption to their learning, affecting their retention of information. For example, 8th graders, as seen in the data, may have struggled to retain information in certain domains like History and Government/Civics, despite demonstrating strengths in others. The ripple effect of the pandemic has likely disrupted the continuity of instruction, leading to these proficiency gaps.

To address these challenges, CMS will tailor instructional strategies for each grade level based on the prevalent data. For 8th graders, who show strengths in Government/Civics, History, and Geography, the focus should be on maintaining and further enhancing these strengths through deeper exploration of historical events, civic concepts, and geographical knowledge. Additionally, the areas for improvement, particularly in Economics, should receive targeted attention, with teachers emphasizing economic concepts to bridge the proficiency gap.

To monitor the effectiveness of instructional strategies, CMS can utilize several approaches. Renaissance (STAR) diagnostic screenings, conducted at least four times a year, will provide continuous data on individual student progress, enabling the early identification of at-risk students. Monthly professional development sessions, led by instructional specialists, can equip teachers with effective strategies to address the specific needs of their students, including those struggling in Georgia Studies. The BeCC period, focusing on social-emotional learning (SEL) and DEAR (Drop Everything and Read) time, can help create a supportive learning environment, which is crucial for addressing the emotional impact of the pandemic on students. Furthermore, the use of specialized programs to target misconceptions with standards and practice can help reinforce key Georgia Studies concepts. By implementing these strategies and closely monitoring student progress by systematically monitoring student growth at specific intervals throughout the year, CMS can work towards closing the educational gaps exacerbated by the pandemic and ensure a well-rounded education in Georgia Studies for all students.

The information from the data discussion and comprehensive needs assessment was then used in the development of school-wide action plans to enhance student performance strengths, address student performance weaknesses, and provide professional support without instructional lead support specialist (ILSS) to faculty and staff members. A rough draft of the school improvement plan was typed and shared with the entire faculty using the Google drive application. An opportunity for input from all staff members was provided and welcomed.

On Thursday, July 27, 2023, the leadership team and admin did a re-delivery of our school improvement plans for the FY 24 school year. Additionally, Colleen Jones, Principal, also led discussions on how our vertical and operational team meetings would hold us accountable for making sure each SIP initiative is being worked on throughout the entire school year. This allowed staff to focus both on the plan as a whole and sections relating directly to the specific areas of interest. Subsequently, the plan was uploaded to the school website, eboard, placed in the parent resource center, and shared with all faculty and staff using Google drive. It also is at the forefront of all of our leadership meetings as we utilize a specific format to make sure we are addressing our priorities. Each teacher shares a part of the implementation process through our vertical and operational team meetings to hold each other accountable for the execution of the plan throughout the entire school year.

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.

- ❖ Through the use of a specific data protocol, students will be identified across all subgroups.
- ❖ Teachers and students will set goals through coaching cycles during our set aside BeCC class period. Coaching goals and individual goal setting cycles are based on current data in which students can track progress in their Google classroom.

- ❖ Specific instructional methods and instructional strategies will be implemented to address their individual needs based upon the data and goals set between the teacher and student to address their needs.
- ❖ Additionally, we set aside time to discuss Tier II and Tier III interventions through the MTSS process for those that are below our 25% quartile of data threshold for those standards.
- ❖ Needs can also be addressed with the use of our intervention specialists pushing in to our regular education classrooms to provide small group support and instructional interventions within the regular class period.

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, 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.
- ❖ Bringing three science teachers from each grade level to the Georgia Science Teachers Association (GSTA) event is a strategic move to boost student achievement in both science and English. By participating in this professional development opportunity, our teachers will gain valuable insights and teaching strategies that can make science more engaging and comprehensible for students. This, in turn, will lead to improved science comprehension among our students.

Additionally, enhancing science education often goes hand in hand with improving literacy skills. When teachers incorporate effective reading and writing practices within the science classroom, it not only helps students better understand scientific concepts but also enhances their overall literacy skills. As a result, our students will be better equipped to excel not only in science but also in their English studies, as they develop stronger reading and communication skills. This collaborative effort between science and English departments is a powerful approach to elevating student performance across both subjects.

- ❖ 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 24 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 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.
- ❖ STEMScopes is an educational tool that will be used by Science. STEMScopes is a project based learning tool that incorporates literacy and writing.
- ❖ 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 starting 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!

- ❖ A math tutor has been brought on board to support students in achieving their instructional and achievement goals. This math specialist will collaborate closely with our instructional support specialist to analyze data and identify the students who are at risk and in need of personalized instruction. We're adopting a two-tiered approach, focusing on students who are close to moving up to higher achievement levels, as determined by assessments using Renaissance or Illuminate software, such as STAR or Common Assessment data.

Our tutor will partner with staff members during collaborative planning sessions to gather necessary resources, ensuring that they are well-prepared to offer extra support and tailored learning opportunities to these students. They will also join selected teachers in the classroom to provide assistance. Moreover, the intervention specialist will engage directly with our teachers to create targeted plans for our at-risk students, addressing both skill and behavior deficiencies. This collaborative effort aims to help all students reach their full potential.

At CMS we will increase the amount of quality learning time by providing in school tutoring and support provided by ESSR funds, implementing teaching strategies introduced/reviewed during professional development sessions. This is by design and implemented 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 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 August 2, 2023.

[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 11, 2023
- September 8, 2023
- October 20, 2023
- December 1, 2023
- January 5, 2024
- March 3, 2024
- April 12, 2024

[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.

- [August 15, 2023](#)
- [September 12, 2023](#)
- [October 17, 2023](#)

- [February 13, 2024](#)
- [May 14, 2024](#)

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 money 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 24](#)

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 1: 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 24](#)

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 23-24 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 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.

[23-24 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 March 28, 2024. This will be open for all three grade levels, then on March 29, 2024 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 24 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 Board](#)

[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 2023-2024 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 student 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 2023-2024 school year on the following dates: August 8, September 5, October 3, November 7, November 28, January 9, February 6, March 5, April 9, 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 25, 2023, 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 24 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 24 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 24 Family Nights are scheduled as follows:

- ❖ Annual Title 1 Meeting - July 12, 2023 @ 10:00 am and 12:00 pm
- ❖ Virtual New Math Standards Parent Training - September 1, 2023
- ❖ Virtual Curriculum/Back to School Night - October 23, 2023

- ❖ “Cluster STEM Night” - November 14, 2023 @ 5-7 pm
- ❖ Virtual Literacy Night - Presented by ELA Vertical Team - January 9, 2024
- ❖ Virtual Math Night - Presented by Math Vertical Team - February 1, 2024

The development and revision of our Parent and Family Engagement Plan are collaborative efforts, with annual updates to ensure its relevance. On July 12, 2023, 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 24 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 - October 20, 3:40-5:00 pm
- ❖ PBIS Reward Zone - September 25-29, December 15, March 5-8
- ❖ Valentine's Dance - February 14, 2024, 8:40 am-3:40 pm (Connections)
- ❖ PTO Color Run - May 14, 2024, 8:40 am-3:40 pm (Connections)
- ❖ GMAS Block Party - May 16, 2024, 8:40 am-3:40 pm (Connections)

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 2023-2024 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
Instructional Lead Support Specialist	All Content Areas	X				Instructional Support Specialist
Collaboration Stations - STEM based learning	All Content Areas	X				STEM based learning
GSTA	Science & ELA	X				https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf
Lexia	Reading	X				Lexia Evidence
ELA Collab days for New Standards	ELA	X				http://www.bestevidence.org/csr/k12_meta_borman/K12_meta_borman.htm
Math Tutor	Math	X				http://achievethelearning.org/assets/documents/research_basis_for_tutoring.pdf

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 24 Title I Budget.

Expenditure	Page in SWP	Level of Evidence
Reducing Class Size	33, 49	Moderate
IXL	34	Moderate
Professional Learning	34-36, 42-43	Strong
Renaissance Learning	9, 23, 27, 31, 33, 36	Promising
Instructional Lead Support Specialist	32, 43-44	Strong
Collaboration Stations - STEM Education	34, 36 39, 52	Strong
GSTA	34	Strong
ELA Collaborative Days	43, 53, 57	Strong
Lexia	34, 36	Strong
Math Tutor	36	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.

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