



Title I

School Improvement Plan

Approval Date _____

School	Mt. Zion Middle School
Principal	David Rooks
Year	FY27
Superintendent	Dr. Jessica Ainsworth

Schoolwide Components

The Comprehensive Needs Assessment must be conducted by teachers, principals, paraprofessionals, other school leaders, parents, and the community.

Comprehensive Needs Assessment Planning Committee

****A parent representative must be present at the meeting.

Name	Role
David Rooks	Principal
Tewanna Brown	Assistant Principal
Ali Hembree	Instructional Coach
Kelly Wright	Bookkeeper
Kelley Bennett	Counselor
Amanda Carter	Parent
Tyler Banister	Athletic Director/Teacher
Amber Crumbley	Parent
Trevor Kribbs	Teacher
Shandaria McClure	Teacher
Andrea Teal	Teacher
Tammy McDaniel	Paraprofessional
Alyson Monroe	Media Specialist

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

Is based on a comprehensive needs assessment of the entire school and takes into account information on the academic achievement of the children concerning the challenging State academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. A root cause analysis should be completed for academic areas and/or subgroups that are identified as needing additional support.

The administration, along with the support of the school's Instructional Coach, through the utilization of extra days for data analysis, looked at strengths, weaknesses, and plans for improvement in many academic areas for students. The data was analyzed and prepared to present to the School Leadership Team at their Leadership Advance. The school leadership team identified English Language Arts/Reading and Math weaknesses across all students and subgroups. In English Language Arts/Reading, we noted specific weaknesses in academic vocabulary (including grammar), fluency, and reading comprehension. In considering the root cause of issues, background knowledge and independent reading shortcomings have been identified. All three grade levels scored between 20%-40% proficient or distinguished in BEACON testing during the year. The highest percentage of our students performed in the beginning performance band level for testing. Strengths for ELA performance came in performance on the March BEACON where 8th grade students performed at 36% proficient/distinguished, and 7th grade had 37% of their students in the high growth category for the March BEACON. GMAS scores will not be available until the Winter of this year, so those results will be analyzed once they have returned. We are continuing to address these issues through the implementation of oral-reading fluency (ORF) in all ELA classes for a third year. We have moved to a "Challenge Reading" protocol that will incorporate reading fluency and an additional comprehension piece at the end of each week. All students will participate in oral reading each day to improve their reading comprehension and fluency skills. We will utilize programs such as Newsela, Progress Learning, Wayground, and Pear Assessment to help students work on their writing and grammar skills. Using feedback from the programs, teachers will develop strategies to best meet classroom needs. ELA will also participate in district-wide PL learning days to address ELA content and strategies within the school. Our instructional coach is also going to attend the Reading League National Conference on reading fluency and bring back the strategies she learns there to our building to better serve our students.

Specific math strengths included numerical reasoning in 6th grade, probability reasoning, in 7th grade, and spatial reasoning in 8th grade. weaknesses include solving problems that require critical thinking and multiple steps, and math fluency weaknesses that impact overall problem solving across grade levels and subgroups. Specifically, 6th graders struggle with pattern and algebraic reasoning, 7th graders with patterning and algebraic reasoning, and 8th graders show weaknesses in functional and graphical reasoning. Algebraic operations were weak across grade levels and subgroups as well. The root cause of these issues may be that students did not receive adequate background knowledge while in elementary school due to COVID. Students also have not worked on fluency skills to develop their number sense. Within the

classrooms this year, we have continued to implement Building Thinking Classrooms to help students work on critical thinking skills, collaboration, and number skills. The schedule has also been adjusted to make sure that each ELA and Math class receives 100 minutes of instruction each day. We believe that through small class sizes paired with longer instructional periods, our ELA and Math scores will improve. Our 8th Grade Social Studies and Science scores decreased this year compared to last year. Subgroup data is not available for ELA due to the delayed release of GMAS results. Subgroup data for math revealed that our subgroup of all students and economically disadvantaged students scored above the target for performance in 6th - 8th grades. Also, our Hispanic subgroup scored above the math target for all grade levels. Our multiracial subgroup outperformed its math target. Finally, our white subgroup also outperformed our target. Our black students did not meet their target for math performance at. Our ELL students also did not meet their math target for performance. Finally, our Special Education subgroup did not meet their math target for math GMAS, too. While our class sizes were reduced this past year, we also took time away from the classes to make our math and ELA classes longer. We believe that this lost instructional time contributed to the lower scores. Generation Genius was specifically purchased for our Science classes. It is going to help our science teacher remediate standards that students struggle with. Wayground will be used across grade levels and content areas to provide students with just-in-time feedback as they participate in gamified learning and remediation. Our Social Studies and Science teachers are participating in coaching cycles with our Instructional Coach to improve their instruction in the classrooms and make better utilization of instructional time. While new standards being undertaken in ELA, we do not have state test data back in that area. It will be released later this winter. Our available data suggests that our school is making progress in ELA but is not meeting district and state targets for all students and all subgroups despite the growth. Math saw a tremendous improvement in all three grade levels. Our 8th grade students are still struggling to keep up with the district and state performance. Other discussions included the social-emotional wellness of the students and ways to support the whole student through various social, emotional, attendance, and academic needs. The team discussed the need to help students develop positive social skills. Additionally, the team discussed ways to reward positive behavior through the use of the Positive Behavioral Intervention System (PBIS) and our Social-Emotional Wellness calendar initiatives.

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. The professional learning will include topics on incorporating the 4Cs of instruction (communication, collaboration, critical thinking, and creativity), using instructional programs, and identifying bias in the classroom to appropriately address all the different learners we have in our classrooms. A rough draft of the school improvement plan was typed and shared with the district and SLT using the Google Docs application. David Rooks led meetings on July 29, 2026, with all faculty members to discuss a review of the plan and sections relating directly to the specific groups. Parents and stakeholders will be given a copy of the draft plan at the Annual Title I Meeting on September 21, 2026, at 9:00 am in the school's cafeteria. A parent and stakeholder input meeting was held on September 21, 2026, at 9:30 am in the cafeteria. 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 22 through September 28, 2026, for stakeholder review. A final copy will be uploaded and shared on the school's website and Facebook, as well as placed in the parent resource center and shared with all faculty and staff using Google Drive. All information that was discussed at the School

Improvement Meetings was shared with stakeholders, including the above-referenced areas of strengths and weaknesses for all grade levels and subgroups. School goals for the 2026-2027 school year were shared as well.

a. Academic Achievement Data

*Insert your school profile data, including demographic data, GMAS results, STAR, and any other data used to determine strengths and weaknesses. Make sure to include subgroup information. You may add this to the appendix if you wish.

*Include GMAS and STAR data from the FY26 school year

Instrument Used	Content Area	Process/Procedure
STAR Reading	ELA	Assessments were given every 9 weeks. Data is analyzed in collaborative and collegial planning meetings at 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 determined. Reteaching and remediation activities are developed to address the needs of specific students through classroom instruction, Encore, flexible groups, or tutoring groups.
STAR Math	Math	Assessments were given every 9 weeks. Data is analyzed in collaborative and collegial planning meetings at 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 determined. Reteaching and remediation activities are

		developed to address the needs of specific students through classroom instruction, Encore, flexible groups, or tutoring groups.
BEACON Math	Math	Assessments were given at three different points during the 2025-2026 year for math. Data is analyzed in collaborative and collegial planning meetings at 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 determined. Reteaching and remediation activities are developed to address the needs of specific students through classroom instruction, Encore, flexible groups, or tutoring groups.
BEACON ELA	ELA	Assessments were given at three different points during the 2025-2026 year for ELA. Data is analyzed in collaborative and collegial planning meetings at 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 determined. Reteaching and remediation activities are developed to address the needs of specific students through classroom instruction, Encore, flexible groups, or tutoring groups.

Georgia Milestones Assessment	ELA, Math	Data (both whole-group and subgroup data) are analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction and interventions. Scores are also used to place students in tutoring groups.
Georgia Milestones Assessment	8th-grade Science and Social Studies	Data (both whole-group and subgroup data) are analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction and interventions.
Spiral Reviews and District-Developed Common Assessments/ End-of-Unit Assessments	ELA, Math, Science, Social Studies	MZM does spiral reviews over standards in each classroom. Teachers use this data to adjust instruction to meet students' academic needs and to determine students at risk of not meeting standards or needing remediation or acceleration on standards. Additionally, the Carroll County School District has worked with content leaders to develop common assessments to measure student achievement upon completion of specific units of study. Data from these assessments are analyzed by teachers at the whole group and subgroup level to help identify

		at-risk students who need additional instruction at the Tier I or II level. Computer programs are also employed as a strategy for students to receive additional instruction for remediation of standards and skills.
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MZMS	County Ranking	Proficient + Distinguished						State 2026
		2021	2022	2023	2024	2025	2026	
6th ELA		40%	35%	32%	34%	33%		
7th ELA		35%	27%	27%	28%	31%		
8th ELA		45%	40%	34%	34%	31%		
6th Math	4th	19%	24%	25%	31%	44%	47%	41%
7th Math	4th	28%	23%	27%	26%	35%	47%	42%
8th Math	4th	24%	31%	21%	28%	30%	38%	46%
HS Algebra I	5th	100%	NA	NA	NA	79%	77%	
8th SC	5th	34%	29%	12% (23%)	16% (24%)	11% (27%)	11% (16%)	30%
HS Phy Sc	3rd	NA	91%	62%	48%	77%	31%	61%
8th SS	4th	46%	42%	41%	36%	42%	35%	41%

2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii)

This section describes the schoolwide reform strategies the school will implement to address school needs, including how these strategies will address academic weaknesses and root causes.

a. Opportunities for all children

Provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards. Include your method of monitoring the effectiveness of your strategies throughout the school year.

Mount Zion Middle will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

- Using a specific data protocol, students will be identified across all subgroups.
- Teachers and students will set goals based on current data and track progress in their Google Classroom or through various software programs utilized throughout the year, such as Generation Genius, Formative, Newsela, Pear Assessment, Edulastic, Progress Learning, and Wayground.
- Specific instructional methods and instructional strategies will be implemented to address their individual needs based on the data and goals set between the teacher and student to address their needs.
- Students will have access to all supplies needed to be successful in the classroom.
- Students will be introduced to engaging learning strategies in math thanks to Building Thinking Classrooms and our mobile whiteboards.

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

b. Methods and instructional strategies

Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and support an enriched, accelerated curriculum that may include programs, activities, and courses necessary for a well-rounded education. Include strategies for identifying and serving the gifted and talented.

Mount Zion Middle School will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded school experience for our students. The following instructional strategies will be implemented with fidelity.

- Longer instructional time in ELA and Math- Through innovative scheduling, ELA and Math classes will be 100 minutes in length. The extra time each day will provide the opportunity for more individualization and support for students who are having difficulty mastering the standard being presented. Longer class times also provide opportunities for small-group instruction specifically designed for students. In addition, teachers will be better equipped to identify the needs of students through observation and formative assessment promptly
- Utilization of Computer Programs - Edulastic, Pear Assessment, Progress Learning, Newsela, Formative, Generation Genius, and Wayground will be employed to evaluate, remediate, and accelerate student academic performance in all content areas. These programs are designed for individualization and will challenge the student at his/her current level of performance.
- Ongoing professional development for content area teachers will be provided in-house monthly. Our instructional support specialist, Ali Hembree, will be involved with each planning meeting to guide teachers in PL topics and data discussions. To provide teachers with the knowledge and tools necessary to teach the required curriculum with fidelity using research-based strategies, they will be provided with professional learning opportunities. The professional development opportunities are designed to directly correlate to the district and state academic standards, the expectations for rigorous instruction, and the assessment and accountability measures currently employed. The professional learning will include topics on incorporating the 4Cs of instruction (communication, collaboration, critical thinking, and creativity), using instructional programs, and identifying bias in the classroom to appropriately address all the different learners we have in our classrooms. As a result, the students will experience better instruction, leading to increased student achievement.
- A full-time teacher will be hired to provide our students with smaller class sizes. Smaller class sizes will provide the opportunity for more individualization and support for students who are having difficulty mastering the standard being presented. Smaller class sizes also provide opportunities for small group instruction that is specifically designed for students. In addition, teachers will be better equipped to identify the needs of students through observation and formative assessment promptly.
- A math connections tutor will also be used to remediate learning and provide interventions for identified students in that area.

c. Activities to address the needs of at-risk students

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

i. Counseling and support services

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

At Mount Zion Middle School, all students have opportunities to address any academic, social/emotional, economic, and behavioral issues. Students at risk of not meeting state standards and achievement targets are a particular area of focus regarding alternative programs. Programs at MZMS include:

Academic/Instructional Support Services

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

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

Additional Tutoring: Tutoring is available to students for all content areas through extended-day funds. The tutoring may occur from 7:30 – 8:10 or 3:30 – 4:30 each day, and during teachers' planning periods by making individual teacher appointments. A math connections tutor will also be available to support identified students.

Social/Emotional

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

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

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

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

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

Career Awareness/Future Focused: Career support and information are provided to students by teachers and counselors. Eighth-grade students also participate in a county-wide Career Day off campus. Students are allowed to listen to two presenters provide information relating to career awareness.

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

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

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

ii. Postsecondary and workforce preparation

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.

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

- An information session is held for 7th-grade parents to provide information related to 9th-grade course offerings provided in the 8th grade at Mount Zion Middle School. The purpose of this session is to assist parents in making

appropriate academic decisions for their students to facilitate the transition from middle school to high school and, ultimately, from high school to college or career.

- Mount Zion High School holds a parent night in the spring to assist students and parents in determining appropriate courses to take at the high school level, including information related to Move-On When Ready. Additionally, MZMS offers 8th-grade students opportunities to look at high school courses and Move On When Ready during advisement lessons.
- The high school counselor visits 8th-grade students each spring to discuss course and scheduling options for the next school year.
- Students visit the local university and technical college during planned days.
- Students participate in career exploration modules through the use of GCIS
- Students begin creating future-focused plans in elementary school. These plans are updated yearly and are housed in Infinite Campus.
- 8th grade students participate in a district career day exposition in the Spring of each year held at local colleges and universities.

Business and computer classes and after-school opportunities allow students to explore possible career opportunities in related fields.

iii. Schoolwide tiered model

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.

Mount Zion Middle School has a school-wide discipline plan used to address and support student behavior. This includes a tiered system of behaviors and consequences. The consequences provided help students make decisions to improve overall behavior. Mt. Zion Middle will continue the process to strengthen our PBIS program in 2025-2026. A PBIS rewards system will be implemented, and a PBIS committee will meet monthly to discuss target behaviors and rewards. The PBIS Rewards program will be used to track positive behaviors, rewards, and referrals for discipline issues.

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

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

Tier 2:

Students with difficulty with a particular academic concept, academic skill, or behavior are transitioned to Tier 2 to receive short-term targeted interventions and support in flexible groups

or individually. Students' progress is monitored bi-weekly, and the data is used to determine if the goal has been met or if additional interventions are needed. This tier is fluid, with students moving in and out as specific needs are identified and goals are mastered. Morning Tutoring is offered to these students at the request of the teacher, student, and/or parent. Students may also be assigned corrective reading, math connections classes, and/or Encore (an additional class period of support weekly) to help with student achievement.

Tier 3:

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

iv. Professional development

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

MZM includes teachers, administrators, paraprofessionals, and, when appropriate, pupil services personnel, parents, and other staff in professional development that addresses the root causes of our identified needs and the integration of Standards-based classrooms with the implementation of the Georgia Standards of Excellence. The following is included in the Mount Zion Middle School Professional Learning Plan: school improvement planning, professional learning for curriculum and effective instructional strategies, Oral Reading Fluency (ORF) Challenge Reading strategies, best practices in instruction, student engagement, Social Emotional Wellness, and literacy training. Faculty and staff will also receive ongoing professional learning to increase understanding and enhance retention of math, science, and social studies concepts by participating in professional learning opportunities in the content area. Teachers will also develop personal learning goals by participating in self-directed professional learning modules, including STEM for all second-year teachers, Gifted certification, ESOL certification, and others as determined by the teacher. The professional learning will include topics on incorporating the 4Cs of instruction (communication, collaboration, critical thinking, and creativity), using instructional programs, and identifying bias in the classroom to appropriately address all the different learners we have in our classrooms.

The school's instructional coach will also attend the Reading League National Conference on reading fluency to gain valuable information about high-impact strategies that she will redeliver to the staff at the school.

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

and support on classroom activities, instructional strategies, and student engagement strategies, allowing immediate feedback and improvement in overall student achievement.

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

[MZMS PL Calendar 2026-2027](#)

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

v. Recruitment and retention

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

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

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

- 1) The Carroll County School System offers a safe and secure working environment for its employees
- 2) The district offers competitive salary and benefit packages to help attract and retain highly qualified teachers
- 3) Carroll County School System strives to participate in innovative programming

- 4) Professional Learning opportunities are provided to enhance instruction and to support teachers. The professional learning will include topics on incorporating the 4Cs of instruction (communication, collaboration, critical thinking, and creativity), using instructional programs, and identifying bias in the classroom to appropriately address all the different learners we have in our classrooms.

The Carroll County School System holds a Teacher Induction Program (TIP) before pre-planning the new school year for first-year teachers and teachers new to the county. Teachers spend two days learning all the information they need to be successful as they begin their teaching journey in the district.

vi. Preschool transitions

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

vii. Middle and high school transitions

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

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

Career Awareness/Future Focused: Career support and information are provided to students by teachers and counselors. Eighth-grade students take part in a county-wide Career Day to be held off campus. Students are allowed to listen to two presenters provide information relating to career awareness. Students will tour the University of West Georgia (UWG), West Georgia Technical College (WGTC), 12-For Life, and the College and Career Academy this year as part of their career awareness. Students also participate in a “Reality Fair,” which exposes students to the realities they will face once they are out of school. School personnel and community members assist in the program.

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

students and parents. Future-focused plans will help drive student class selection and student orientation.

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

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

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

viii. Career opportunities

Discuss opportunities for students to take high school courses and career counseling opportunities for students. How are they informed about technical and dual-enrollment opportunities? Elementary Schools: Discuss opportunities for students to learn about various careers.

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

- Mount Zion High School holds a parent night in the spring to assist students and parents in determining appropriate courses to take at the high school level, including information related to Move-On When Ready. Additionally, MZMS offers 8th-grade students opportunities to look at high school courses and Move On When Ready during advisement lessons.
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- 8th-grade students participate in a district career day exposition in the Spring of each year, held at local colleges and universities.
- Business and computer classes and after-school opportunities allow students to explore possible career opportunities in related fields.

3. Evaluation of the Schoolwide Plan – 34 CFR 200.26

a. Regular monitoring and implementation

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

Mount Zion Middle School reviews, revises, and creates the Title I Schoolwide Plan yearly with a team of administrators, teachers, parents, and community members. An in-depth review of the data from state and local assessments and parent and staff surveys. This data was used to identify our school's specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs. This resulted in the revision and development of the FY27 Schoolwide Plan.

b. Effectiveness in meeting standards

Determining whether the schoolwide plan has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been further 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 2026-2027 school year. Implementing the school-wide plan will be regularly monitored through discussions at leadership team meetings, faculty meetings, and all parent/community involvement meetings. Following budget amendments, the plan will be revised to reflect the changes and the aligned data disaggregation to support the changes and adjustments to meet students' academic, social, emotional, and behavioral needs at MZMS. Mount Zion Middle staff will use monthly data digs to review all formative and summative assessments to monitor progress, including STAR, BEACON, Spiral Reviews, and district-level assessments.

c. Plan revisions

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

Mount Zion Middle's school-wide plan is reviewed monthly at Leadership Team and grade-level/collegial planning meetings. The plan is disseminated to staff electronically. Staff members are encouraged to provide input throughout the school year as areas of need are identified. The plan is available to all community stakeholders in the Title I resource area in the school's front office and posted on the school website. Parents and community members are invited to provide feedback anytime throughout the year. Feedback from faculty, staff, parents, or community members is relayed to the leadership team and discussed further at grade-level meetings. Amendments and adjustments to the plan will ensure that students are continuously improving. A meeting will be held in the spring of 2027 to review and update the plan.

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

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f).

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. In support of strengthening student academic achievement, Mount Zion Middle has developed this parent and family engagement plan that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe MZMS's commitment to engaging families in their children's education and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer, and enjoy school more. Title I, Part A provides for substantive family engagement at every program level, such as in the development and implementation of the district and school plan and in carrying out the district and school improvement provisions. The Parent and Family Engagement Plan is jointly developed and revised annually. This year, Mount Zion Middle invited all parents to attend input sessions on September 21, 2026, to review and revise this parent and family engagement policy, the schoolwide plan, our school-parent compact, and our 1% parenting budget. Additionally, the plan is posted on our school website for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online, or one can request a paper copy. This survey allows parents and family members an additional format to provide feedback to the school. Parents and family members can also give feedback during several parent meetings and activities during the school year, including our Parent/Family Engagement Curriculum Nights. Meetings are held at a variety of times throughout the school year. Childcare and transportation will be provided as requested to help parents/stakeholders attend meetings.

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

Development and Stakeholder Involvement

The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators.

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 June 9, 2026, from 9:00 a.m. to 3:00 pm, with David Rooks facilitating the meeting through an in-depth review of the data from state and local assessments and parent and staff surveys. This

data was used to identify our school's specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs and codified in our school improvement plan and the Title I school-wide plan. This resulted in the development and revision of the FY27 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.

Monitoring and Revision

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.

The Title I School-wide Plan for Mount Zion Middle will be the guiding document for the Title I program for the 2026-2027 school year. Implementing the school-wide plan will be regularly monitored through discussions at leadership team meetings (including a parent representative), faculty meetings, and all parent/community involvement meetings held throughout the year. Following budget amendments, the plan will be revised to reflect the changes and the aligned data disaggregation to support the changes and adjustments to meet students' academic, social, emotional, and behavioral needs at MZMS. Mount Zion Middle staff will use monthly data digs to review all formative and summative assessments to monitor progress, including STAR, BEACON, Spiral Reviews, and district-level assessments. After review of the data, any adjustments or changes to the plan will be discussed and added to the plan. Parents and other stakeholders will be notified of adjustments and changes via the school website and social media. Input from parents is sought through Title I Parent/Family Engagement meetings, as the plan is discussed and reviewed at each meeting

Availability to Stakeholders

The plan is available to the local education agency, parents, and the public, provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

Mount Zion Middle School involves parents and community members in the planning, review, and improvement of the comprehensive school-wide plan and opportunities for parental involvement through invitations to school meetings, annual surveys, information placed on the school website and Facebook pages, placement of invitations and copies of the SIP with feedback forms in the Parenting Center, School Messenger calls, School Community Team Meetings, and emails. Parent Right to Know letters and School/Parent Compacts are provided to all parents annually. The Annual Title I Meeting was held on September 21, 2026, via the school website and social media for all stakeholders of Mount Zion Middle, and the Annual Parent/Stakeholder Input Meeting was pushed out virtually on September 12, 2026, via social media and the school website for all stakeholders and parents. Several instructional-focused parent/stakeholder opportunities will be held to engage parents in understanding curriculum, state standards, assessment, and information on helping students progress and achieve in school. These events will be held in person at times that are convenient for parents: A Taste of the Curriculum Night: Overview of all Content Areas: November 2026; Literacy Instructional Support: January 2027; and Preparing for GMAS testing: March 2027. Videos and links on Content Support in Math, ELA, Science, and Social Studies and Google Classroom tips will be provided for parents and students via Facebook, YouTube, and the School Website. These meetings, activities, or informational plans accompany an open invitation for feedback, input, and suggestions for school improvement and improvements in the parental involvement process. The Family Engagement Coordinator helps coordinate all parental activities and works to engage parents.

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

Coordination and Integration

It is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as nutrition, housing, Head Start, adult education, and violence prevention programs.

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—

The Mount Zion Middle School School-wide Plan is developed by coordinating and integrating other Federal, State, and local services, resources, and programs. One such group that MZMS currently partners with is the West Georgia Prevention and Advocacy Resource Center, which provides students with Anti-bullying and personal safety lessons each year. Additionally, Carroll County Schools College and Career Academy, the University of West Georgia, and West Georgia

Technical College provide career and technical education exploratory opportunities for students at MZMS throughout the school year to support overall student achievement and growth.

Evidence-based Strategies

Describe how your interventions are evidence-based or employ other effective strategies to enhance 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 software programs such as Progress Learning, Edulastic, Generation Genius, Pear	Math, Reading, Social Studies, and Science			X		https://www.frontiersin.org/articles/10.3389/feduc.2018.00068/full

Assessment, Edulastic, Wayground, and NewsELA/Formativ						
Class Size Reduction: Teacher	Science	X				https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf
Family Engagement Coordinator	Other	X				<u>FEC</u>
Reading Fluency Strategies/Reading League Conference	ELA	X				https://news.stanford.edu/stories/2026/02/science-of-reading-literacy-education-legislation-research

Title I Budget Crosswalk

Include the items purchased with Title I funds, along with the page they are found in the plan and the level of evidence for each, outlined in your Title I Budget.

Expenditure	Page in SWP	Level of Evidence
Science Teacher	3, 9	Moderate
Family Engagement Coordinator	19, 20, 21, 22	Strong
Math Connections tutor	6, 9, 10	Strong
Formative/NewsELA	8, 9, 10, 18, 20	Strong
Generation Genius	4, 8, 9, 10	Strong
Wayground	3, 8, 9, 10	Strong
Pear Assessment/Edulastic	3, 8, 9, 10	Strong
Progress Learning	3, 9, 11	Strong
Reading League Conference	3, 13	Strong

Supplies	9	NA
Instructional Coach additional days for data analysis		Strong

Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number 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 SWP	Level of Evidence

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

** Add your assessment results as an appendix if you did not insert them earlier.

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

_____	_____
Principal	Date

_____	_____
Title I Specialist	Date of Approval

_____	_____
Director of Federal Programs	Date

_____	_____
Superintendent	Date