



2021-2022

Mount Zion Middle School

Title I Schoolwide Plan

Revision Date August 30, 2021

Approval Date _____



Carroll County Schools

Schoolwide Plan

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

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

The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community. **Please make sure to have at least one parent and community representative.**

Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data.

Mount Zion Middle School developed its school-wide needs assessment with the participation of individuals who will carry out the development of a comprehensive, school-wide school improvement plan. MZM has established a School Improvement/School Leadership Team (SIT/SLT) consisting of members that are selected lead on their leadership abilities, roles, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, classified personnel, and parents/community members who assist in creating and reviewing a plan for school-wide improvement. The members are: Connie Robison, Principal, David Rooks, Assistant Principal, Charlotte Smith, ELA teacher, Andrea Teal, Math teacher, Casey Teal, Science teacher, Wade Cohen, Special Education ISC, Kelley Bennett, Counselor/Parent and Family Engagement Coordinator, Mark Richardson, ELA, Tewanna Brown, Business Teacher, Rhonda Reynolds, Media Specialist, Wesley Lowery, Social Studies and Nikki Purvis, Parent/Community Representative. The team met on July 13, 2021, from 8:30 am to 3:30 pm. Connie Robison and David Rooks led the group through an in-depth review of the data from state and local assessments as well as parent and staff surveys. The team then identified academic, as well as other needs of student sub-groups as well as the needs of the faculty and staff members. Specifically, the school improvement team identified weaknesses in both English Language Arts/Reading and Math across all students as well as subgroups of students. In Language Arts/Reading, specific weaknesses were noted in word recognition, academic vocabulary (including grammar) and reading comprehension. Citing evidence and using details in both reading and writing were noted as weaknesses across grade levels and subgroups. Specific math weaknesses include solving problems that require critical thinking and multiple steps, math fluency weaknesses which impact overall problem solving across grade levels and subgroups. Specifically 6th graders struggle with number sense and numeration skills, 7th graders with statistical thinking and application skills, and 8th graders show weaknesses in solving expressions. Algebraic operations was weak across grade level and subgroups as well. While 8th grade Science and Social Studies scores have been relative strengths in the past this year there was a significant drop in scores for



all students and for all subgroups of students. While ELA did show some improvement, it appears that continued weaknesses in reading and writing still seem to have an impact in overall student performance in all content areas. Data suggest that school is making progress in ELA but is not meeting district and state targets for all students and all subgroups despite the growth. Math has continued to be significant weaknesses across all grade levels and subgroups. Science and social studies have seen significant drops in all subgroups this past year. Other discussions included the Social Emotional Wellness of the students and ways to support the whole student through various social, emotional, attendance, as well as academic needs. The team discussed the need to help students develop positive social skills. Additionally, the team discussed was to reward positive behavior through the use of the Positive Behavioral Intervention System (PBIS).

This information was then used in the development of school-wide action plans to enhance student achievement and to address student performance weaknesses, as well as professional learning for faculty and staff members. A rough draft of the school improvement plan was typed and shared with the entire faculty using the Google drive application. An opportunity for input from all staff members was provided. Connie Robison, Principal, also led meetings on July 28, 2021 with all faculty members in which a review of the plan was conducted focusing both on the plan as a whole as well as sections relating directly to the specific groups. Parents and stakeholders will be given a copy of the draft plan at the Virtual Annual Title I Meeting on August 30, 2021. A parent and stakeholder input meeting is being held virtually August 30, 2021 as well at which time a draft copy of the School-Wide Improvement plan is provided. The draft copy of all plans will be placed on the website from September 1st through September 10, 2021 for Stakeholder review. A final copy will be uploaded and shared on the school website, Facebook, as well as placed in the parent resource center, and shared with all faculty and staff using Google drive. All information that was discussed at the School Improvement Meetings was shared with stakeholders including the above referenced areas of strengths and weaknesses for all grade level and subgroups. School goals for the 2021-22 school year were shared as well.

Comprehensive Needs Assessment Planning Committee

Timestamp	Name	Role	Signature-By Typing my name I indicate I attended the meeting on 7/13/2021
7/13/2021 8:32:54	Tewanna Brown	Teacher	Tewanna Brown
7/13/2021 8:33:41	Wesley Lowery	Teacher	James Wesley Lowery
7/13/2021 8:33:43	Andrea Teal	Teacher	Andrea Teal
7/13/2021 8:34:16	rhonda reynolds	Other	Rhonda Reynolds
7/13/2021 8:34:52	David Rooks	School Administrator	David Rooks
7/13/2021 8:34:56	Casey Teal	Teacher	Casey Teal
7/13/2021 8:37:15	Mark Richardson	Teacher	Mark A. Richardson
7/13/2021 8:41:49	Kelly Wright	Other	Kelly Wright
7/13/2021 8:43:45	Tyler Banister	Teacher	Tyler Banister
7/13/2021 8:45:27	Charlotte Smith	Teacher	Charlotte Smith
7/13/2021 8:45:29	Connie Robison	School Administrator	Connie Robison



7/13/2021 8:45:32	Kelley Bennett	School Counselor	Kelley Bennett
7/13/2021 8:46:12	Nikki Purvis	Parent	Nikki Purvis

Academic Achievement Data Collection
Add Documentation for the Data Tools in Appendix 3

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



		Meetings, Faculty Meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction and interventions.
Short and Frequent Evaluations (SAFEs) and District Developed Common Assessments/Pulse Checks	ELA, Math, Science Social Studies	MZM does Short and Frequent Evaluations (SAFEs) over standards in each classrooms. Teachers use this data to adjust instruction to meet students academic needs and to determine students who are at risk of not meeting standard or who may need remediation or acceleration on standards. Additionally, Carroll County School district has worked with content leaders to develop common assessments which are used to measure student achievement upon completion of specific units of study. Data from these assessments are analyzed by teachers at both the whole group and subgroup level to help identify at risk students who need additional instruction at the Tier I or II level. Computer programs are also employed as a strategy for students to receive additional instruction for remediation of standards and skills.

[MZMS School Profile Data Sheet 2020-21](#)

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



Math

Subgroup by grade level Methods and Instructional Strategies to Strengthen Academic Program

(Specify grade level if interventions is not applicable to all grade levels)

Resource

(Local, Title I, Title III, Title IV, IDEA, Other)

Economically Disadvantaged

6th

- Connections Math
- Individual pacing lead on SAFEs
- Additional tutoring sessions for identified students 2.5 days per week
- Additional programs for skill building: BrainPop, USA testprep, Discovery Education
- STAR Assessments with Analysis, intervention and monitoring
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

7th

- Connections Math
- Individual pacing lead on SAFEs
- Additional tutoring sessions for identified students 2.5 days per week
- Additional programs for skill building: BrainPop, USA testprep, Discovery Education
- STAR Assessments with Analysis, intervention and monitoring
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I



8th

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- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

White

6th

- Connections Math
- Individual pacing lead on SAFEs
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- STAR Assessments with Analysis, intervention and monitoring
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Local

CARES Funds

Title I

7th

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Local

CARES Funds

Title I



8th

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- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

**Black
6th**

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- STAR Assessments with Analysis, intervention and monitoring
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Local

CARES Funds

Title I

7th

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Local

CARES Funds

Title I



8th

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Local

CARES Funds

Title I

Hispanic

6th

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Local

CARES Funds

Title I

7th

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Local

CARES Funds

Title I



8th

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- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

American Indian/Alaskan

6th

- Connections Math
- Individual pacing lead on SAFEs
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- STAR Assessments with Analysis, intervention and monitoring
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Local

CARES Funds

Title I

7th

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Local

CARES Funds

Title I



8th

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- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

Asian/Pacific Islander

6th

- Connections Math
- Individual pacing lead on SAFEs
- Additional tutoring sessions for identified students 2.5 days per week
- Additional programs for skill building: BrainPop, USA testprep, Discovery Education
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- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

7th

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- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I



8th

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- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

Multi-Racial

6th

- Connections Math
- Individual pacing lead on SAFEs
- Additional tutoring sessions for identified students 2.5 days per week
- Additional programs for skill building: BrainPop, USA testprep, Discovery Education
- STAR Assessments with Analysis, intervention and monitoring
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

7th

- Connections Math
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- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I



8th

- Connections Math
- Individual pacing lead on SAFEs
- Additional tutoring sessions for identified students 2.5 days per week
- Additional programs for skill building: BrainPop, USA testprep, Discovery Education
- STAR Assessments with Analysis, intervention and monitoring
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

English Learners

6th

- Connections Math
- Individual pacing lead on SAFEs
- Additional tutoring sessions for identified students 2.5 days per week
- Additional programs for skill building: BrainPop, USA testprep, Discovery Education
- STAR Assessments with Analysis, intervention and monitoring
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

7th

- Connections Math
- Individual pacing lead on SAFEs
- Additional tutoring sessions for identified students 2.5 days per week
- Additional programs for skill building: BrainPop, USA testprep, Discovery Education
- STAR Assessments with Analysis, intervention and monitoring
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I



8th

- Connections Math
- Individual pacing lead on SAFEs
- Additional tutoring sessions for identified students 2.5 days per week
- Additional programs for skill building: BrainPop, USA testprep, Discovery Education
- STAR Assessments with Analysis, intervention and monitoring
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class Size Reduction
- Technology for individual student use

Local

CARES Funds

Title I

ELA

Subgroup by grade level

Methods and Instructional Strategies to Strengthen Academic Program

(Specify grade level if interventions is not applicable to all grade levels)

Resource

(Local, Title I, Title III, Title IV, IDEA, Other)

Economically Disadvantaged

6th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2. 5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds



Title I

7th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2.5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

8th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2.5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

White

6th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2.5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement



- Class size reduction

Local

CARES Funds

Title I

7th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2.5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

8th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2.5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

Black

6th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2.5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep



- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

7th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2. 5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

8th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2. 5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

Hispanic



6th

- Corrective Reading
 - Individual Pacing Lead on SAFE data
 - Additional Tutoring for identified students 2. 5 days per week
 - Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
 - STAR testing and monitoring lead on Data
 - Additional Technology resources to improve overall instruction
 - Classroom sets of novels to increase student achievement
 - Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
 - Class size reduction
- ELL/ESOL services daily for identified students

Local

CARES Funds

Title I

Title III

7th

- Corrective Reading
 - Individual Pacing Lead on SAFE data
 - Additional Tutoring for identified students 2. 5 days per week
 - Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
 - STAR testing and monitoring lead on Data
 - Additional Technology resources to improve overall instruction
 - Classroom sets of novels to increase student achievement
 - Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
 - Class size reduction
- ELL/ESOL services daily for identified students

Local

CARES Funds

Title I



Title III

8th

- Corrective Reading
 - Individual Pacing Lead on SAFE data
 - Additional Tutoring for identified students 2. 5 days per week
 - Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
 - STAR testing and monitoring lead on Data
 - Additional Technology resources to improve overall instruction
 - Classroom sets of novels to increase student achievement
 - Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
 - Class size reduction
- ELL/ESOL services daily for identified students

Local

CARES Funds

Title I

Title III

American Indian/Alaskan

**6th
NA**

**7th
NA**



8th
NA

Asian/Pacific Islander

6th
NA

7th
NA

8th
NA

Multi-Racial

6th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2.5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

7th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2.5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction



- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

8th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2. 5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

Local

CARES Funds

Title I

English Learners

6th

- Corrective Reading
- Individual Pacing Lead on SAFE data
- Additional Tutoring for identified students 2. 5 days per week
- Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction
- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction

- ELL/ESOL services daily for identified students

Local

CARES Funds

Title I



Title III

7th

- Corrective Reading
 - Individual Pacing Lead on SAFE data
 - Additional Tutoring for identified students 2.5 days per week
 - Additional Programs to target skill deficits: Lexia, BrainPop, USA Test Prep
 - STAR testing and monitoring lead on Data
 - Additional Technology resources to improve overall instruction
 - Classroom sets of novels to increase student achievement
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 - Class size reduction
- ELL/ESOL services daily for identified students

Local

CARES Funds

Title I

Title III

8th

- Corrective Reading
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- STAR testing and monitoring lead on Data
- Additional Technology resources to improve overall instruction



- Classroom sets of novels to increase student achievement
- Use of Instructional School Lead Support Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Class size reduction
- ELL/ESOL services daily for identified students

Local

CARES Funds

Title I

Title III

Science

Subgroup by grade level Methods and Instructional Strategies to Strengthen Academic Program

(Specify grade level if interventions is not applicable to all grade levels)

Resource

(Local, Title I, Title III, Title IV, IDEA, Other)

Economically Disadvantaged

8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local



Title I

White

8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

Black

8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

Hispanic

8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I



American Indian/Alaskan

8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

Asian/Pacific Islander

8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

Multi-Racial

8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

English Learners



8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

Subgroup by grade level

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

**Economically Disadvantaged
8th**

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local



Title I

White 8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

Black 8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

Hispanic 8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

American Indian/Alaskan 8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction



- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

Asian/Pacific Islander 5th or 8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

Multi-Racial 8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I

English Learners 8th

- Individual Pacing Lead on SAFE data
- Additional Technology devices to support overall student instruction
- Use of Instructional School Lead Support to increase overall instructional strategies and enhance collaborative planning for achievement
- Additional Programs to target skill deficits: BrainPop, USA Test Prep, Discovery Education

Local

Title I





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 Mount Zion Middle School, all students are provided with opportunities to address any academic, social/emotional, economic, and behavioral issue they may have. Students that are at risk of not meeting state standards and achievement targets are a particular area of focus in regards to alternative programs. Programs at MZMS include:

Academic/Instructional Support Services

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

Technology resources for the classroom: A variety of technology including Smart Panels and computers are utilized to increase student achievement and engagement to help students meet rigorous standards. Technology resources including technology programs such as Renaissance Learning (STAR Reading and Math), Lexia, Brain Pop, and Discovery Education provide content related diagnostic and lessons which enhance student engagement and achievement.

Professional Learning for teachers: Professional learning for teachers and collegial planning is a strategy designed to enhance teacher effectiveness and improve overall student achievement. These are done via monthly collegial planning meetings which include Professional Learning assignments. This year during the monthly collegial plannings, the teachers will do a book study that help support the “whole student” including academic support, social, emotional wellness support, and behavioral support.

Additional Tutoring: Tutoring is available to students for all content areas each morning from 7:30-8:10 by making individual appointments with teachers. Additionally, MZMS has secured an ELA and Math tutors for students during connections classes on Monday through Friday.

Social/Emotional

Willowbrook Program: A licensed therapist will come to the school to provide support services for students identified as having significant emotional needs. Students and parents will be required to meet criteria for insurance and other qualifications to be served.

Backpack Program: MZM partners with local churches who provide bagged snack items for at-risk 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.

Collegial Planning: Students will focus on Social Emotional learning through the use of lessons presented twice monthly during student advisement/mentor meetings(RISE program-see below). Additionally, faculty and staff will utilize lessons learned from the book study “Culturize” by Jimmy Casas to help students with social emotional skills and learning.

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

RISE Program: MZMS faculty and staff serve students through the RISE Mentoring program for one hour twice monthly. These meetings are designed to connect students with an adult in the building and to help students set goals, understand data, and learn skills essential to the success of the overall students.

Career Awareness/Future Focused: Career support and information is provided to students by teachers and counselors. Each student has an opportunity to sign in to GCIS program for career information. The school counselor provides students with opportunities to take Interest Inventories for career insight during 6th and 7th grade. During the mentoring classes, students are encouraged to set Future Focused plans with their adult mentor and the counselor. Students in grades 6-8 will create and/or update their future focused plans that were developed in elementary school. These plans will be housed in student management system, Infinite campus and will be used for planning each year. 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.

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

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

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

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



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

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

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.);

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

Mount Zion Middle School has a school-wide discipline plan used to address and support student behavior. This includes a tiered system of behaviors and consequences. The consequences provided help students make decisions to improve overall behavior. Additionally students are provided with an Adult Mentor in the building and meet with them twice monthly. Mt. Zion Middle will continue the process to become a PBIS school in 2021-22. A PIBI rewards system will be implemented and a PBIS committee will meet monthly to discuss target behaviors and rewards.

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

Tier 1: All students receive standards-lead instruction implemented using best practices. There are



also schoolwide counseling services and schoolwide advisement lessons.

Tier 2:

Students that are having difficulty with a particular academic concept, academic skill or behavior are transitioned to Tier 2 to receive short-term targeted interventions and support in flexible groups or individually. Students' progress is monitored bi-weekly, and the data is used to determine if the goal has been met or if additional interventions are needed. This tier is fluid with students moving in and out as specific needs are identified and goals are mastered. Morning Tutoring is offered to these students at the request of the teacher, student, and/or parent. Students may also be assigned corrective reading, math connections classes, and/or Encore (an additional class period of support weekly) to help with student achievement.

Tier 3:

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

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

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

MZM includes teachers, administrators, and paraprofessionals and, when appropriate, pupil services personnel, parents, and other staff in professional development that addresses the root causes of our identified needs and the integration of Standards-lead classrooms with the implementation of the Georgia Standards of Excellence. The following is included in the Mount Zion Middle School Professional Learning Plan: school improvement planning, professional learning for curriculum and effective instructional strategies, Wit and Wisdom (ELA practices), best practices in instruction, student engagement, Social Emotional Wellness, 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 professional learning opportunities. 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. Additionally, teachers will participate in a book study related to improving the social emotional wellness of students and the overall positive culture and climate of the school by using Jimmy Casa's book *Culturize*. Teachers will also develop personal learning goals by utilizing ASCD modules, STEM modules, and other PL topics designed to help classroom practices.

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

MZM devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Title I funds are used to pay substitutes during the school day for collegial planning, developing effective instructional strategies, unit writing, attending professional learning, and for training the trainers workshops as well as purchasing books



for the book study.

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

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: David Rooks, the Mount Zion Middle School Test Coordinators provides training prior to all Milestones Assessment. The SLSS as well as District level support personnel provide training in the use of reports generated by Illuminate, Lexia, USA testprep, and other programs.

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

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

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

Recruitment of qualified teachers is a priority on the district level. Representatives from the district attend job fairs of colleges and universities in an effort to promote our district and to interview recent college graduates as well as current teaching professionals. The following initiatives are utilized by the Carroll County School System to attract high quality teachers:

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



support teachers.

The Carroll County School System holds a Teacher Induction Program (TIP) prior to pre-planning of the new school year for first year teachers and for teachers new to the county.

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

N/A

EVALUATION OF SCHOOLWIDE PLAN-34CFR /200.26

III.

- A. Address the regularly monitoring and the implementation of, and results achieved by the school wide program, using data from the States’ annual assessments and other indicators of academic achievement.

Mount Zion Middle School reviews, revises, and creates the Title I Schoolwide Plan yearly with a team of administrators, teachers, parents, and community members. An in-depth review of the data from state and local assessments and parent and staff surveys. This data was used to identify our school’s specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs. This resulted in the revision and development of the FY 22 Schoolwide Plan.

- 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.

The Title I School-wide Plan for Mount Zion Middle will be the guiding document for the Title I program for the 2021-2022 school year. Implementation of the school-wide plan will be regularly monitored through discussions at leadership team meetings, faculty meetings, and all parent/community involvement meetings. Following any budget amendments, the plan will be revised to reflect the changes, along with the aligned data disaggregation to support the changes and adjustments to meet students’ academic, social, emotional, and behavioral needs at MZMS. Mount Zion Middle staff will engage in monthly data digs to review the all formative and summative assessments to monitor progress, including STAR, Lexia, SAFEs, and district level assessments.

- 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.

Mount Zion Middle’s school-wide plan is reviewed monthly at Leadership Team meetings and



monthly grade level/collegial planning meetings. The plan is disseminated to staff electronically. Staff members are encouraged to provide input throughout the school year as areas of need are identified. The plan is available to all community stakeholders in the Title I resource area in the front office of the school, as well as being posted on the school website. Parents and community members are invited to provide feedback at any time throughout the year. Feedback received from faculty, staff, parents, or community members is relayed to the leadership team and discussed further at grade level meetings. Amendments and adjustments to the plan will be made to the plan to ensure that students are continuously improving.

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;

Mount Zion Middle School reviews, revises and creates the Title I School-wide Plan yearly with a team of administrators, teachers, parents, and community members. A meeting was held on July 13, 2021, from 8:30 am – 3:00 pm, with Connie Robison, Principal of MZMS facilitating the meeting 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 and codified in our school improvement plan and the Title I school-wide plan. This resulted in the development and revision of the FY 22 School-wide Plan. The plan is reviewed monthly at Leadership Team meetings and quarterly at faculty meetings to determine effectiveness. The plan is posted on the Teacher Resource Site, and staff members are encouraged to provide input throughout the school year as areas of need are identified. The plan is available to all community stakeholders in the Title I resource area in the front office of the school, as well as being posted on the school website. Parents and community members are invited to provide feedback and suggestions for improvement at any time throughout the year. Feedback received from faculty, staff, parents, or community members is relayed to the leadership team and discussed further at grade level meetings.

b). The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in The Title I Schoolwide Plan remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored



and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Mount Zion Middle developed its school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement plan. A diverse committee was selected based on their grade level, content area expertise, and leadership skills. An in-depth data review July 13, 2021, from 8:30 am – 3:00 pm, with Connie Robison, Principal of MZMS facilitating the meeting involving the Georgia Milestones assessment results, end of year STAR reading and math results, surveys from students, staff, and parents, and climate-related data was conducted on facilitating the meeting. A root-cause analysis was conducted to identify and understand the factors that contributed to the areas where we did not meet the established targets. A school wide staff meeting was held at the beginning of the school year with all members of the faculty on July 28, 2021. Staff members were allowed to provide input on the rough draft of the school wide plan and school improvement plan. The staff identified and highlighted areas where they were involved and/or were responsible for action to be taken in the improvement process. On August 30, 2021 a parent input meeting was offered to solicit parent input on this plan. The plan was uploaded to the school website, published on the school’s facebook page, and a copy was place in the front office. Additional copies will be placed in the parent resource center and uploaded electronically for staff for continued review and input throughout the school year.

c). Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

The Title I School-wide Plan for Mount Zion Middle will be the guiding document for the Title I program for the 2021-2022 school year. Implementation of the school-wide plan will be regularly monitored through discussions at leadership team meetings (which includes a parent representative), faculty meetings, and all parent/community involvement meetings held throughout the year. Following any budget amendments, the plan will be revised to reflect the changes, along with the aligned data disaggregation to support the changes and adjustments to meet students’ academic, social, emotional, and behavioral needs at MZMS. Mount Zion Middle staff will engage in monthly data digs to review the all formative and summative assessments to monitor progress, including STAR, Lexia, SAFEs, and district level assessments. After review of the data, any adjustments or changes to the plan will be discussed and added to the plan. Parents and other stakeholders will be notified of any adjustments and changes via the school website and social media.

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

Mount Zion Middle School involves parents and community members in the planning, review, and improvement of the comprehensive school-wide plan and opportunities for parental involvement through invitations to school meetings, through annual surveys, through information placed on the school website and Facebook pages, placement of invitations and copies of the SIP with feedback forms in the Parenting Center, School Messenger calls, School Community Team Meetings and emails. Parent Right to Know letters and School/Parent Compacts are provided to all parents annually. The Annual Title I Meeting was pushed out virtually on August 30, 2021 via the school website and social media for all stakeholders of Mount Zion Middle and Annual



Parent/Stakeholder Input Meeting was pushed out virtually on August 30, 2021 via social media and the school website for all stakeholders and parents. Several instructionally focused parent/stakeholder opportunities will be held to engage parents in understanding curriculum, state standards, assessment, as well as information on helping students progress and achieve in school. These events will be held virtually unless otherwise noted: Navigating Google Classroom for Academic Success, September 2021; A Taste of the Curriculum Night: Overview of all Content Areas: October 2021; Math/Science/STEM Instructional Support –February 2022 and Literacy Instructional Support-April 2022. Videos and links on Content Support in Math, ELA, Science, and Social Studies as well as Google Classroom tips will be provided for parents and students via Facebook, YouTube, and the School Website. 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 Family Engagement Coordinator helps coordinate all parental activities and works to engage parents.

The comprehensive school-wide program plan is written in parent-friendly language and made available to the LEA, parents, and the public in a variety of ways. The plan is posted on the school's website, made available to the LEA, posted in the Parent Center, and made available to parents at School Community Team meetings, and family events. The Schoolwide Plan is also translated into the preferred native language of our students' families as indicated on the home language survey.

Copies of Mount Zion Middle School Parent Compacts are located in the Parental Involvement Notebook as well as being published on the school website. Copies are sent home with students during the first week of school. Parents may request additional copies from the school via email or phone call. 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.

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

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



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	Rational Evidence	
Using Data to Progress monitor, Drive and adjust instruction for students using STAR Reading and Math	All Content Areas			X		What Works Clearinghouse https://www.hanoverresearch.com/media/Review-of-K-12-Literacy-and-Math-Progress-Monitoring-Tools.pdf
Collaborative Teacher Planning- Professional Learning for staff	All content areas	x				What Works Clearinghouse/ ERIC http://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf
Class Size Reduction Teachers	ELA/Reading	X				https://www.lexialearning.com/why-lexia/research-proven
BrainPop- Interactive computer lead instruction to provide students	All content areas	X				What Works Clearinghouse https://cdn-educators.brainpop.com/wp-



with additional practice and increase student engagement						content/uploads/2014/02/78731_BrainPOP-2008-2009-Effectiveness-Report-082109X.pdf
Classroom technology to enhance instruction and tutoring		X				REL/What Works Clearinghouse https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2015/technology-integration.aspx
Instructional Lead Support Teacher to Improve Classroom Instruction and Professional Learning	All content areas	X				http://www.bestevidence.org/csr/k12_meta_borman/K12_meta_borman.htm
USA Test Prep	All content areas	X				https://search.proquest.com/docview/1237877870?accountid=6777
Novel Sets for supplemental reading	ELA/Literature	X				http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx
Books for Book Study during Professional learning for faculty to enhance Social Emotional Wellness of Students	All Content Areas	X				What Works Clearinghouse/ ERIC http://www.bulldogcia.com/Documents/Articles/NSDCstudy2009_Prof_Learning_in_Learning_Profession_Report.pdf https://files.eric.ed.gov/fulltext/EJ773253.pdf
Discovery Education				X		https://www.discoveryeducation.com/wp-content/uploads/2019/03/DE_STREAMING_RESEARCH_BULLETINS_1-2.pdf



- A. Jointly develop with, and distribute to parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable format and to the extent practical, 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 school.

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

- Translate informational forms in family's native language.
- Create a "Welcome Kit" that includes key information, a school supply list, and a school calendar to be provided to ELL families at Open House.
- Advertise and encourage attendance at district level ELL Family Engagement Sessions by sending home a flyer, posting it on the school website, and creating a school messenger via phone in the family's native language.

When parent conferences are held, Mount Zion Middle School will ensure that qualified interpreters are available so that parents feel comfortable communicating their ideas in their native language.

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

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.

- Upcoming 5th graders and their teachers participate in a "Step Up" day at Mount Zion Middle in May. They are introduced to Mount Zion Middle, given a brief tour, and given the opportunity to ask questions and sign up for fine arts programs.
- Summer opportunities are given to upcoming 6th graders to attend a summer orientation program with activities designed to ease transition to middle school via an Eagle Camp in July.
- Students will receive a folder with a parent newsletter, supply list, course registration and other information to help aid students in transitioning to middle school.
- An information session is held for 7th grade parents to provide information related to 9th grade course offerings provided in the 8th grade at Mount Zion Middle School. The purpose of this session is to assist parents in making appropriate academic decisions for their students to facilitate the transition from middle school to high school and ultimately from high school to college or career.
- 8th graders and their parents are invited to a Student/Parent Information night held by faculty members of Mount Zion High School each Spring. This informational meeting includes



information for parents regarding the Bridge Bill, Dual Enrollment, Advanced Academy, the difference between AP and honors classes and their implication on college readiness.

Additionally, all 8th grade students participate in a student advisement activity that explains Move On When Ready.

- Eighth grade students transitioning to high school also participate in a visit to the high school during the school day. Students are taken by bus for a field trip to the high school. They are given a tour and an overview of the typical high school day and provided with information regarding graduation requirements, how credits are earned, and scheduling. High school counselors also visit all 8th grade classrooms to assist with high school registration for the upcoming year. Counselors also use interest inventories with 8th grade students to help guide them in choosing appropriate graduation pathways.
- Through coordination with institutions of higher education, employers, and other local partners, Mount Zion Middle School students attend on-site visits to the local university, University of West Georgia, and the local technical college, West Georgia Technical College. They also participate in activities in which they are given the opportunity to explore various career choices.
- Students enrolling during the school year and their parents are provided with the School-Home Compact, Mount Zion Middle School Handbook containing a copy of grade level standards/expectations, a copy of the Parental Involvement Plan, and information on school program offerings in the registration packet.
- Students withdrawing during the school year are provided the necessary information to present at their new school demonstrating progress, levels of performance, and information pertinent to their appropriate placement at the new school. Relevant test scores and vital information are sent to the new school in a timely manner through a request for records.

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

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.

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

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



Career Awareness

Career support and information is provided to students by teachers and counselors. Each student has an opportunity to sign in to GCIS (Ga Career Information Center) for career information. Counselors and mentor teachers provide students with opportunities to take Interest Inventories for career insight.

An Individual Graduation Plan is also done with 8th grade students as a step for high school class planning.

Eighth grade students also take part in a county-wide Career Day to be held off campus. Students attend session in which presenters provide information relating to career awareness and opportunities.

6th and 7th grade students at MZMS will participate in a career exploration project in the Spring of each year in their social studies classrooms.

Students also will tour the, Carroll County Schools College and Career Academy, University of West Georgia (UWG) and West Georgia Technical College (WGTC) this spring as part of their career awareness.

Information is also provided to parents regarding career login procedures for GCIS and career insight twice a year with report card newsletters. Newsletters are also sent electronically. Future Focused plans are entered into Infinite Campus at the 5th-8th grade level to help with transition and career planning from elementary through 9th grade.



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
School Lead Support Specialist (School Coach)	Pages 6-26	Strong
Faculty and Staff Professional Learning	Pages 6-26; Pages 30-31	Strong
Class Size Reduction	Pages 6-26	Strong
Book Study for professional learning to support the whole child	Pages 30-31	Strong
Lexia	Pages 13-21, 26	Strong
Brain Pop	Pages 6-26	Strong
Technology for the Classroom	Pages 6-26	Strong
USA Test Prep	Pages 6-26	Strong
Discovery Education	Pages 6-26	Promising
Classroom Novels-Supplemental reading materials	Pages 13-26	Strong
Renaissance Learning	Pages 6-26	Promising



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.

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