



2022-2023

Central Middle School

**Title I Schoolwide Plan
DRAFT**

Revision Date: July 12, 2022

Approval Date: September 6, 2022



Carroll County Schools
Schoolwide Plan FY '23 Draft

**COMPREHENSIVE NEEDS ASSESSMENT-Section
1114(b)(7)(A)(i-iii)(I-V)**

- The Comprehensive Needs Assessment—Sec. 114(b)(6)** is based on a comprehensive needs assessment of the entire school that takes into account information on **the academic achievement of children** in relation to the challenging State academic standards, particularly the needs of those children who are **failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community. Please make sure to have at least one parent and community representative. Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data?

Central Middle School developed its school-wide needs assessment with the participation of individuals who will carry out the development of a comprehensive, school-wide school improvement plan. CMS has established a School Improvement Team (SIT) consisting of members that are selected based on their leadership abilities, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, parents, and other members of the community who assisted in creating and reviewing a plan for school-wide improvement. The members are: Maggie Bonner, Melissa Cochran, Caroline Crow, Colleen Jones, Nicole Fountain, Dana Knott, Megan Johnson, Elizabeth Lewis, Harmonie McMahan, Susan Newsom, Deann Robison, Amy Smith, Clay Kelley, Tammy Thomas, Amber Shiver, Kayla Register, Meg Wilson and Jeremiah Yates. Mrs. Register is a parent of a 6th grade student and selected to participate because she also stepped up to become a founding member of CMS's PTO. Meg Wilson is a community member that was selected to participate because she continually helps CMS throughout the year and supports our programs.

The team met on May 31, 2022, 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 and 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.



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2022/23 Central Middle School Profile Data Sheet																												
Completion Guide																												
Year	Enrollment	PP%	Mobility Rate	SWSS Target Met	87D Mid Y/N	CC88%	CC88% Content Mastery - 80	CC88% Progress - 85	CC88% Closing Gap -15	CC88% Readiness - 20	EOG 7-1- vs. previous year	EOG vs. GA	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 Inter v % Math	7th STAR Inter v % Math	8th STAR Inter v % Math	6th EOG SC	8th EOG SC % Dist.	
2023																												
2022	975	35%									2/8	7/8	4/4	54%	54%	55%	17%	9%	14%	1.5	1.1	0.7	16%	21%	28%	40%	32%	
2021	1049	48%	??	Y		NA	NA	NA	NA	NA	NA	NA	NA	56%	53%	50%	21%	18%	21%	1.6	1.0	0.7	20%	18%	21%	26%	4%	
2020	1002	43%	Y			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.1	1.2	0.7	13%	20%	20%	NA	NA	
2019	949	59%	12.10%	Y	Y	81.96	24.3	32.6	9.5	16.91	7/8	8/8	4/4	60%	67%	50%	26%	14%	1.3	1.8	1.8	21%	15%	18%	52%	11%		
2018	869	53%	10.9%	Y	Y	83.8	22.1	32.7	12.9	16.2	8/8	8/8	4/4	58%	53%	46%	23%	22%	1.2%	1.1	1.3	0.9	16%	20%	20%	44%	12%	

Year	6th EOG SS	6th EOG SS % Dist.	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 LEOLE 100%	7th LEOLE 100%	8th LEOLE 100%	Writing 7-1-	6th STAR Read Growth	7th STAR Read Growth	8th STAR Read Growth	6th STAR Inter v % Read	7th STAR Inter v % Read	8th STAR Inter v % Read	ELA All P & D	ELA Black P & D	ELA Hispanic P & D	ELA Multi Racial P & D	ELA White P & D	ELA IED P & D	ELA ELL P & D	ELA SWD P & D
2023																											
2022	45%	15%	4/4	51%	46%	52%	17%	9%	14%	69%	74%	78%	7 of 9	0.7	0.9	0.7	18%	15%	11%								
2021	40%	6%	4/4	51%	53%	54%	15%	16%	18%	50%	63%	66%	NA	0.5	0.2	0.4	30%	31%	34%	51%	15%	45%	26%	27%	NA	NA	7%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.3	0.5	0.4	25%	24%	24%	NA	NA	NA	NA	NA	NA	NA	NA
2019	52%	17%	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%	43%	67%	64%	45%	0%	15%
2018	55%	12%	4/4	53%	46%	62%	14%	8%	14%	57%	64%	76%	7 of 9	0.7	0.7	1.2	20%	30%	26%	53%	32%	47%	60%	57%	44%	30%	27%

Year	Star Climate Rating	# Discipline Referrals	# Probationary Referrals	Infractions	PP85 Certification	Student Attendance %	Student Absent > 1-10%	Staff 5 Days	Gifted Segments Served	% at Dist. on HS EOC Test	# of 1ST Flags	Advisement Sessions	# Comp. 1st or 2nd phase After School	Chorus Log Activities	Band Log Scores	District Honor Band #	% of Stud. One Doing Service Projects	# Business Partners	# Adult Volunteer Hours	# Student Volunteer Hours	Adult Status	Facility Improvements	Cert. Vac. on 1st Day	Teacher Retention %	WPD Teacher Retention %
2023																									
2022	CY	393	15	Y	NA	29%			32%	Yes	11	8	18	1	1	10		40	1100	475				100%	
2021	CY	344	11	Y	92%	30%		70	56%	20	2021	11	18	2	2			35	1050	450	2	Y	0	83%	100%
2020	NA	281	12/30	Y	95%	8%		3/12	NA	30	Prog	11	7	18	NA	NA		35	1000	400	2	Y	0	89%	67%
2019	5	477	1/1	Y	95%	9%		3/11	57%	38	2020	13	12	17	4.5%	4.5%		46	2900	950	2	Y	0	81%	75%
2018	4	426	8	N	94%	22%		68	43%	55	Prog	7	4	17	25/2E	4.5%		45	2700	900	2	Y	0	83%	73%

Year	3.1 Focus on Learning - Staff	3.1 Focus on Learning - Student	3.1 Focus on Learning - Parent	3.2 Student Behavior - Staff	3.2 Student Behavior - Student	3.2 Student Behavior - Parent	3.3 Rule & Policie Clear & Fair - Educator - Staff	3.3 Rule & Policie Clear & Fair - Educator - Student	3.3 Rule & Policie Clear & Fair - Educator - Parent	3.4 Learning Communication - Educator - Staff	3.4 Learning Communication - Educator - Student	3.4 Learning Communication - Educator - Parent	3.5 Leader Manage School Operation - Staff	3.5 Leader Manage School Operation - Student	3.5 Leader Manage School Operation - Parent	3.6 Positive Climate - Staff	3.6 Positive Climate - Student	3.6 Positive Climate - Parent	3.7 School recommended this school - Staff	3.7 School recommended this school - Student	3.7 School recommended this school - Parent	4.1 Safety - Staff	4.1 Safety - Student	4.1 Safety - Parent	3.3 Quality Education - Staff	3.3 Quality Education - Student	3.3 Quality Education - Parent		
2023																													
2022	100%	99%	99%	95%	87%	92%	92%	89%	93%	97%	98%	94%	95%	99%	95%	97%	98%	97%	100%	95%	97%	99%	97%	96%	99%	98%	97%		
2021	99%	99%	97%	99%	88%	97%	na	95%	91%	97%	97%	94%	94%	NA				99%	99%	97%	100%	94%	98%	99%	97%	99%	97%		
2020	99%	99%	96%	91%	90%	98%	99%	92%	99%	93%	95%	95%						98%	98%	99%	99%	94%	98%	97%	100%	99%	98%	100%	
2019	100%	98%	99%	92%	78%	94%	95%	88%	94%	99%	98%	90%	94%	98%				98%	88%	95%	99%	90%	98%	98%	91%	97%	100%	95%	99%
2018	100%	97%	96%	92%	74%	95%	90%	83%	93%	100%	94%	86%	93%	99%				96%	85%	98%	100%	88%	97%	99%	84%	99%	99%	84%	98%

Overall, CMS students exceeded the state average in every grade level and subject area between 5% (6th grade ELA) and as much as 23% (6th grade Math). We continued to show improvement in 7th and 8th grade math as well as 8th grade science and social studies. We did show slight declines in performance in 6-8th grade ELA and 6th grade Math we are still attributing to learning loss during COVID as we continue to address these areas that have caused learning gaps in student learning. Additionally, we scored as the number one middle school in Carroll County for 6-8th grade ELA and in 6th Grade Math. In all other categories we placed number two in Carroll County. CMS will need to set goals and plan accordingly to ensure the success of our students; in particular our subgroups, including: our white student population (59% P & D) and our ELL population (4% P & D) in the area of mathematics. We will utilize goal setting coupled with intensive interventions, professional development, smaller class sizes, software resources and our ELL class to help meet the needs of our subgroup populations.



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CMS	County Ranking	Proficient + Distinguished					State 2022
		2017	2018	2019	2021	2022	
6th ELA	1st	43%	51%	57%	51%	44%	39%
7th ELA	1st	42%	46%	58%	47%	45%	36%
8th ELA	1st	55%	62%	63%	54%	50%	41%
6th Math	1st	47%	59%	59%	56%	54%	31%
7th Math	2nd	45%	53%	67%	53%	54%	35%
8th Math	2nd	46%	46%	44%	50%	55%	36%
8th SC	2nd	41%	44%	40%	26%	39%	29%
8th SS	2nd	51%	54%	51%	41%	44%	37%

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

CMS's Math data is split and is an area we need to focus to show improvement. Sixth graders scored at 56% (2021) and 54% (2022) proficient/distinguished as compared to the state average of just 31%. Seventh graders scored 53% (2021) at 54% (2022) proficient/distinguished as compared to the state average of 35%. Overall the state scores dropped 1% point and we gained 1% point as a school for 7th grade. Eighth graders showed substantial increases in the number of their students scoring proficient/distinguished moving from 50% (2021) to 55% (2022) as compared to the state at 36%. CMS students scored above the state average in all grade levels for math. However, in comparing scores from 2019, we would attribute some of the loss to the COVID-19 pandemic and learning loss based on both virtual learning, lack of "high stakes testing" in 2020, and time without direct, face-to-face instruction. CMS has set goals to target these areas and address weaknesses throughout the year in the area of mathematics. Additionally, CMS will use goal setting with students and plan accordingly to ensure the success of our students; in particular our subgroups, including: our Hispanic population (39% P & D), Economically Disadvantaged students (31% P & D), and our ELL students (0% P & D), in the area of ELA. We will utilize goal setting coupled with intensive interventions, professional development, smaller class sizes, software resources and our ELL class to help meet the needs of our subgroup populations.

With the specific domain data (included by the State) it is beneficial in planning to meet the needs of the deficiencies from the previous year. In 6th grade mathematics, we will be working to provide professional learning and best practices to increase understanding of The Number System and Ratios/Proportional Relationships, both of which provide the building blocks to determining proficiency in expressions and equations and other domains throughout the year. In 7th grade mathematics, Ratios/Proportional Relationships will carry over in addition to statistics and probability. In 8th grade mathematics, we will focus on Geometry first, followed by expressions & equations and then algebra and fundamentals. All of our math teachers will be planning (collaboratively - weekly; vertically - monthly) with Achievement Level Descriptors (ALD's) to ensure appropriate rigor, develop common



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vocabulary to support our literacy initiative and increase comprehension of mathematical vocabulary, and End of Grades (EOG) testing blueprints published by GADoe to address mathematical areas of weakness.

Math EOG Domains

	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	40	39	34	41	35	44	40	38	44	34	36	40	48	40
District	45	47	37	50	37	53	48	42	52	45	42	48	56	44
CMS	63	54	54	62	51	61	57	64	63	54	60	56	70	56

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

Content Weights:

6th Grade:

- 12% Ratios and Proportional Relationships
- 30% The Number System
- 23% Expressions and Equations
- 18% Geometry
- 17% Statistics and Probability

7th Grade:

- 19% Ratios and Proportional Relationships
- 21% The Number System
- 17% Expressions and Equations
- 23% Geometry
- 20% Statistics and Probability

8th Grade:

- 20% Numbers, Expressions, and Equations
- 40% Algebra and Functions
- 28% Geometry
- 12% Statistics and Probability

The faculty and staff at CMS continue to work diligently to increase student achievement in ELA with our literacy initiative. With only 44% of our 6th grade students, 45% of our 7th graders, and 50% of our 8th grade students as proficient/distinguished on the EOG (all above state averages; 39%, 36%, and 41% respectively), we will put strategies in place for the 22-23 school year to increase Lexile Levels in our students. We will start with 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 Marzano’s six step process to explicitly teach content vocabulary from August-May and include high interest weekly reading activities in their class to address weaker domains. Our 6th and 7th grade data is correlating to show we need to focus on Key Ideas, reading & vocabulary, craft and structure. Our 8th grade data shows a focus on vocabulary and key ideas. Additionally, all grade levels will focus on extended writing ideas in writing.



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Middle School 2022 EOG Domain Data

ELA EOG Domains

	Reading & Voc			Key Ideas			Craft & Structure			Vocabulary			Reading Literary		
	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th
State	40	37	45	41	37	47	41	40	52	51	51	44	44	39	46
District	36	38	46	39	38	47	36	38	53	54	55	45	43	41	47
[REDACTED]															
[REDACTED]															
CMS	47	42	53	49	41	52	47	43	59	61	56	50	51	46	53
[REDACTED]															
[REDACTED]															
[REDACTED]															

*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	37	49	46	42	46	47	46	52	51	39	47
District	40	38	49	42	47	51	47	54	57	49	40	52
[REDACTED]												
[REDACTED]												
CMS	48	42	55	50	57	63	52	70	69	54	45	62
[REDACTED]												
[REDACTED]												
[REDACTED]												

*Green highlights mean you outperform the state.

	Extended Writing: Ideas			Extended Writing: Conventions			Narrative Writing		
	6th	7th	8th	6th	7th	8th	6th	7th	8th
State	24	22	29	63	62	68	44	40	57
District	20	25	27	61	68	72	46	55	69
[REDACTED]									
[REDACTED]									
CMS	28	41	43	64	83	85	53	82	86
[REDACTED]									
[REDACTED]									
[REDACTED]									

*Green highlights mean you outperform the state.

Content Weights:

6th Grade:

- 28% of GMAS-Key Ideas & Details-
- 27% of GMAS-Writing-
- 20% of GMAS-Language-
- 15% of GMAS-Craft & Structure-
- 10% of GMAS-Vocabulary
- 50%/50% Reading Literary/Informational

8th Grade:

- 27% of GMAS-Key Ideas & Details-
- 27% of GMAS-Writing-
- 20% of GMAS-Language-
- 16% of GMAS-Craft & Structure-
- 10% of GMAS-Vocabulary
- 44% Reading Literary
- 56% Reading Informational

7th Grade:

- 27% of GMAS-Key Ideas & Details-
- 27% of GMAS-Writing-
- 20% of GMAS-Language-
- 16% of GMAS-Craft & Structure-
- 10% of GMAS-Vocabulary
- 44% Reading Literary
- 56% Reading Informational



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In 2021-2022, with the implementation of our district’s new curriculum map design in science and the large number of new science staff members, support was provided for our teachers through professional learning and collaborative planning sessions in order to assist them in providing the necessary rigor to meet the expectations of the curriculum. Due to these factors we saw an overall improvement in scores from 43% (2021) to 50% (2022) a 13% increase in P&D. In addition, we believe the use of a variety of software programs purchased with Title 1 funds, will allow teachers to differentiate and create more student centric environments that combine digital resources, supplemental print, and hands on kits to increase engagement, rigor, and student achievement in science. CMS will use goal setting with students and plan accordingly to ensure the success of our students; in particular our subgroups, including: our Economically Disadvantaged students (29% P & D), and our ELL students (0% P & D), in the area of Science. We will utilize goal setting coupled with intensive interventions, professional development, smaller class sizes, software resources and our ELL class to help meet the needs of our subgroup populations.

Science EOG Domains

	Matter	Energy	Motion	Waves	Force
State	33	39	37	32	36
District	37	44	40	38	45
CMS	41	48	42	44	52

*Green highlights indicate performance at/above the state average

Content Weights:

- 8th Grade:
- 28% Matter
- 18% Energy
- 15% Motion
- 24% Waves
- 15% Force

In 8th grade social studies, 45% of the student population met standards in comparison to 37% of the state; in 21-22 a new curriculum map design was introduced by our district in this subject area. Additional support was provided by our school system with professional development throughout the year for our weakest domains.

Due to the district efforts coupled with the implementation of strategies teachers are utilizing in teh classroom are the reasons we showed improvement in the areas of science and social studies. 8th Grade science students showed a gains of 13% percent over the previous year’s scores. We were at 26% in 2021 and 39% for 2022 EOG data which was 10% points higher



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than the state average. Additionally, we made gains in social studies of 3% points from the previous year. In 2021, we were at 41% P&D while in 2022 we showed 44% P&D as compared to the state at 37%. CMS will use goal setting with students and plan accordingly to ensure the success of our students; in particular our subgroups, including: our African American students (15% P & D), and our ELL students (0% P & D), in the area of social studies. We will utilize goal setting coupled with intensive interventions, professional development, smaller class sizes, software resources and our ELL class to help meet the needs of our subgroup populations.

Social Studies Domains

	History	Geography	Government/Civics	Economics
State	45	43	44	48
District	46	40	43	48
CMS	52	49	49	54

*Green highlights indicate performance at/above the state average

Content Weights:

8th Grade:

50% History

15% Geography 20% Government/Civics 15% Economics

Updated 6/28/22 CW

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 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 28, 2022, the leadership team and admin did a re-delivery of our school improvement plans for the 22-23 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 stat 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, placed in the parent resource center, and shared with all faculty and staff using Google drive.



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Comprehensive Needs Assessment Planning Committee	
Name	Role
Mrs. Colleen Jones	Principal
Mrs. Maggie Bonner	Assistant Principal
Mr. Jeremiah Yates	Assistant Principal
Meghan Johnson	Instructional Coach
Deann Robison	6th Grade Math
Susan Newsom	6th Grade ELA
Nicole Fountain	7th Grade Math
Elizabeth Lewis	7th Grade ELA
Caroline Crow	8th Grade ELA
Amy Smith	8th Grade ELA
Clay Kelley	8th Grade Social Studies
Dana Knott	Connections - Business Education
Will Walton	Connections - Co-Athletic Director
Harmonie McMahan	ISC
Amber Shiver	Special Education Teacher
Sherry Roberts	Special Education Teacher
Tammy Thomas	Media Specialist
Kayla Register	Parent
Meg Wilson	Community Member



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Academic Achievement Data Collection Add Documentation for the Data Tools in Appendix 3		
Instrument Used	Content Area	Process/Procedure
EX: Star Reading	ELA	How it was used to determine at risk students
Star Reading	ELA	Data is analyzed in collaborative meetings and at both the school and district levels. At-risk students and standards are identified through school data digs with teachers. Reteaching and remediation activities are developed to address needs of specific students through classroom instruction, flexible groups, use of our intervention specialists providing Tier II and Tier III specific and intensive interventions during connections, and/or tutoring groups.
Star Math	Math	Data is analyzed in collaborative meetings and at both the school and district levels. At-risk students and standards are identified through school data digs with teachers. Reteaching and remediation activities are developed to address needs of specific students through classroom instruction, flexible groups, use of our intervention specialists providing Tier II and Tier III specific and intensive interventions during connections, and/or tutoring groups.
Georgia Milestones Assessment System (GMAS)	Reading/ELA and Math	Data is analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, monthly MTSS meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction. Scores are also used to place students in flexible groups, tutoring groups, and in our intervention specialists connection classes.
Georgia Milestones Assessment System	8 th Grade Science and Social Studies	Data is analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, monthly MTSS meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction. Scores are also used to place students in flexible groups, tutoring



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		groups, and in our intervention specialists connection classes.
Common Assessments	ELA, Math, Science, Social Studies	Carroll County School district has worked with content leaders to develop common assessments which are used to measure student achievement upon completion of specific units of study. Data from these assessments are analyzed in collaborative team meetings. Teachers identify at risk standards that need additional instruction at the Tier I level. They also identify groups of students that are at-risk for specific standards and form flexible groups to address the weaknesses. Computer programs, such as IXL, USA Test Prep, Lexia for Learning, and Edulastic are also employed as a strategy for students to receive additional instruction in at-risk standards.



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SCHOOLWIDE REFORM STRATEGIES-Section 1115(b)(1)(A)

- II. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will
- A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically 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;
 - 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
 - A. 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 based on current data and track progress in their Google classroom or through a variety of software programs utilized throughout the year.
 - ❖ 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.
 - B. Central Middle School will use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded school experience for our students. The following instructional strategies will be implemented with fidelity.
 - ❖ Class Size Reduction- Additional teachers will be hired in all subject areas in order to reduce class size. Smaller class sizes will provide the opportunity for more individualization and support for students who are having difficulty mastering the standard being presented. Smaller class sizes also provide opportunities for small group instruction that is specifically designed for students. In addition, teachers will be better equipped to identify the needs of



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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.
- ❖ Utilization of Computer Programs - USA Test Prep, 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.
- ❖ Collaborative Planning and collegial planning - Allows teachers to analyze data and make instructional decisions to help students who are at risk.
- ❖ 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 21 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,



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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, she will work directly with our intervention specialists to target our at-risk students and develop a plan of action regarding skill and behavior deficiencies. She will also work with small groups of students to provide targeted interventions and small group instruction (as needed).
- ❖ Pear deck is an educational technology company offering a web-based application to K-12 schools and teachers as a Google Slides Add-on. Background: Teachers and students log into Pear Deck (now through the use of Clever - this allows for a single-sign on for students to access several Google Add-Ons), files are autosaved in Google Drive, and everything is integrated with Google Classroom. Pear Deck enables every learner to engage with interactive activities and assessments on his or her own computer without having to worry about getting the right answer. Students are free to put their ideas out there in a safe, anonymous way, discussing, and learning from each other. This allows students to build capacity, comprehension, and confidence with content. Students' answers can be displayed anonymously on a classroom projector, so teachers can quickly see what each individual thinks on the Teacher Dashboard, and adapt, take a pause, back up, or even re-explain. Pear Deck allows for a positive and engaging learning environment where student achievement can be nurtured and grow.
- ❖ 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 designed to help teachers assess and monitor students as they work toward mastery of standards.
- ❖ Lexia Learning System software rom acceleration, to intervention, to English Language Development, to assessment and professional



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learning, Lexia solutions can be used together or individually to meet all structured literacy needs for any student. This software also offer 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.

- ❖ USA Test Prep is a web-based software program with questions aligned to all content areas (ELA, Math, Science, and Social Studies) to help students master the curriculum. It also provides a platform for career readiness and college entrance assessments. It allows for personalized learning to occur for each student by providing them with the ability to track their own progress for self-evaluation and goal setting.
- ❖ STEMScopes is an educational tool that will be used by Science. STEMScopes is a project based learning tool that incorporates literacy and writing. Mr. Edwards and Mrs. Bonner will serve as our STEM leaders and develop our STEM team to focus on national STEM certification for CMS for the 21-22 school year. This program focuses on project based learning, literacy, and writing.
- ❖ Two Intervention Specialists will be hired to assist both students with attaining instructional and achievement goals. The intervention specialist will work with our instructional support specialist with the disaggregation of data and to pinpoint our “at risk” population of students to target for individualized instruction. 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 these students. Additionally, the intervention specialist will work directly with our intervention specialists to target our at-risk students and develop a plan of action regarding skill and behavior deficiencies.
- ❖ Provide 4 collegial plannig days for new teachers to get professional development on improvement initiatives implemented throughout the school year and to “unpack” the CMS standards of operations/expectations.

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 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



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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—

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

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

At Central Middle School, all students are provided with opportunities to address any need that they may have. 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 provide Check and Connect services to students who may not need counseling but do require assistance with support. This can include behavioral and academic support. These students are called in for quick support and assistance on a regular basis.

High School and 6th Grade Readiness

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.



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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



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2. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

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

Central Middle School works closely with Central High School to ensure parents and students are equipped with the necessary knowledge to make a smooth transition from middle to high school. We also work with institutions of higher learning and community partners to expose students to opportunities that exist so that they are college and career ready 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 is working to finish our National STEM certification for the 22-23 school year.

3. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);



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Discuss PBIS or other behavioral programs being implemented at your school. Discuss the MTSS 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 3, 2022. 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: Sept. 6, Oct. 17, Nov. 28, Jan. 3, Feb 20. and Apr. 10. 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. Our parent PTSO group, is in the process of creating 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) and teach money management throughout 6-8th grade. As a team, we will complete the SW PBIS Tiered Fidelity Inventory (TFI) three times per year to identify areas of weakness and strengths in our PBIS program implementation.

The MTSS (Multi-tiered system of supports) process in relation to PBIS and instruction is implemented at CMS.

PBIS Tier I: All students can be given points via the PBIS rewards app quickly with this software when students exhibit desired behaviors. Students accumulate points which they then use to attend special PBIS events or make PBIS purchases in our newly created Rewards Zone and within individual classroom settings. When students exhibit undesirable behaviors, citations are issued. An accumulation of citations results in consequences outlined in the schoolwide PBIS Plan.

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 school intervention specialists to pull these students to develop a plan of action regarding behaviors moving forward.

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.



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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 supports. Teachers in conjunction with our intervention specialists address areas of weakness for students in the Tier II process and begin interventions 3 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 move from one year to the next. 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 them to 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 15 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.

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.

4. **Professional development and other activities** for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

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



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

CMS includes teachers, administrators, and paraprofessionals and, when appropriate, pupil services personnel, parents, and other staff in professional development that addresses the root causes of our identified needs and the integration of Standards-based classrooms with the implementation of the Georgia Standards of Excellence. The following is included in the Central Middle School Professional Learning Plan: school improvement planning, professional learning for GSE unit writing, and literacy training. Faculty and staff will also be provided with ongoing professional learning to increase understanding and enhance retention of math, science and social studies concepts by participating in content area conferences. Math, social studies, and science teachers will also participate in conferences related to incorporating the components of reading, writing, speaking, and listening (literacy/Lexiles) across all subject areas. In addition, we will hold professional learning opportunities that address the needs of the whole child through a study of social and emotional poverty. The Carroll County Teacher and Student Essentials will be implemented to support the role of high expectations, self-directed learning, and goal setting in high performance and academic growth.

To enhance the professional development of our faculty and staff, CMS will provide release time for collegial planning (once per nine weeks) and unit writing aligned with the State's academic content and student academic achievement standards for class size reduction teachers. These teachers work with their mentor teachers to gain additional training on the administration of tests and interpretation of test results in addition to providing them with support for instructional strategies and resources to use within the classroom. Release time will also be provided to allow faculty and staff members the ability to attend professional learning sessions and conferences provided by RESA and/or other professional organizations. CMS devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: Maggie Bonner, the Central Middle School Test Coordinator, provides training prior to all Milestones Assessments. District level support personnel provide training in the use of reports generated by Illuminate and IXL programs. When test scores are received from scoring agencies, teachers are provided with interpretive information to ensure their understanding of the results and provide them with the knowledge necessary to communicate testing data to parents with fidelity. Additionally, teachers will be provided a copy of the new testing blueprints released by the GaDoe to discuss and plan throughout the 22-23 school year.

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



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data reports. Those reports are reviewed at grade level meetings and meetings with individual teachers, and plans of action are created as a result of the data. Results of assessments are also recorded on the Teacher Data Form in Google Drive. Each year, teachers are provided with an update on Lexile Scores. Additionally, district level specialists have provided teachers at Central Middle School with instruction on how to disaggregate the data from STAR screeners and assessments.

[22-23 Professional Learning Calendar - CMS](#)

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

In an effort to recruit and retain teachers in high need content areas CMS does the following: New Teacher TIP in conjunction with our school TIP, mentoring for first and second year teachers with collegial planning days scheduled throughout the year to slowly roll out expectations and standard operating procedures. This allows teachers to adjust gradually throughout the year to the CMS way of doing business and educating children. Monthly school PD in addition to mini PD's each week with different tips for topics such as: the mind of the middle school student, student behavior tips, MTSS/PBIS tips, supporting struggling learners, SEL, tech or PR tips. These will roll out on a rotation weekly throughout the year as reminders and tips to help newer teachers and veterans remember the things that make CMS a special place to learn and grow as a middle school student.

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 support in our collaborative (weekly), vertical, and operational meetings (monthly). During collaborative meetings, veteran and new teachers meet to discuss instructional strategies, pacing, spiraling techniques, gifted, and provide each other with support and resources allowing for autonomy within the classroom meet the needs of students. Vertical and operational teams meet once per month to discuss various aspects of our school improvement plan and continually evaluating 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.

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



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Discuss Strategies for assisting preschool children in the transition from early childhood education to elementary schools.

N/A

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

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.

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

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions.

The Parent and Family Engagement Plan is jointly developed revised annually. This year, Central Middle School invited all parents to attend input sessions on July 12, 2022 to review and revise this parent and family engagement policy, as well as, the schoolwide plan, our school-parent compact, and our 1% parenting budget. Additionally, the plan is posted on our school website for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online, or one can request a paper copy. This survey allows parents and family members an additional format to provide feedback to the school.

Parents and family members are also provided the opportunity to give feedback during several parent meetings and activities during the school year including our annual Curriculum Nights. 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



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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 our Homecoming Dance, Student/Staff Capture the Flag Tourney, Student/Staff Dodge Ball Tourney, and a PTO color run that families can participate in also.

CMS is afforded the ability to translate any document and request translators for parent events as needed. This has helped create a clear and open line of communication between the school and parents of English Learners. These resources are utilized on an on-going basis to ensure staff members can provide parents with the information they need to ensure student successes in the classroom. Google translate in addition to translator services has allowed for much quicker communication to occur between EL learners, parents, and community partners.

EVALUATION OF SCHOOLWIDE PLAN-34CFR /200.26

III.

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

The Schoolwide Plan is reviewed throughout the year (9 times) at each of our leadership monthly meetings. School leadership meeting dates for the 2022-2023 school year are as follows: August 9, September 6, October 4, November 1, December 6, January 10, February 7, March 7, April 11, and May 2. Other meetings vertical and operational teams meet throughout the year meet the 2nd and 3rd Tuesday of each month to address actionable steps and progress throughout the year. All meetings are scheduled and taking place at 7:15 am on Tuesday mornings each month.

After input on the plan was collected formally on July 12, 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 STAR data and 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 throughout the school year.



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

We feel that the flexible intervention specialists schedule allows us to pinpoint students in our subgroup population(s) that need additional boosts to their regular educational programs and have helped more students make gains in ELA and Math that may have previously been missed due to the pandemic. Additionally, we feel that the smaller class sizes coupled with software utilization, common assessment analyzation, and smaller class sizes have aided us in being more successful for those students who have been farther from achieving the standards. This year, we have added two more instructional specialists to focus on students that were on the cusp of proficient achievement in addition to those that were just as close to being developing learners. Also, we have a stronger MTSS process to aid in specific interventions within the classroom setting that will focus on those Tier II students and getting them back into Tier I. Since the College and Career Readiness Performance Index (CCRPI) reports have not been in place due to the pandemic, we have had to rely on other sources to provide feedback. Our school improvement plan is available for review on the Carroll County School System e-board website, the CMS website, and in our Parent Engagement Areas located at CMS. CMS has a digital data room to share with its stakeholders, parents, community members, faculty and staff. Teachers also view data vertically to better understand the needs of upcoming students and decipher how to meet those needs through instructional planning and a variety of research based resources to utilize different instructional strategies. The outcome of these meetings and plans are communicated to parents and others through our Title 1 meetings, social media (for celebrations and large scale initiatives), MTSS meetings, and individual parent meetings.

- C. Describe how the Schoolwide Plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

Each year, Central Middle School reviews, revises, and develops its Title I Schoolwide Plan with a diverse team of administrators, teachers, program-specific specialists, parents, and community members. The team met on May 31, 2022, 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 and 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. This resulted in a development and revision of the FY 23 Schoolwide Plan.



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On July 12, 2022 from 9-10 and 2-3 pm we held two separate Title 1: Parent Input sessions. Parents were given the opportunity to review the plan and provide suggestions for improvement or identify additional items that are perceived as needs for our school or their students. Once all input was received, the plan was revised and sent to the LEA for approval.

The plan is reviewed monthly at Leadership Team meetings and bi-monthly at vertical and operational team meetings to ensure execution of strategies and initiatives are effective and being performed with fidelity. The plan is posted on Google Drive, and staff members are encouraged to provide input at any time throughout the school year. The plan is available to all community stakeholders in the Title I resource area of the school. It is also posted on the school website. Parents and community members are invited to provide feedback at any time throughout the year. Any feedback received from faculty, staff, parents, or community members is discussed at the monthly and/or bi-monthly meetings.

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

- a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of 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;

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

Each year, Central Middle School reviews, revises, and develops its Title I Schoolwide Plan with a diverse team of administrators, teachers, program-specific specialists, parents, and community members. A meeting was held on May 31, 2022, from 8:00 am to 4:00 pm. Colleen Jones, Principal led the group through an in-depth review of the data from state and local assessments and parent and staff surveys, and this data was used to identify our school's specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs. This resulted in the revision and development of the FY 23 Schoolwide Plan.

On August 2, 2021, August 9-11, 2021 and August 18-19, 2021 parent input sessions were held. Parents were given the opportunity to review the plan and provide suggestions for improvement or identify additional items that are perceived as needs for our school or their students. Once all input was received, the plan was revised and sent to the LEA for approval.

The plan is reviewed monthly at School Improvement Team meetings and bi-monthly at faculty meetings to ensure execution of strategies and initiatives are effective and being performed with fidelity. The plan is posted on Google Drive, and staff members are



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

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;

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

Central Middle School developed its school-wide needs assessment with the participation of individuals who will carry out the development of a comprehensive, school-wide school improvement plan. CMS has established a School Improvement Team (SIT) consisting of members that are selected based on their leadership abilities, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, parents, and other members of the community who assisted in creating and reviewing a plan for school-wide improvement. The members are: Maggie Bonner, Melissa Cochran, Caroline Crow, Michelle Dyer, Colleen Jones, Nicole Fountain, Dana Knott, Jennifer Leatherman, Elizabeth Lewis, Harmonie MacMahan, Susan Newsom, Deann Robison, Amy Smith, Candy Thomas, Tammy Thomas, Kayla Register, Meg Wilson, and Jeremiah Yates.

Our School Leadership Team is put in place to continually monitor the implementation and progress of the plan through monthly meetings, designating at least one meeting per month to discuss action steps and progress. Stakeholders continue to contribute throughout the school year at a variety of Title I events. Additionally, grade-level teachers attend collaborative meetings to monitor both grade level and individual student progress and reflect on strategies and interventions within the classroom.

School Leadership Team Responsibilities:

- Facilitate the development of the School Improvement Plan
- Monitor, Assess, and Amend the School Improvement Plan
- Implement and execute the School Improvement Plan



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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;

Explain how often the plan is reviewed within an academic year. How the plan is updated when there is a budget amendment or shift in student academic needs.

Central Middle School's Title I Schoolwide Plan will remain in effect, reviewed, and revised for the entire 2022-2023 school year. Its implementation will be regularly monitored through discussions at faculty meetings, school improvement meetings, and school council meetings. Additionally, the plan will be available for review and discussion at each of our family engagement nights throughout the 2022-20223 school year to increase knowledge and capacity surrounding Title 1 activities, budgeting, and improvement initiatives. As our budget opportunities are enhanced, the plan will be revised by our stakeholders (school council, SIT, administration, students, parents, and community members) to ensure all students are provided opportunities to successfully meet state standards. Needs will be further assessed through disaggregation of data, and research will be conducted to identify how to best address those needs. Research-based strategies and/or resources will then be implemented to meet the identified needs. Opportunities throughout the year will be provided for parents to attend meetings via social media through links to the presentations and informational sessions provided at a variety of times throughout the day so that more parents may attend either in person or virtually. After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The school will submit these concerns to the central office at the same time that the Title I schoolwide plan is submitted

Our School Leadership Team is put in place to continually monitor the implementation and progress of the plan through monthly meetings, designating at least one meeting per month to discuss action steps and progress. Stakeholders continue to contribute throughout the school year at a variety of Tile I events. Additionally, grade-level teachers attend collaborative meetings to monitor both grade level and individual studnet progress and reflect on strategies and interventions within the classroom. Additionally, teachers help to monitor shifts in academic performance that would warrant a shift in budgeting items. The schoolwide plan is kept electronically in the eBoard system in the form of a balanced scorecard. This allows the plan to serve as a way to monitor strategic intiatives and align those with budge amendments. Utilizing this accountability measure allows CMS to implement a schoolwide plan that prioritizes student needs first and serves as a checks and balance system to make sure these things are implemented in a timely fashion and reviewed throughout the school year.

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



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Explain how your Title I Schoolwide Plan is made available to the school system, parents, and public. Explain how your plan is in a language and format that is easy for parents to read and 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.
- 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.

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.



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- V. 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 ELA	Math and Reading,		X			IXL
Professional Learning	All Content Areas		X			Teacher Led Professional Learning
Renaissance Learning	Math and Reading			X		STAR Reading
USA Test Prep	Math, Reading, Social Studies		X			USA Test Prep
Instructional Lead Support Specialist	All Content Areas	X				Instructional Support Specialist
Technology Integration-Interactive Whiteboards	All Content Areas		X			Interactive White Boards
MyOn	Reading			X		MyON
Lexia	Reading	X				Lexia Evidence
Ron Clark Academy - Professional Learning	All Content Areas	X				Professional Learning
New Teacher Professional Development Days	All Content Areas		X			Collegial Planning Days - Professional Development
PearDeck	All Content Areas				X	PearDeck
EdPuzzle	All Content Areas				X	EdPuzzle
Formative	All Content Areas		X			Formative
Storyboard	All Content Areas		X			Storyboard
STEMScopes	Science/Math		X			STEMScopes



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

Specify your strategies to work with the parents of English Learners

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

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



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

1. Through coordination with institutions of higher education, employers, and other local partners;

Discuss transition activities for parents and students from elementary to middle or from middle to high school.

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.
- 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



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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.



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

Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students.

Elementary Schools: Discuss opportunities for students to take advanced courses and career counseling opportunities for students.

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.

We also 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.

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.



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b. Title I Budget Crosswalk with Title I Schoolwide Plan

Title I Budget Crosswalk

List all expenditures included in Title I Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence
Family Engagement Coordinator	7	N/A
Class Size Reduction Teachers	9, 11	Moderate
Renaissance Learning (STAR Math/Reading)	9-10, 12	Promising
IXL (All Content Areas)	10, 12	Moderate
Instructional Lead Support	9-10, 12-13	Promising
Professional Learning	9-10, 12	Moderate
Lexia Learning Systems	10, 12-14	Strong
EduLastic	10, 12	Moderate
PearDeck	10, 12, 13	Promising
Interactive Panel/Chromebooks	12-13	Moderate
USA Test Prep (All Areas)	10,14	Moderate
New Teacher Collegial Planning Days	14	Moderate



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Title I Carryover Budget Crosswalk

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

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence

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

**** Add you **assessment results** as an appendix.**

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

Title I Coordinator

Date

Superintendent

Date



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Appendix 1

Central Middle School Data Profile Sheet and CCRPI Report

2022/23 Central Middle School Profile Data Sheet																												
Completion Guide																												
Year	Enrollment	FR%	Mobility Rate	SWWS Target Met	BFO Met Y/N	CCRPI	CCRPI Content Mastery - 30	CCRPI Progress - 35	CCRPI Closing Gap - 15	CCRPI Readiness - 20	EOG +/- % - previous year	EOG vs. GA	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 Inter % Math	7th STAR Inter % Math	8th STAR Inter % Math	8th EOG SC	8th EOG SC % Dist.	
2023	975	35%											54%	54%	55%	17%	9%	14%	1.5	1.1	0.7	16%	21%	28%	40%	32%		
2021	1049	48%	77	Y	NA	NA	NA	NA	2/8	7/8	4/4	56%	53%	50%	21%	18%	21%	1.6	1.0	0.7	20%	18%	21%	26%	4%			
2020	1002	43%		Y	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.1	1.2	0.7	13%	20%	20%	NA	NA			
2019	949	59%	12.10%	Y	Y	81.96	24.3	32.6	9.5	16.91	7/8	8/8	4/4	60%	67%	50%	25%	26%	14%	1.3	1.8	1.8	21%	15%	18%	52%	11%	
2018	869	53%	10.9%	Y	Y	83.8	22.1	32.7	12.9	16.2	8/8	8/8	4/4	58%	53%	46%	23%	22%	12%	1.1	1.3	0.9	16%	20%	20%	44%	12%	

Year	8th EOG 8S	8th EOG 8S % Dist.	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 Locus 997+	7th Locus 1005+	8th Locus 1097+	Writing +/-	6th STAR Read Growth	7th STAR Read Growth	8th STAR Read Growth	6th STAR Inter % Read	7th STAR Inter % Read	8th STAR Inter % Read	ELA P 8 & D	ELA P 9 & D	ELA H 8 & D	ELA H 9 & D	ELA W 8 & D	ELA W 9 & D	ELA D 8 & D	ELA D 9 & D
2023	45%	15%	4/4	51%	46%	52%	17%	9%	14%	69%	74%	78%	7 of 9	0.7	0.9	0.7	18%	15%	11%								
2021	40%	6%	4/4	51%	53%	54%	15%	16%	18%	50%	63%	66%	NA	0.5	0.2	0.4	30%	31%	34%	51%	15%	45%	26%	27%	NA	NA	7%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.3	0.5	0.4	25%	24%	24%	NA	NA	N/A	NA	NA	NA	NA	NA
2019	52%	17%	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%	43%	67%	64%	45%	0%	15%
2018	55%	12%	4/4	53%	46%	62%	14%	8%	14%	57%	64%	76%	7 of 9	0.7	0.7	1.2	20%	30%	26%	53%	32%	47%	60%	57%	44%	30%	27%

Year	Star Climate Rating	# Discipline Referrals	# Prohibited Act Infractions	PKS Certification	Student Absent. %	Student Absent. +/- 10%	Staff 5 Days	Gifted Segments Served	% at Dist. on MS EOC Test	# of 501 Plans	District STEM Cert.	Achievement Seasons	# Comp. 1st or 2nd place AT&T EOCs	Chorus LGP Scores	Band LGP Scores	District Honor Band #s of Star, OFE, Doing Extra Projects	# Business Partners	# Adult Volunteer Hours	# Student Volunteer Hours	Audit Status	Facility Improvements	Cert. Vac. on 1st Day	Teacher Retention %	SFED Teacher Retention %
2023	CY	393	15	Y	NA	29%		32%		Yes	11	8	18	1	1	10	40	1100	475				100%	
2021	CY	344	11	Y	92%	30%	70	56%	20	2021	11	18	2	2		35	1050	450	2	Y	0	83%	100%	
2020	NA	281	12/30	Y	95%	8%	3/12	NA	30	Prog	11	7	18	NA	NA		35	1000	400	2	Y	0	89%	67%
2019	5	477	1/1	Y	95%	9%	3/11	57%	38	2020	13	12	17	4.5%	4.5%		46	2900	950	2	Y	0	81%	75%
2018	4	426	8	N	94%	22%	68	43%	55	Prog	7	4	17	25/2E	4.5%		45	2700	900	2	Y	0	83%	73%

Year	3.1 Focus on Learning - Staff	3.1 Focus on Learning - Student	3.1 Focus on Learning - Parent	3.2 Student Behavior - Staff	3.2 Student Behavior - Student	3.2 Student Behavior - Parent	3.3 Role & Police Officer, PAR, Educator, Student	3.3 Role & Police Officer, PAR, Educator, Student	3.3 Leader, Communicate Effectively - Staff	3.3 Leader, Communicate Effectively - Student	3.3 Leader, Communicate Effectively - Parent	3.3 Positive Climate - Staff	3.3 Positive Climate - Student	3.3 Positive Climate - Parent	3.4 Would recommend this school - Staff	3.4 Would recommend this school - Student	3.4 Would recommend this school - Parent	4.1 Safety - Staff	4.1 Safety - Student	4.1 Safety - Parent	4.2 Quality Education - Staff	4.2 Quality Education - Student					
2023	100%	99%	95%	87%	92%	92%	89%	93%	97%	98%	94%	95%	99%	95%	97%	98%	98%	97%	100%	95%	97%	99%	97%	96%	99%	98%	97%
2021	99%	99%	97%	99%	88%	97%	na	95%	91%	97%	97%	94%	94%	NA	99%	99%	97%	100%	94%	98%	99%	97%	97%	99%	99%	99%	97%
2020	99%	99%	96%	91%	90%	98%	99%	92%	99%	93%	95%	95%			98%	98%	99%	99%	94%	98%	96%	97%	100%	99%	98%	100%	
2019	100%	98%	99%	92%	78%	94%	95%	88%	94%	99%	98%	90%	94%	98%	98%	88%	95%	99%	90%	98%	98%	91%	97%	100%	95%	99%	
2018	100%	97%	96%	92%	74%	95%	90%	83%	93%	100%	94%	86%	93%	99%	96%	85%	98%	100%	88%	97%	99%	84%	99%	99%	84%	98%	



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Appendix 2
Agenda and Sign-In Sheet for Comprehensive Needs Assessment
Meeting



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**Appendix 3
Data Collection Tools**



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**Appendix 4
Agenda and Sign-In Sheet for Title I Schoolwide Plan Review**



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Appendix 5
Evidence-Based Research Resources

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

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

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

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

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

Intervention: Use of Digital Tools and Computer Programs – IXL

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

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

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

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

Intervention: Use of Digital Tools and Computer Programs – Pear Deck

Marcus, J., Peery, B., Pellerin, E., Klute, M., Mislavy, J., Wilkerson, S. & Schaefer, V. (2021). *Regional Educational Laboratory Appalachia: Research-based strategies for effective remote learning: Monitoring student progress and providing feedback. Facilitators’ handbook*. SRI International.

https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/01-28-21_Workshop2_FacilitatorHandbook_Acc.pdf

Intervention: Use of Digital Tools and Computer Programs – EdPuzzle

Tabassum, Asiya. (2020). *Experimental Research on Using Flipped Classroom Approach in Writing Classroom Using Edpuzzle*.

<https://www.ijells.com/wp-content/uploads/2020/08/July-2020-Corrected-.pdf#page=122>

Belair, M. (2012). The investigation of virtual school communications. *TechTrends: Linking Research & Practice to Improve Learning*, 56(4), 26–33. <https://eric.ed.gov/?id=EJ972807>



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Centikaya, M. (2017). Designing and applying web assisted activities to be used in flipped classroom model. *International Journal of Evaluation and Research in Education*, 6(2), 128–137. <https://eric.ed.gov/?id=EJ1145236>

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

Algozzine, B., Wang, C., & Boukhtiarov, A. (2011). A comparison of progress monitoring scores and end-of-grade achievement. *New Waves-Educational Research & Development*, 14(1), 3–21. Retrieved from http://www.viethconsulting.com/members/publication/new_waves_article.php?aid=19290171

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

Monpas-Huber, J. B. (2015). Just pressing buttons? Validity evidence for the STAR and Smarter Balanced Summative Assessments. *The WERA Educational Journal*, 8(1), 39–44. <https://www.weraweb.org/assets/docs//WEJ-November-2015-final.pdf#page=39>

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

Christian, Veronica F. Evaluating the effectiveness of the USA Testprep intervention to increase high school test scores. *Walden University*, 2012. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1256&context=dissertations>

Mings, A.(2018). The impact of a blended learning rotational model on student achievement in an eighth-grade social studies class. (Doctoral dissertation). Retrieved from <https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=5869&context=etd>

Intervention: Use of Digital Tools and Computer Programs – STEMscopes

Afterschool Alliance (2010). *Afterschool: Middle school and science, technology, engineering and math (STEM)*. (MetLife Foundation Afterschool Alert. Issue Brief No. 44.) Washington, DC: Author. Retrieved from <https://eric.ed.gov/?id=ED522621>

Billiar, K., Hubelbank, J., Oliva, T., & Camesano, T. (2014). Teaching STEM by design. *Advances in Engineering Education*, 4(1). Retrieved from <https://eric.ed.gov/?id=EJ1076147>

Gallagher, C., Huang, K., & Van Matre, J. (2015). *STEM learning opportunities providing equity (SLOPE): An Investing in Innovation (i3) grant*. (Final Evaluation Report.) San Francisco, CA: WestEd. Retrieved from <https://eric.ed.gov/?id=ED565472>

Comparing Science Proficiency on the Georgia Milestones Assessment System for STEMscopes and Non-STEMscopes Districts



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This study compares school districts that used STEMscopes and districts that did not use STEMscopes on the science component of the 2019 Georgia Milestones Assessment System. Districts were identified as STEMscopes districts if they had a subscription to STEMscopes for students in 5th grade and showed usage of STEMscopes based on the analytics data. The state of Georgia creates benchmarks for proficiency in science and identifies students within four levels (beginner, developing, proficient, and distinguished learner). For the purposes of this study, the district's proficiency rate was defined as the percentage of students who were proficient or distinguished in science.

Key Findings Include:

- It is a high quality science curriculum that includes language and reading support within the process of supporting science.
- Specifically, even when controlling for economic disadvantage, race/ethnicity, student disability, and student gender, STEMscopes increased the change in proficiency rate between 2018-2019 in reading (through Science) by 0.89 percent and ELA (through science) by 0.99 percent in elementary school.

https://www.stemscopes.com/resources/case_studies/cs_stemscopes_georgia_research_study_2019_10_01.pdf

Greenfield Builds College and Career Readiness with STEMscopes CA NGSS 3D

Greenfield Union School District (GUSD) is committed to ensuring the "Greenfield Guarantee," which is that ALL students will learn and achieve at high levels in order to be college and career ready. The rural district resides in the city of Greenfield in southern Monterey County, Calif., which boasts a strong agricultural presence and history. After successfully piloting the STEMscopes digital STEM curriculum at the middle school level in 2015, GUSD expanded its implementation district-wide in fall 2016. Today, it uses STEMscopes CA NGSS 3D in all schools in grades K-8. It also implements STEMscopes Early Explorer in transitional kindergarten (TK). "STEMscopes makes it simple for teachers to implement the 5E model, and hands-on learning makes it engaging for students."

Key Findings:

- Allowed for high quality synchronous and asynchronous learning to occur.
- Teacher support is included in the platform to ensure equity and high quality rigor for all students

https://www.stemscopes.com/resources/case_studies/cs-stemscopes-ca-ngss-3d-greenfield-college-career-readiness-2021-01-07-web.pdf

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

Desimone, L., Porter, A., Garet, M., Yoon, K.S., & Birman, B. (2002, Summer). Effects of Professional Development on Teachers' Instruction: Results from a Three-year Longitudinal



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

Intervention: Interactive Panels and Chromebooks-

Bajoolvand, E, Mahamoodi, K, and Vafaeeseresht, K,(2014, December). The Impact of the Use of Interactive Whitebord on Iranian EFL Students' Attitudes toward Lesson Instruction. The International Journal of Educational Investigations, 1(1), 1-17.

Beeland, W. Student Engagement, Visual Learning and Technology: Can Interactive Whiteboards Help?

<http://www.virtualclassrooms.info/iwb/articles/Student%20Engagement%20Visual%20Learning%20Can%20Interactive%20Whiteboards%20Help.PDF>

Intervention: Instructional Support Specialist / Intervention Specialist

Barry, Pamela K., The impact of instructional coaching on teaching practices. University of South Dakota, ProQuest Dissertations Publishing, 2012. 3545625.

<https://search.proquest.com/docview/1237935698>

Jorgensen, Christie L., A mixed-methods study examining the role of the instructional coach within a professional learning community. Northwest Nazarene University, ProQuest Dissertations Publishing, 2016. 10123797.

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Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>. This report is available on the IES Web site at <http://ies.ed.gov/ncee/wwc>.



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Intervention: Use of Digital Tools and Computer Programs – Storyboard

Baghban, M. (2007). Scribbles, labels, and stories: The role of drawing in the development of writing. *Young Children*, 62(1), 20–26. Abstract retrieved from <https://eric.ed.gov/?id=EJ753990>

Balzotti, J. (2016). Storyboarding for invention: Layering modes for more effective transfer in a multimodal composition classroom. *Journal of Basic Writing*, 35(1), 63–84. Retrieved from <https://eric.ed.gov/?id=EJ1146277>

Bobek, E., & Tversky, B. (2016). Creating visual explanations improves learning. *Cognitive Research: Principles and Implications*, 1(27), 1–14. Retrieved from <https://link.springer.com/content/pdf/10.1186%2Fs41235-016-0031-6.pdf>

Edens, K., & Potter, E. (2007). The relationship of drawing and mathematical problem solving: “Draw for math” tasks. *Studies in Art Education: A Journal of Issues and Research in Art Education*, 48(3), 282–298. Abstract retrieved from <https://eric.ed.gov/?id=EJ767133>

Intervention: Use of Digital Tools and Computer Programs – Formative

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DeLuca, C., Valiquette, A., Coombs, A., LaPointe-McEwan, D., & Luhanga, U. (2018). Teachers' approaches to classroom assessment: A large-scale survey. *Assessment in Education: Principles, Policy & Practice*, 25(4), 355-75. Retrieved from <https://eric.ed.gov/?id=EJ1195465>

Request full text available at

https://qspace.library.queensu.ca/bitstream/handle/1974/26414/DeLuca_Teachers%20approaches%20to%20classroom%20assessment_a%20large%20scale%20survey.pdf?sequence=2

Lee, H., Chung, H. Q., Zhang, Y., Abedi, J., & Warschauer, M. (2020). The effectiveness and features of formative assessment in US K-12 education: A systematic review. *Applied Measurement in Education*, 33(2), 124-140. Retrieved from: <https://eric.ed.gov/?id=EJ1248635>

McLaughlin, T. & Yan, Z. (2017). Diverse delivery methods and strong psychological benefits: A review of online formative assessment. *Journal of Computer Assisted Learning*, 33(6), 562-574. Retrieved from: <https://eric.ed.gov/?id=EJ1159694>

Request full text available at <https://www.researchgate.net/publication/318186678>

Intervention: Student-Teacher Relationships (Effect on Achievement)

https://digitalcommons.uri.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1284&context=oa_diss



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Intervention: New Teacher Collaboration NSTA
https://static.nsta.org/pdfs/free/tst_bohdeharris.pdf