



2019-2020

**Mount Zion Middle School**

**Title I Schoolwide Plan**

Revision Date: July 31, 2019

Approval Date: August 23, 2019



Carroll County Schools  
Mount Zion Middle School wide Plan

**COMPREHENSIVE NEEDS ASSESSMENT**

- 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 based on their leadership abilities, roles, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, classified personnel, and parents/community members who assist in creating and reviewing a plan for school-wide improvement. The members are: Connie Robison, Principal, David Rooks, Assistant Principal, Charlotte Smith, ELA teacher, Michelle Cook, Reading Specialist, Cody Campbell, School Based Coach, Andrea Teal, Math, Wade Cohen, Special Education ISC, Tyler Banister, Science/STEM, Casey Teal, Science/SS, Kelley Bennett, Counselor/Parent and Family Engagement Coordinator, Rhonda Reynolds, Media Specialist, Mark Richardson, Math, Kelly Wright, Bookkeeper, Nikki Purvis, Parent/Community Representative, and Georgia Evans School Improvement Specialist. The team met on June 16, 2019, from 8:30 am to 3:30 pm. Georgia Evans, school improvement specialist, 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. 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.

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 August 1, 2019 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 were given a copy of the draft plan at both the Annual Title I Meeting on July 31, 2019 from 9:00-9:45 am. A parent and stakeholder input meeting was held on July 31, 2019 from 9:45-10:30 am at which a draft copy of the School-Wide Improvement plan was provided. The draft copy of the plan will be placed on the website from August 20-24, 2018 for Stakeholder Input. Following the meeting the plan was published to Mount Zion Middle School website with input forms available for stakeholder input. The draft plan was available for comment until August 16, 2019. 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 weaknesses. School goals were shared as well as areas of strengths across grade levels and subgroups.

**Comprehensive Needs Assessment Planning Committee**

Timestamp	Email Address	Name	Role
6/20/2019 8:16:55	andrea.teal@carrollcountyschools.com	Andrea Teal	Math Teacher
6/20/2019 8:17:21	casey.teal@carrollcountyschools.com	Casey Teal	Science/SSTeacher
6/20/2019 8:17:53	wade.cohen@carrollcountyschools.com	Wade Cohen	Sped ISC/Teacher
6/20/2019 8:18:11	tewanna.brown@carrollcountyschools.com	Tewanna Brown	Teacher - Technology
6/20/2019 8:20:47	charlotte.smith@carrollcountyschools.com	Charlotte Smith	Teacher-ELA
6/20/2019 8:25:04	kelley.bennett@carrollcountyschools.com	Kelley Bennett	Counselor/Family Engagement Coordinator
6/20/2019 8:25:41	tewanna.brown@carrollcountyschools.com	Michelle Brown	Teacher - ELA
6/20/2019 8:27:39	tewanna.brown@carrollcountyschools.com	Kelly Wright	Bookkeeper
6/20/2019 8:28:08	rhonda.reynolds@carrollcountyschools.com	Rhonda Reynolds	Media specialist
6/20/2019 8:28:22		Nikki Purvis	Parent

6/20/2019 8:28:23	david.rooks@carrollcountyschools.com	David Rooks	Assistant Principal
6/20/2019 8:31:52	cody.campbell@carrollcountyschools.com	Cody Campbell	Instructional Lead Support Specialist
6/20/2019 8:32:29	connie.robison@carrollcountyschools.com	Connie Robison	Principal
6/20/2019 8:32:29	mark.richardson@carrollcountyschools.com	Mark Richardson	Math Teacher
6/20/2019	<a href="mailto:Georgia.evans@carrollcountyschools.com">Georgia.evans@carrollcountyschools.com</a>	Georgia Evans	District Level School Improvement Specialist

**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

		<b>specific students.</b>
Georgia Milestones Assessment	8 <sup>th</sup> grade Science and Social Studies	<b>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.</b>
<b>Short and Frequent Evaluations (SAFEs) and District Developed Common Assessments</b>	<b>ELA, Math, Science Social Studies</b>	<b>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.</b>

\*Please add all data supporting the instruments, processes, and procedures used to determine at-risk students in the **Data Collection Section** of the Appendix.

## SCHOOLWIDE REFORM STRATEGIES

- 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 disadvantage 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

***Please see the Appendix for CCRPI Report and CCSS Data Profile Sheet***

## 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)
<b>Economically Disadvantaged</b>		
6th	<ul style="list-style-type: none"> <li>● Connections Math</li> <li>● Individual pacing based on SAFEs</li> <li>● Additional tutoring sessions during Encore 1 day weekly</li> <li>● Additional programs for skill building: iReady, BrainPop, Legends of Learning</li> <li>● STAR Assessments with Analysis, intervention and monitoring</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> </ul>	Local  Title I
7th	<ul style="list-style-type: none"> <li>● Connections Math</li> <li>● Individual pacing based on SAFEs</li> <li>● Additional tutoring sessions during Encore 1 day weekly</li> <li>● Additional programs for skill building: iReady, BrainPop, Legends of Learning</li> <li>● STAR Assessments with Analysis, intervention and monitoring</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> </ul>	Local  Title I
8th	<ul style="list-style-type: none"> <li>● Connections Math</li> <li>● Individual pacing based on SAFEs</li> <li>● Additional tutoring sessions during Encore 1 day weekly</li> <li>● Additional programs for skill building: iReady, BrainPop, Legends of Learning</li> <li>● STAR Assessments with Analysis, intervention and monitoring</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> </ul>	Local  Title I

<b>White</b>		
<b>6th</b>	<ul style="list-style-type: none"> <li>• Connections Math</li> <li>• Individual pacing based on SAFEs</li> <li>• Additional tutoring sessions during Encore 1 day weekly</li> <li>• Additional programs for skill building: iReady, BrainPop, Legends of Learning</li> <li>• STAR Assessments with Analysis, intervention and monitoring</li> <li>• Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> </ul>	Local  Title I
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<b>Black</b>		
<b>6th</b>	<ul style="list-style-type: none"> <li>• Connections Math</li> <li>• Individual pacing based on SAFEs</li> <li>• Additional tutoring sessions during Encore 1 day weekly</li> <li>• Additional programs for skill building:</li> </ul>	Local



	<ul style="list-style-type: none"> <li>iReady, BrainPop, Legends of Learning</li> <li>● STAR Assessments with Analysis, intervention and monitoring</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> </ul>	Title I
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<b>Hispanic</b>		
6th	<ul style="list-style-type: none"> <li>● Connections Math</li> <li>● Individual pacing based on SAFEs</li> <li>● Additional tutoring sessions during Encore 1 day weekly</li> <li>● Additional programs for skill building: iReady, BrainPop, Legends of Learning</li> <li>● STAR Assessments with Analysis, intervention and monitoring</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> </ul>	Local  Title I
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<b>American Indian/Alaskan</b>		
6th	NA	
7th	NA	
8th	NA	
<b>Asian/Pacific Islander</b>		
6th	NA	
7th	NA	
8th	NA	
<b>Multi-Racial</b>		
6th	<ul style="list-style-type: none"> <li>● Connections Math</li> <li>● Individual pacing based on SAFEs</li> <li>● Additional tutoring sessions during Encore 1 day weekly</li> <li>● Additional programs for skill building: iReady, BrainPop, Legends of Learning</li> <li>● STAR Assessments with Analysis, intervention and monitoring</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Additional Technology resources to improve overall instruction</li> </ul>	Local  Title I
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<b>English Learners</b>		
<b>6th</b>	<ul style="list-style-type: none"> <li>• Connections Math</li> <li>• Individual pacing based on SAFEs</li> <li>• Additional tutoring sessions during Encore 1 day weekly</li> <li>• Additional programs for skill building: iReady, BrainPop, Legends of Learning</li> <li>• STAR Assessments with Analysis, intervention and monitoring</li> <li>• Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>• Additional Technology resources to improve overall instruction</li> </ul>	Local  Title I
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	<ul style="list-style-type: none"><li>• STAR Assessments with Analysis, intervention and monitoring</li><li>• Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li><li>• Additional Technology resources to improve overall instruction</li></ul>	
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## 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)
<b>Economically Disadvantaged</b>		
<b>6th</b>	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Connections classes- Encore 1 day per week</li> <li>● Additional Programs to target skill deficits: Lexia, BrainPop, iReady</li> <li>● STAR testing and monitoring based on Data</li> <li>● Addition of books to the media center to support reading</li> <li>● Additional Technology resources to improve overall instruction</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Addition of books to the media center to engage students in active reading</li> </ul>	<p>Local</p> <p>Title I</p>
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<b>8th</b>	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Connections classes- Encore 1 day per week</li> <li>● Additional Programs to target skill deficits: Lexia,</li> </ul>	<p>Local</p>

	<ul style="list-style-type: none"> <li>BrainPop, iReady</li> <li>● STAR testing and monitoring based on Data</li> <li>● Addition of books to the media center to support reading</li> <li>● Additional Tutoring during Encore 1 day a week</li> <li>● Additional Technology resources to improve overall instruction</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Addition of books to the media center to engage students in active reading</li> </ul>	Title I
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<b>Hispanic</b>		
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7th	NA	
8th	NA	
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7th	NA	
8th	NA	
<b>Multi-Racial</b>		
6th	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Connections classes- Encore 1 day per week</li> <li>● Additional Programs to target skill deficits: Lexia, BrainPop, iReady</li> <li>● STAR testing and monitoring based on Data</li> <li>● Addition of books to the media center to support reading</li> <li>● Additional Tutoring during Encore 1 day a week</li> <li>● Additional Technology resources to improve overall instruction</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Addition of books to the media center to engage students in active reading</li> </ul>	Local  Title I
7th	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Connections classes- Encore 1 day per week</li> <li>● Additional Programs to target skill deficits: Lexia, BrainPop, iReady</li> <li>● STAR testing and monitoring based on Data</li> <li>● Addition of books to the media center to support reading</li> <li>● Additional Tutoring during Encore 1 day a week</li> <li>● Additional Technology resources to improve overall instruction</li> </ul>	Local  Title I

	<ul style="list-style-type: none"> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Addition of books to the media center to engage students in active reading</li> </ul>	
<b>8th</b>	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Connections classes- Encore 1 day per week</li> <li>● Additional Programs to target skill deficits: Lexia, BrainPop, iReady</li> <li>● STAR testing and monitoring based on Data</li> <li>● Addition of books to the media center to support reading</li> <li>● Additional Tutoring during Encore 1 day a week</li> <li>● Additional Technology resources to improve overall instruction</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Addition of books to the media center to engage students in active reading</li> </ul>	Local  Title I
<b>English Learners</b>		
<b>6th</b>	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Connections classes- Encore 1 day per week</li> <li>● Additional Programs to target skill deficits: Lexia, BrainPop, iReady</li> <li>● STAR testing and monitoring based on Data</li> <li>● Addition of books to the media center to support reading</li> <li>● Additional Technology resources to improve overall instruction</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Addition of books to the media center to engage students in active reading</li> <li>● ESOL/ELL services weekly</li> </ul>	Local  Title I          Title III
<b>7th</b>	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Connections classes-</li> </ul>	Local

	<p>Encore 1 day per week</p> <ul style="list-style-type: none"> <li>● Additional Programs to target skill deficits: Lexia, BrainPop, iReady</li> <li>● STAR testing and monitoring based on Data</li> <li>● Addition of books to the media center to support reading</li> <li>● Additional Tutoring during Encore 1 day a week</li> <li>● Additional Technology resources to improve overall instruction</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Addition of books to the media center to engage students in active reading</li> </ul> <p>● ESOL/ELL services weekly</p>	<p>Title I</p> <p>Title III</p>
<b>8th</b>	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Connections classes- Encore 1 day per week</li> <li>● Additional Programs to target skill deficits: Lexia, BrainPop, iReady</li> <li>● STAR testing and monitoring based on Data</li> <li>● Addition of books to the media center to support reading</li> <li>● Additional Tutoring during Encore 1 day a week</li> <li>● Additional Technology resources to improve overall instruction</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Addition of books to the media center to engage students in active reading</li> </ul> <p>● ESOL/ELL services weekly</p>	<p>Local</p> <p>Title I</p> <p>Title III</p>

## 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)
<b>Economically Disadvantaged</b>		
8th	<ul style="list-style-type: none"> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Encore 1 day a week</li>   <li>● Additional Technology resources Smart panels/computers to enhance instruction and student engagement</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Use of Brain Pop for short instructional videos and Legends of Learning to improve student engagement and achievement</li> </ul>	Local  Title I
<b>White</b>		
8th	<ul style="list-style-type: none"> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Encore 1 day a week</li>   <li>● Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Use of Brain Pop for short instructional videos and Legends of Learning to improve student engagement and achievement</li> </ul>	Local  Title I
<b>Black</b>		
8th	<ul style="list-style-type: none"> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Encore 1 day a week</li>   <li>● Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and</li> </ul>	Local  Title I

	<ul style="list-style-type: none"> <li>enhance collaborative planning for achievement</li> <li>Use of Brain Pop for short instructional videos and Legends of Learning to improve student engagement and achievement</li> </ul>	
<b>Hispanic</b>		
8th	<ul style="list-style-type: none"> <li>Individual Pacing Based on SAFE data</li> <li>Additional Tutoring during Encore 1 day a week</li> <li>Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>Use of Brain Pop for short instructional videos and Legends of Learning to improve student engagement and achievement</li> </ul>	Local  Title I
<b>American Indian/Alaskan</b>		
8th	NA	
<b>Asian/Pacific Islander</b>		
8th	NA	
<b>Multi-Racial</b>		
8th	<ul style="list-style-type: none"> <li>Individual Pacing Based on SAFE data</li> <li>Additional Tutoring during Encore 1 day a week</li> <li>Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>Use of Brain Pop for short instructional videos and Legends of Learning to improve student engagement and achievement</li> </ul>	Local  Title I
<b>English Learners</b>		
8th	<ul style="list-style-type: none"> <li>Individual Pacing Based on SAFE data</li> <li>Additional Tutoring during Encore 1 day a week</li> </ul>	Local

	<ul style="list-style-type: none"><li>• Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li><li>• Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li><li>• Use of Brain Pop for short instructional videos and Legends of Learning to improve student engagement and achievement</li></ul>	Title I
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## Social Studies

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)
<b>Economically Disadvantaged</b>		
8th	<ul style="list-style-type: none"> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Encore 1 day a week</li>   <li>● Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Use of Brain Pop for short instructional videos to improve student engagement and achievement</li> </ul>	Local   Title I
<b>White</b>		
8th	<ul style="list-style-type: none"> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Encore 1 day a week</li>   <li>● Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Use of Brain Pop for short instructional videos to improve student engagement and achievement</li> </ul>	Local   Title I
<b>Black</b>		
8th	<ul style="list-style-type: none"> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Encore 1 day a week</li>   <li>● Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Use of Brain Pop for short instructional videos to</li> </ul>	Local   Title I

	improve student engagement and achievement	
<b>Hispanic</b>		
8th	<ul style="list-style-type: none"> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Encore 1 day a week</li> <li>● Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Use of Brain Pop for short instructional videos to improve student engagement and achievement</li> </ul>	Local  Title I
<b>American Indian/Alaskan</b>		
8th		
<b>Asian/Pacific Islander</b>		
5th or 8th		
<b>Multi-Racial</b>		
8th	<ul style="list-style-type: none"> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Encore 1 day a week</li> <li>● Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>● Use of Instructional School Based Support Coach to increase overall instructional strategies and enhance collaborative planning for achievement</li> <li>● Use of Brain Pop for short instructional videos to improve student engagement and achievement</li> </ul>	Local  Title I
<b>English Learners</b>		
8th	<ul style="list-style-type: none"> <li>● Individual Pacing Based on SAFE data</li> <li>● Additional Tutoring during Encore 1 day a week</li> <li>● Additional Technology resources Smart Boards/computers to enhance instruction and student engagement</li> <li>● Use of Instructional School Based Support Coach</li> </ul>	Local  Title I

	<p>to increase overall instructional strategies and enhance collaborative planning for achievement</p> <ul style="list-style-type: none"> <li>• Use of Brain Pop for short instructional videos to improve student engagement and achievement</li> </ul>	
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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-Based Instructional Coach to enhance student engagement and achievement: A school based coach will work with teachers and students in content classrooms 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), iReady, Lexia, Brain Pop, and Legends of Learning provide content related diagnostic and lessons which enhance student engagement and achievement.

Professional Learning for teachers: Professional learning for teachers and collaborative planning is a strategy designed to enhance teacher effectiveness and improve overall student Achievement.

Additional Tutoring hours to include academic tutoring one day weekly for one hour in each content area done as needed for at-risk students. This is done during school hours during connections to encourage student participation and remove barriers to participation.

**Social/Emotional**

PASS (Partners Advancing Student Success) program will be introduced at MZMS this year with a representative who can provide student and family support outside of school being in the building two days per week. Teachers, parents, and students may make referrals for these services.

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.

**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 Gafutures (aka GCIC/Ga Career Information Center) for career information. The school counselor provides students with opportunities to take Interest Inventories for career insight during 6<sup>th</sup> and 7<sup>th</sup> grade. During the mentoring classes, students are encouraged to set Future Focused plans with their adult mentor and the counselor. 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.

6<sup>th</sup> grade and High School Readiness: School administration and the counselor coordinates 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.

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 9<sup>th</sup> graders.

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 9<sup>th</sup> grade course offerings provided in the 8<sup>th</sup> 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.

- Students visit the local university and technical college.
- Students participate in career exploration modules.
- 8<sup>th</sup> grade students participate in a district career day exposition in the Spring of each year held at local colleges and universities.
- STEM connections classes and after school opportunities allow students to explore possible career opportunities in STEM related fields.
- During Student Essential Advisement Lessons, students work toward developing short and long-term goals as well as entering Future focused plans in Infinite Campus which will follow them to the high school level.

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 begin the process to become a PBIS school in 2019-2020.

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-based 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.

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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-based classrooms with the implementation of the Georgia Standards of Excellence. The following is included in the Mount Zion Middle School Professional Learning Plan: school improvement planning, professional learning for curriculum and effective instructional strategies, best practices in instruction, 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.

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.

Additionally, a school based coach will be utilized to work with administration, teachers, and students in a coaching model which will allow the SBC to attend and lead appropriate professional learning related to student achievement and engagement. The school based coach will also redeliver district level professional learning at the school level to increase the number of teachers involved in professional learning. The SBC will also provide monitoring, feedback, and coaching 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 SBC as well as District level support personnel provide training in the use of reports generated

by Illuminate, Lexia, and iReady.

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:

- The Carroll County School System offers a safe and secure working environment for its employees
- Competitive salary and benefit packages are offered by the district to help attract and retain highly qualified teachers
- Carroll County School System strives to participate in innovative programming
- Professional Learning opportunities are provided to enhance instruction and to support teachers. PLU credit is offered for many professional learning opportunities
- 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 **(elementary schools only)**. Middle Schools will indicate an N/A.

N/A



## SCHOOLWIDE PLAN DEVELOPMENT

- III.** The Title I Schoolwide Plan Sec. 1114(b)(1-5) **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 the 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 this 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, Mount Zion Middle 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 June 20, 2019, from 8:30 am to 3:30 pm. Georgia Evans, school improvement specialist, 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 20 Schoolwide Plan.

The plan is reviewed monthly at School Improvement Team/School Leadership Team meetings. 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 meetings.

- A. 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 other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

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 is involved in the development of your Title I Schoolwide Plan.

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 Team (SIT)/School Leadership Team 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. Team members include: Connie Robison, Principal, David Rooks, Assistant Principal,

Charlotte Smith, ELA teacher, Michelle Cook, Reading Specialist, Cody Campbell, School Based Coach, Andrea Teal, Math, Wade Cohen, Special Education ISC, Tyler Banister, Science/STEM, Casey Teal, Science/SS, Kelley Bennett, Counselor/Parent and Family Engagement Coordinator, Rhonda Reynolds, Media Specialist, Mark Richardson, Math, Kelly Wright, Bookkeeper, Nikki Purvis, Parent/Community Representative, and Georgia Evans School Improvement Specialist. The team met on June 20, 2019, from 8:30 am to 3:30 pm. Georgia Evans, school improvement specialist, led the group through an in-depth review of the data from state and local assessments as well as parent and staff surveys. 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. This information was then used in the revision and development of school-wide action plans to enhance student performance strengths, address student performance weaknesses, and provides 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. Connie Robison, Principal, also led meetings on August 1, 2019, in order to review the plan with faculty members focusing both on the plan as a whole and sections relating directly to the specific groups. On July 31, 2019 parent input sessions were held from at both the Annual Title I Parent Stakeholder meeting from 9:00-9:45 am and the Annual Title I Input Meeting from 9:45-10:30 am. 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. The draft plan was shared on the school's website from August 7-16, 2019 to allow for additional stakeholder input. Once all input was received, the plan was revised and sent to the LEA for approval. 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.

- B. 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 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.

Mount Zion Middle School's Title I Schoolwide Plan will remain in effect for the entire 2018-20 school year. Its implementation will be regularly monitored through discussions at faculty meetings, school improvement meetings, and other school level meetings. As budget opportunities are enhanced, the plan may be revised 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.

- C. The Title I Schoolwide Plan is available to the local educational 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.

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.

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 held on July 31, 2019 from 9:00-9:45 am at Mount Zion Middle and Annual Parent/Stakeholder Input Meeting held on July 31, 2019 from 9:45-10:30 am. Four 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. Math and Science Night will be held in October 2019 at MZMS. In December videos and links will be shared for parents on Math and Reading strategies for students via Facebook and the School Website.. Literacy Night, held in February of 2020. A video with practice links will be shared via Facebook and the school website in March to help students and parents with reviewing for the Georgia Milestones. 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. 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 Mount Zion Middle School’s Parental Engagement 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.

**ESSA REQUIREMENTS TO INCLUDE IN YOUR SCHOOLWIDE PLAN**

**IV. 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	
Using Data to Progress monitor, Drive and adjust instruction for students using STAR	All Content Areas			X		What Works Clearinghouse <a href="https://www.hanoverresearch.com/media/Review-of-K-12-Literacy-and-Math-">https://www.hanoverresearch.com/media/Review-of-K-12-Literacy-and-Math-</a>

Reading and Math						<a href="#">Progress-Monitoring-Tools.pdf</a>
Collaborative Teacher Planning	All content areas			X		What Works Clearinghouse/ERIC <a href="http://www.bulldogcia.com/Documents/Articles/NSDCstudy2009_Prof_Learning_in_Learning_Profession_Report.pdf">http://www.bulldogcia.com/Documents/Articles/NSDCstudy2009_Prof_Learning_in_Learning_Profession_Report.pdf</a>  <a href="https://files.eric.ed.gov/fulltext/EJ773253.pdf">https://files.eric.ed.gov/fulltext/EJ773253.pdf</a>
Use Lexia for remediation, acceleration, and skill building in the ELA/Literature classroom	ELA/Reading	X				<a href="https://www.lexialearning.com/why-lexia/research-proven">https://www.lexialearning.com/why-lexia/research-proven</a>
BrainPop-Interactive computer based instruction to provide students with additional practice and increase student engagement	All content areas	X				What Works Clearinghouse <a href="https://cdn-educators.brainpop.com/wp-content/uploads/2014/02/78731_BrainPOP-2008-2009-Effectiveness-Report-082109X.pdf">https://cdn-educators.brainpop.com/wp-content/uploads/2014/02/78731_BrainPOP-2008-2009-Effectiveness-Report-082109X.pdf</a>
Classroom technology to enhance instruction		X				REL/What Works Clearinghouse <a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2015/technology-integration.aspx">https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2015/technology-integration.aspx</a>
School Based Coach to Improve Classroom Instruction and Professional Learning	<b>All content areas</b>	X				<a href="http://www.bestevidence.org/csr/k12_meta_borman/K12_meta_borman.htm">http://www.bestevidence.org/csr/k12_meta_borman/K12_meta_borman.htm</a>
iReady for target Math and ELA instruction for remediation and acceleration	<b>Math and ELA/Reading</b>	X				<a href="https://www.prnewswire.com/news-releases/new-efficacy-research-demonstrates-curriculum-associates-i-ready-meets-every-student-succeeds-">https://www.prnewswire.com/news-releases/new-efficacy-research-demonstrates-curriculum-associates-i-ready-meets-every-student-succeeds-</a>

						<a href="http://act-essa-federal-funding-requirements-including-school-improvement-funds-300601922.html">act-essa-federal-funding-requirements-including-school-improvement-funds-300601922.html</a>
Legends of Learning for Interactive Math and Science Lessons					X	<a href="https://www.tandfonline.com/doi/full/10.1080/10508406.2017.1333431">https://www.tandfonline.com/doi/full/10.1080/10508406.2017.1333431</a>

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**

- A. 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 5<sup>th</sup> 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.
- 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 7<sup>th</sup> grade parents to provide information related to 9<sup>th</sup> grade course offerings provided in the 8<sup>th</sup> 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.
- 8<sup>th</sup> 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 8<sup>th</sup> grade classrooms to assist with high school registration for the upcoming year. Counselors also use interest inventories with 8<sup>th</sup> 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 7<sup>th</sup> grade parents to provide information related to 9<sup>th</sup> grade course offerings provided in the 8<sup>th</sup> 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 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.

Students also will tour the 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 5<sup>th</sup>-8<sup>th</sup> grade level to help with transition and career planning from elementary through 9<sup>th</sup> grade.

V. 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 Based Coach	Pages 6-26	Strong
Collaborative Professional Learning	Pages 6-26	Strong
Legends of Learning	Pages 6-13, 22-23, 26	Rationale
iReady	Pages 6-21, 26	Strong
Lexia	Pages 13-21, 26	Strong
STAR Reading and Math	Pages 6-21, 26	Promising
Brain Pop	Pages 6-26	Strong
Technology for the Classroom	Pages 6-26	Strong



## 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

\_\_\_\_\_  
Director of Federal Programs

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date