



Title I Schoolwide/School Improvement Plan
2025-2026

School Name: Oak Hill Middle School	
School Mailing Address: 356 Blandy Road, Milledgeville, GA 31061	
LEA Name: Baldwin County School District	
LEA Title One Superintendent Name: Dr. Kristina Brooks, Superintendent	
LEA Title One Director/Coordinator Signature: <i>Shonya A. Mapp, Federal Program Specialist</i>	Date: 07/01/2025
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Planning Committee Members:

Name	Signature	Member Roles
Manzie Broxton		Principal
Gerard Lary		Assistant Principal (8th)
Krystle Stanley		Assistant Principal (7th)
Brittany Cheely		Assistant Principal (6th)
Pamela Forde		Instructional Coach
Tiandra Harris Canty		Instructional Coach
Kiara Hicks		Math Department Chair
Laura Horton		SS Department Chair
Felicia Poole		Science Department Chair
Rachel Adams		SAGE Department Chair
Amy Taylor		Counselor (8th)
Hope Goodner		Media Specialist
Shekita Shinholster		Teacher



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SWP/SIP Components

1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A) 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 challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet challenging State academic standards and any other factors as determined by the local educational agency

Response:

Throughout the 2024–2025 school year, the School Improvement Team engaged in a comprehensive review of the school’s progress. Our work involved analyzing a range of data sources to gain a clear understanding of both academic performance and school climate. This included results from formative assessments, summative assessments, and data collected from administrative walkthroughs conducted regularly throughout the year.

In addition, the team examined the outcomes of three formal district assessments administered during the school year, and they carefully reviewed feedback from parents, students, and staff gathered through CCRPI surveys. These surveys provided valuable insights into both academic growth and the overall learning environment.

During the spring of the school year, representatives from the Department of Education visited the school to conduct additional walkthroughs. Their observations helped identify specific areas that need further attention and improvement, which were shared directly with the school’s leadership team.

All of this information—assessment data, survey feedback, walkthrough observations, and DOE input—was compiled and discussed collaboratively. The findings played a crucial role in shaping the strategic direction and priorities for the upcoming school year.

2. School-wide reform strategies that:

- Provide opportunities for all children, including all subgroups defined in [Section 1111(c)(2)] to meet the challenging State academic standards;
- Use methods and instructional strategies that strengthen the academic program in the school, will 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, 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;



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- 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.

Our school has adopted a comprehensive, school-wide reform approach designed to ensure that all students—including those from all subgroups identified under Section 1111(c)(2)—are provided equitable opportunities to meet and exceed the challenging state academic standards.

Academic Program and Instructional Strategies

To strengthen our academic program, we utilize evidence-based instructional strategies that are responsive to the diverse needs of our student population. Differentiated instruction, small group interventions, and data-informed teaching practices are central to our model. The school has also expanded instructional time through targeted enrichment blocks and extended learning opportunities, which we refer to as BEST, which allow students to deepen their understanding of core content areas while also engaging in a well-rounded curriculum that includes the arts, physical education, and STEM activities.

Some of the strategies and resources that will be used to support increased student achievement include Stemscopes, GADOE Inspire, thinking maps, Studies Weekly, common writing prompts, content-specific word walls, rubrics, Progress Learning, manipulatives, and various other research-based learning strategies and resources.

Support for At-Risk Students

Special emphasis is placed on supporting students at risk of not meeting academic standards and those who are at risk due to behavior and/or attendance. We provide specialized instructional support through content experts in English Language Arts and math using push-in/pull-out models that deliver targeted help within or outside the regular classroom. To support the whole child, our school offers counseling services and school-based mental health resources that promote emotional and behavioral well-being. We often utilize daily check-in/check-out procedures to pulse check students who have been identified due to emotional or behavioral challenges. Social-emotional learning is embedded into daily practice to enhance students' interpersonal and self-regulation skills.

College and Career Readiness

We actively prepare students for postsecondary success by exposing them to early college and career pathways.



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Career and technical education (CTE) opportunities, guest speaker events, and career days are held regularly to build student awareness. For academically advanced students, we promote access to advanced content instruction and coursework through gifted courses, two high school courses, and early college opportunities, ensuring they are well-positioned for future academic and workforce opportunities.

School officials will engage in site visits to local businesses to gain a deeper understanding of industry operations and identify the critical skills students need to be workforce-ready. Insights gathered from these visits will be shared with teachers, students, and parents to better align instruction and preparation with the expectations of both the local labor market and post-secondary institutions.

In addition, the school will host representatives from local businesses for on-campus presentations. These sessions will serve as a platform for business leaders to share their perspectives on the school's performance and provide valuable feedback. This collaborative effort will begin with input from members of the local school board and expand to include a broad range of community stakeholders, strengthening the school's connection to the local economy and enhancing educational relevance.

Behavior and Early Intervention

Our school has implemented a tiered system of support to proactively prevent and address behavioral challenges. This model, aligned with the principles of Positive Behavioral Interventions and Supports (PBIS) and Leader in Me, ensures students receive timely behavioral and academic interventions. We also coordinate closely with services under the Individuals with Disabilities Education Act (IDEA) to provide inclusive support for students with exceptional needs. Students who are at risk, due to academics and/or behavior, will receive mentoring from administrators, counselors, and designated teachers.

The OHMS school staff will also implement a school ambassador program for students who model exemplary behavior. This will allow students to have peers whom they can model after.

Professional Development and Staff Support

To sustain instructional excellence, we invest in ongoing professional development for teachers, paraprofessionals, and school staff. Training focuses on effective use of assessment data, culturally responsive teaching practices, classroom management strategies, and technology integration. Our recruitment and retention strategies prioritize high-need subject areas and aim to build a diverse, skilled workforce that's committed to student success.

Collaborative planning occurs at least twice a week during the grade-level teachers' common planning time. Professional learning, which occurs at least twice a month, will be ongoing throughout the school year. To ensure that professional learning is beneficial, it will be tailored to the various needs of the staff members and students. The school instructional leadership team will utilize interest surveys and classroom observation data to properly plan the professional learning.

A robust mentoring program has been developed to ensure that novice teachers are partnered with veteran teachers, based on their content area. The school instructional leadership team will also utilize the teacher's planning time to ensure mentor teachers are allotted time to observe, mentor, coach, meet with, and advise their



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mentee teachers. Monthly mentor/mentee meetings will also provide additional time for mentors and mentees to meet.

Attendance

To promote consistent student attendance, the school has established a proactive and supportive system that is monitored weekly by designated staff. Attendance data is reviewed regularly to identify students who may be at risk of chronic absenteeism.

When a student accumulates two or more absences within a single quarter, a formal notice is sent home to inform parents and encourage early intervention. A second letter is issued if a student reaches 4.5 days of absence in the same period. For students who miss four or more days, school staff initiate a meeting with parents to discuss concerns, identify potential barriers to attendance, and collaboratively develop an improvement plan.

Positive reinforcement also plays a key role in our attendance strategy. Students with perfect attendance are recognized through PBIS regularly, helping to build a culture of accountability and motivation.

In cases where absences persist, students are referred to their grade-level counselor for further support. Counselors work closely with families, conduct follow-ups, and, when necessary, initiate referrals to the school truancy officer to ensure that every student receives the attention and resources they need to attend school regularly and succeed academically.

Students and staff members will be recognized quarterly for perfect attendance. Teachers and students with perfect attendance each quarter will be highlighted on the school's social media pages. They will also receive certificates. Those who have perfect attendance will also be rewarded with random items donated and/or purchased from local businesses.

3. Evaluation of the Schoolwide Plan - 34 CFR § 200.26

- Address the regular monitoring and implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
- Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.
- Describe how the Schoolwide Plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.

Response:

The effectiveness of our schoolwide program is evaluated through a process of ongoing monitoring, data analysis, and strategic reflection to ensure it is meeting the needs of all students, especially those who have historically struggled to meet challenging state academic standards.



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Regular Monitoring and Data Use

Throughout the year, the implementation of the Schoolwide Plan is monitored bi-weekly, during our School Improvement Leadership Team meetings, using multiple data points. These include results from the Georgia Milestones, i-Ready diagnostic, summative data, formative data, progress monitoring tools, and other data sources. Additional indicators such as student attendance, behavior referrals, and climate survey data are also reviewed to gain a holistic picture of student growth and school climate. Quarterly, the implementation of the plan will be formally assessed during our quarterly impact check meetings. During this time, representatives from our Board of Education will provide feedback on our implementation.

Measuring Effectiveness and Impact

The data is disaggregated by subgroups to assess whether the program is effectively closing achievement gaps and elevating the performance of students who are furthest from meeting grade-level standards, including English Learners, students with disabilities, and economically disadvantaged students. Regular progress reviews help determine the extent to which the instructional strategies and interventions outlined in the Schoolwide Plan are contributing to improved academic outcomes.

Plan Revision and Continuous Improvement

Based on the data collected and reviewed throughout the year, the School Improvement Team meets bi-weekly to reflect on what is working and what needs to be adjusted. These findings inform and guide updates to the Schoolwide Plan, ensuring it remains a relevant guide and plan. Revisions are made to instructional strategies, resource allocation, and intervention supports as needed to better align with student needs and to promote continuous improvement.

This cycle of data review, evaluation, and adjustment ensures that the Schoolwide Plan evolves in a way that supports academic excellence for all students and upholds our commitment to equity and student success.

3. Schoolwide Plan Development: Sec. 1114(2)(B)(I - IV)

- 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), 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;



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

Response:

The development of our Schoolwide Plan aligns fully with the provisions outlined in Section 1114(b)(2)(B) of the Every Student Succeeds Act (ESSA). As a school already operating a schoolwide program, we have continued implementation under the guidelines.

The plan was developed collaboratively and involved a broad range of stakeholders from across the school community. This included parents, teachers, administrators, as well as representatives from the district office and support personnel. Where applicable, input was also gathered from community members, business partners, and post-secondary education staff. This inclusive approach ensured the plan reflected the diverse perspectives and needs of those who will both implement and be impacted by it.

The Schoolwide Plan remains in effect for the duration of our school's 2025-2028 academic school years. However, it is a fluid document. The plan is subject to continuous monitoring and periodic revisions, based on data related to student performance, needs, and school climate. This ongoing review ensures that the strategies and actions outlined continue to provide all students with meaningful opportunities to meet the challenging State academic standards.

The finalized plan is readily accessible to the local educational agency, parents, and the broader public. It is published in a user-friendly and uniform format and, where feasible, translated into languages that parents can understand to support accessibility and transparency. Copies are made available both in print and online, and summaries are shared during parent meetings.

The development of the Schoolwide Plan is strategically integrated with other federal, state, and local services to maximize the impact of available resources. These include programs under Title I, as well as those focused on violence prevention, nutrition, housing, adult education, and career and technical education. Through this collaborative, inclusive, and responsive process, our Schoolwide Plan serves as a blueprint for academic excellence, equity, and continuous improvement for all learners.

4. ESSA Requirements to include in the Schoolwide Plan (Section 1116 (b)(1):



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- Jointly developed with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Response:

In accordance with Section 1116(b)(1) of the Every Student Succeeds Act (ESSA), our school is committed to meaningful and sustained parent and family engagement. As part of our Schoolwide Plan, a written Parental and Family Engagement Plan has been jointly developed in collaboration with parents and family members of participating students.

This policy reflects a shared commitment to fostering strong school-family partnerships and outlines specific strategies for carrying out the requirements detailed in subsections (c) through (f), including building capacity for parent involvement, coordinating and integrating family engagement efforts, and providing opportunities for parents to participate in school planning and decision-making.

The policy was created through a collaborative process involving parent input gathered during Title I input meetings, surveys, and family engagement events. It was reviewed and agreed upon by our Local School Governance Team to ensure that it truly represents the voices and priorities of the families we serve. The final version is distributed to all parents via print, social media, and on our school website. To support equity and inclusion, the policy is translated into languages spoken by families within our school community, to the extent practicable.

To promote transparency and accessibility, the policy is shared through the school website, family newsletters, and a hard copy is provided at the start of every school year. Parents and staff members will be provided a link to a Google form and a printed copy of a questionnaire where they can provide feedback on the plan and its implementation. The plan is also presented once each semester during our Title I Input meeting; during this meeting, stakeholders are also encouraged to provide feedback.

Recognizing that the needs of families and schools evolve, the policy is reviewed and updated annually in partnership with parents and stakeholders to ensure it continues to meet the changing needs of our school community and supports high levels of student achievement.

Link School Improvement Plan here:

[OHMS 2025 - 2026 School Improvement Plan](#)