



Title I Schoolwide/School Improvement Plan
2018-2019

School Name: Midway Hills Academy	
School Mailing Address: 101 Carl Vinson Rd Milledgeville, GA 31061	
LEA Name: Baldwin County School District	
LEA Title One Director/Coordinator Name: Dr. Sharon Simmons, Assistant Superintendent	
LEA Title One Director/Coordinator Signature: <i>Dr. Sharon Simmons</i>	Date:
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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Antonio Ingram		Principal
Cynthia Leal		Assistant Principal
Anita Martin		Instructional Coach
Christina Edwards		Media Specialist
Kendall Griffin		Counselor
Latonya Higdon		Behavior Specialist
Charlotte Sills		Third Grade Lead Teacher
Alexis Hall-Jones		Third Grade Lead Teacher
Elisa Johnson		Fourth Grade Lead Teacher
Diondrea Johnson		Fourth Grade Lead Teacher
Carolyn barsby		Fifth Grade Lead Teacher
Hope Pope		Fifth Grade Lead Teacher
Regina Ridley		Gifted Teacher
Anna Dunn		EIP Teacher



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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 Academy 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.

CCRPI Targets by Subject

Subgroup	English/Language Arts		Math		Science		Social Studies	
	Midway	Target	Midway	Target	Midway	Target	Midway	Target
All Students	35.71	45.55	42.44	51.64	30.45	41.21	27.38	40.76
Black	27.53	35.77	33.37	42.71	20.61	29.17	22.37	31.50
Multi-racial	41.67	50.59	46.67	56.08	Too few	48.27	Too few	35.33
White	50.02	64.67	58.39	68.51	50.89	71.52	37.50	64.85
ED	31.48	45.55	38.36	51.64	26.70	41.21	25.57	40.76
SWD	21.52	30.02	22.16	33.49	33.33	29.45	33.33	22.85

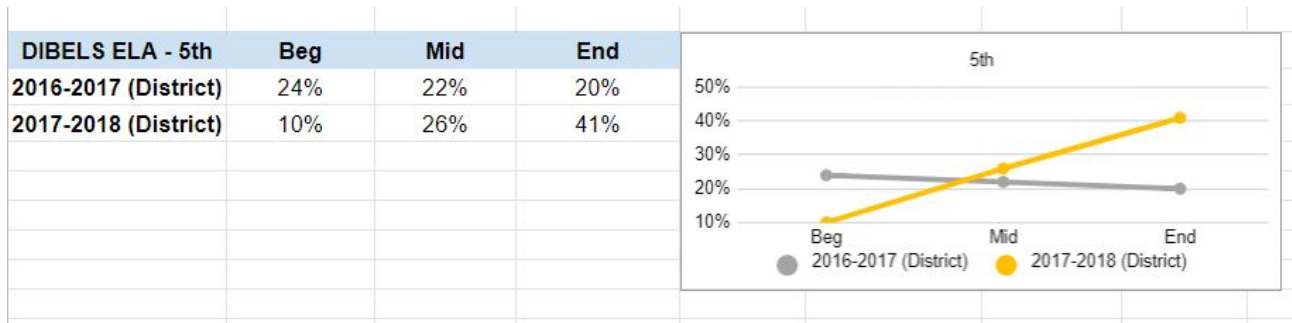
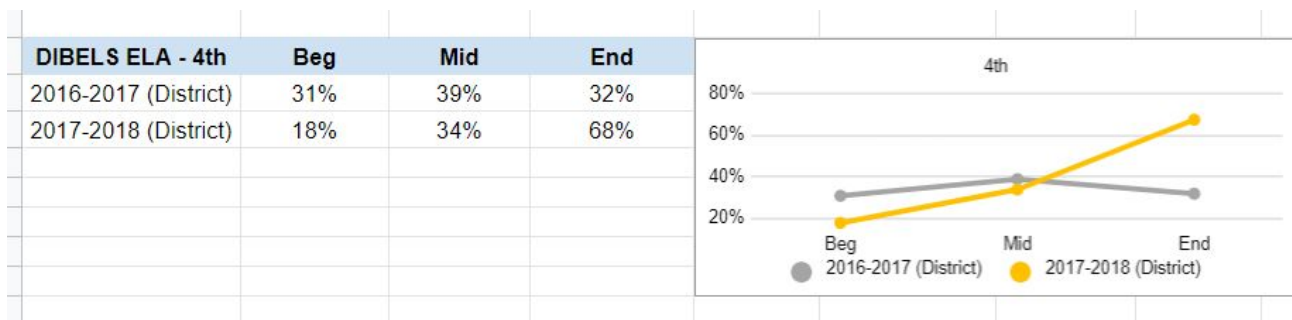
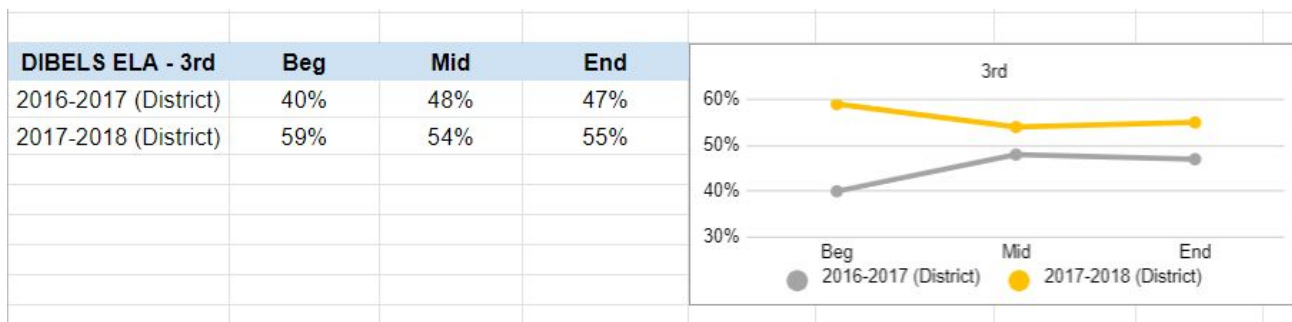
Reading Inventory



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Midway Hills Academy (593 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	21	4%	49	8%
Proficient	117	20%	169	28%
Basic	178	30%	180	30%
Below Basic	277	47%	195	33%





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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 (strong evidence)*
- *Instructional Coach (strong evidence)*
- *Early Intervention Program services to provide support for at-risk students (strong evidence)*
- *Upgrade classroom libraries*
- *Utilize ELT for (remediation and enrichment) students based on data from formative assessments and classroom performance*
- *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*



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- *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 (strong evidence)*
- *Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)*
- *Literacy Consultant*
- *Class size reduction teachers*
- *Weekly collaboration regarding ELA data and instruction*
- *Utilize SuccessMaker for improving reading comprehension (strong evidence)*

Math:

- *Instructional Coach (strong evidence)*
- *Utilize ELT for (remediation and enrichment) students based on data from formative assessments and classroom performance.*
- *Utilize SuccessMaker for remediation and enrichment. (strong evidence)*
- *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 STEM-based projects in units and activities.*
- *Community Nights for Parent and Family Engagement Initiatives*
- *Math Consultant*
- *Class size reduction teachers*
- *Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)*
- *Incorporate Number Talks for high end discussions of math problems*
- *Utilize Singapore math and use of math manipulatives*

Student Attendance:

- *Monitor attendance weekly*
- *Send home the appropriate correspondence to parents when students miss 2 and 4.5 days in a single quarter. Request meeting with parents when students have missed ≥ 4 days.*
- *Reward students and staff with a Jeans Day pass for Perfect Attendance for the month.*
- *Refer students to grade level counselor for absences, parental contacts, and referrals to truancy officer.*

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 Sports Bucks, by exhibiting these expectations, that can be redeemed regularly for small and large incentives. Additionally, students are selected from each cluster on a weekly basis as Character of the Week for displaying a pre-selected character trait.



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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.

Professional Learning

MHA 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 MHA 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, and a mentor teacher at the school site.

At least one day per semester is set aside for each content teacher team, along with the special education support teacher and paraprofessional working with the content team to plan for upcoming units and review data to adjust instruction.

Common planning periods on Tuesdays and Thursdays are set aside for professional learning and a master calendar of training for each month is available. 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 Tuesday and 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*

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;**



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- 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;
- 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. The plan is a working document that will be monitored at a minimum twice a month and consistently throughout the year. Revisions will be made as needed.

Midway Hills Academy 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.



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- **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:

MHA recognizes the importance of parental involvement in order to provide a quality education to the children of Baldwin County. The parent and family engagement plan outlines how to actively involve all parents in their child's journey. Parents will be notified of the policy in an understandable and uniform format, and to the extent practicable, provided in a language that parents can understand. The plan will be updated annually and parents will have the opportunity to participate in the revision. MHA has established clear and concise objectives and strategies to increase parent and family engagement within our school and community.

We have established the following activities to increase parent and family engagement:

- *Midway Night in the Community (4 times per school year)*
- *PTO meetings every other month*
- *Local School Governance Team once per month*
- *PTO Executive meetings (every other month at least one week before PTO)*
- *Parent conferences (as needed or requested)*
- *Class Dojo for instant communication between teacher and parents*
- *One Call Now announcements weekly discussing school events*

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

- *The use of the Instructional Coach 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)*
- *A Parent and Family Engagement and Resource Center has been created with the support of parents, faculty and staff. The goal at Midway Hills Academy 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 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:



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ELA-

<https://docs.google.com/document/d/1MsO821b-5525czonnwkpE46jvRWLxSssxmFygPh8TiM/edit>

Math-

https://docs.google.com/document/d/1dLgYpvLhQPbBv2TxUfw4_9gzS73JOBXWHVRP5DuKMU0/edit#

Science-

https://docs.google.com/document/d/1WkIoZJrfxKk1ca2xDeBP-ND_mZpGiGiCVd2bea7WUnI/edit#heading=h.t2ypm4eb1fdp

Social Studies-

<https://docs.google.com/document/d/1Y4KPuKuId24ZJh9UmoUAb7p1t6ZD4TuiL9kS4uL-JeQ/edit#heading=h.gjdgxs>

Attendance and Discipline-

https://docs.google.com/document/d/1PK8_g_TE6kk26Baq-kXY0gil2w94I7yAJyIm1R0YbmY/edit#heading=h.gjdgxs