



Title I Schoolwide/School Improvement Plan
2023-2024

School Name: Midway Hills Primary	
School Mailing Address: 375 Blandy Road Milledgeville, GA 31061	
LEA Name: Baldwin County School District	
LEA Title One Director/Coordinator Name: Dr. Noris Price, Superintendent	
LEA Title One Director/Coordinator Signature:	Date:
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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Tara Burney	<i>Tara Burney</i>	Principal
Lisa Bell	<i>Lisa Bell</i>	Assistant Principal
Mandy Hopkins	<i>M. Hopkins</i>	Teacher on Special Assignment
Sonya Murray	<i>Sonya R. Murray</i>	Counselor
Joycelyn Robinson	<i>Joycelyn Robinson</i>	K Lead
Shelia See	<i>Shelia See</i>	K-EIP Teacher
Jen Smith	<i>Jen Smith</i>	1st Lead
Anna Dunn	<i>Anna Dunn</i>	1st EIP Teacher
Chasity Hatcher	<i>Chasity Hatcher</i>	2nd Lead
Monica Daniel	<i>Monica Daniel</i>	2nd-EIP Teacher
Kara Parks	<i>Kara Parks</i>	Montessori Lead
Haley Thigpen	<i>Haley Thigpen</i>	PEC Teacher
Kim Pearson	<i>Kim Pearson</i>	OE-Gifted
Katrina Veal	<i>Katrina Veal</i>	STEAM Lead
Sarah Clegg	<i>Sarah Clegg</i>	Rotation Lead
Julie Dupree	<i>Julie Dupree</i>	Media Specialist
Jamie Lawrence	<i>Jamie Lawrence</i>	Behavior Specialist



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SWP/SIP Components

1. Comprehensive Needs Assessment: Sec. 1114(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

Response:

Midway Hills Primary developed the comprehensive schoolwide/school improvement plan with the participation of individuals who will carry out the school improvement plan: School Improvement Leadership Team, Local School Governance Team, and community members. Collectively, all of these stakeholders provide input pertaining to instructional programs and improvement initiatives to enhance student learning, achievement outcomes, and parental engagement. The needs assessment reflects the needs of all students.

2023-2024 End of the Year MAP results:

	Mean RIT Score	Grade Level Mean RIT (NWEA Expectation)	50th %tile	60th %tile
Kindergarten Reading	153.6	152	54%	42%
Kindergarten Math	159.4	157	62%	48%
First Grade Reading	171.8	171.40	45%	29%
First Grade Math	176.2	176	51%	33%
Second Grade Reading	181.5	185.57	44%	30%
Second Grade Math	183.8	189	29%	19%
Second Grade ELA	177.5	187.8	26%	18%



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2. School wide reform strategies that:

- 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 [Section 1111(c)(2)] to meet the challenging State academic standards;
- Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- 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.
 - Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - 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;
 - 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.);
 - 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;
 - Strategies for assisting preschool children in the transition from early childhood education.

Response:

Many strategies are being used school wide to focus on the needs of all students, particularly those furthest from achieving proficiency. Title I funds will be used to support the following strategies/initiatives:

Literacy:

- *Implement small group and whole group training in literacy instruction*
- *Instructional Coach (strong evidence)*
- *Early Intervention Program to provide services for at-risk students*
- *Upgrade classroom libraries*
- *Utilize a blended learning format to facilitate instruction*
- *Paraprofessional in Every Classroom*
- *Conduct peer observations.*
- *Participate in professional learning communities (Tuesdays-Thursdays)*
- *Participate in full-day professional days for unit planning*
- *Incorporate open-ended responses in instruction and assessments.*
- *Provide opportunities for students to participate and compete in Black History Month activities*
- *Utilize FastForward for remediation and enrichment in ELA*
- *Community Nights for Parent and Family Engagement Initiatives (Literacy)*



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- *Literacy Consultant*
- *Literacy Coach*
- *SEE-K Student Engagement*
- *Peer Observations*
- *Peer Modeling*
- *Heggerty interventions for phonemic awareness*
- *GOSA-Growing Readers*
- *Conferring with students (Weekly)*

Math:

- *Instructional Coach (strong evidence)*
- *Early Intervention Program to provide services for at-risk students*
- *Utilize a blended learning format to facilitate instruction.*
- *Conduct peer observations.*
- *Participate in professional learning communities (Tuesdays-Thursdays)*
- *Participate in full-day professional days for unit planning*
- *Incorporate open-ended responses in instruction and assessments.*
- *Implement STEAM-based projects in units and activities.*
- *Math Consultant*
- *Paraprofessional in Every Classroom*
- *Discourse Professional Learning and Implementation*
- *Daily use of manipulatives*
- *Class size reduction teachers*
- *Community Nights for Parent and Family Engagement Initiatives (STEAM)*

Student Attendance:

- *Monitor attendance weekly*
- *Send home the appropriate correspondence to parents when students miss 3 days. Request meeting with parents when students have missed 5 days.*
- *Refer students to the counselor for absences, parental contacts, and referrals to truancy the officer*
- *"Strive for Less Than 5" Initiative*
- *Home visits*
- *Student recognition Monthly, End of Semester Drawing, End of Year Drawing*

Positive Behavior Intervention and Supports

We employ a school-wide, intentional approach to discipline, allowing our students to learn the expected behaviors before consequences are administered (when applicable). A matrix has been developed with attributes, locations, and expectations. Students earn DOJO points, by exhibiting these expectations, that can be redeemed regularly for classroom and school-wide incentives. Additionally, students are selected from each homeroom class on a monthly basis as Hero of the Month for displaying HERO behavior (Helpful, Engaged, Respectful, On-Task)..



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Transition

Transition visits take place in the spring to assist Pre-K and HeadStart students with transitioning to a new school and Kindergarten classrooms. Transition visits also take place to assist current second graders going to third grade at Midway Hills Academy.

Professional Learning

MHP includes all teachers, administrators, paraprofessionals and, when appropriate, pupil services personnel, parents, and other staff in our professional learning that addresses the root causes of our identified needs. Grade levels are expected to work collaboratively to focus on pacing, instruction, and assessment. One of the five common planning periods per week is set aside for teachers to work with content teammates per grade level to collaborate. Cross grade level content teams meet once per month for the same purpose and cross-curricular grade level teams participate in professional development each week.

We have aligned professional development with the State's academic content and student academic achievement standards. The staff at MHP participates in ongoing, research-based professional learning, which is determined by the academic and social needs of our students and the instructional needs of our staff. Teachers participate in ongoing virtual professional learning, in-house training in data analysis, effective instructional delivery techniques, methodologies for increasing student engagement, standards based classrooms, and, when appropriate, classroom management. New staff members receive essential training from the BOE staff, an orientation, meet with the instructional coach weekly and a mentor teacher at the school site.

Common planning periods on Tuesdays, Wednesdays, and Thursdays are set aside for professional learning. Teachers are expected to utilize knowledge gained in training and apply to their own students, classrooms, instruction, planning, and data analysis. Continued training on the following occurs during the Thursday sessions:

- *Blended Learning*
- *Standards-based instruction*
- *Analyzing data for strengths and weaknesses*
- *Planning relevant instruction*
- *Writing strategies*
- *Georgia Standards of Excellence (GSE)*
- *Grading Principles and Practices*
- *TKES*
- *MTSS*

3. Schoolwide Plan Development: 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;**
- **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),**



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the local educational agency, to the extent feasible, tribes and tribal organization 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;

- 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;
- 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.

Response:

We have involved faculty, staff, parents, and community members in the planning, review, and implementation of the comprehensive school-wide program plan through the involvement of our Local School Governance Team. The LSGT also reviewed and endorsed the final plan.

Midway Hills Primary has developed a school compact with parents, teachers, and students that include those things of particular importance to the academic improvement of students such as: communicating with the child's teacher on a regular basis, providing a home environment that encourages the child to learn, supporting the school in developing positive behaviors (PBIS), staying aware of what the child is learning, and making sure that the child completes homework assignments and prepares for high stakes testing.

Both the schoolwide plan and the compacts are available on our school website and printed copies available in our Parent and Family Engagement Resource Center.

4. ESSA Requirements to include in the Schoolwide Plan:

- Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)
- Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b) (7), and Sec. 1112e(3)(C) for parents of English learners.
 - 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.
 - Through coordination with institutions of higher education, employers, and other local partners; and II.
 - 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) .

Response:

The following are examples of scientifically-based research supporting our effective methods and instructional practices or strategies:



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1. *The use of Instructional Coaches to support teachers in the improvement of their practice, and subsequent gains for students through ongoing professional development and on demand classroom support. (strong evidence)*
2. *Fast ForWord for struggling readers (strong evidence)*
3. *A Parent and Family Engagement and Resource Center has been created with the support of parents, faculty and staff. The goal at Midway Hills Primary is to increase parent and family engagement primarily by creating a school environment that is inviting to parents. The resource center exists to provide parents and families with information and resources they need to support their children and the school in providing the best possible education. A partnership with local agencies will also be the resource center to be a place where parents can receive training on parenting, resume writing, digital literacy, technology training, and other topics of interest to them. (strong evidence)*

The Local School Governance Team is a body made up of principal, parents, teachers, and community members charged with the responsibility for providing input, making recommendations and rendering decisions regarding various aspects of the instructional program of the school and the school's operational schema. The school improvement plan, school wide assessments results, upcoming activities, data dive results, and performance index are some of the topics discussed in the meetings.

Link School Improvement Plan here: [Midway Hills Primary School Improvement Plan FY24](#)