

Midway Hills Academy
Title I Schoolwide/School Improvement Plan
2024-2025



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: <i>Dr. Noris Price, Superintendent</i>	
LEA Title One Director/Coordinator Signature: <i>Noris Price</i>	Date: <i>10/1/2024</i>
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SWP/SIP Components

Sec. 1114(b)(6)

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 school-wide/school improvement plan with the participation of individuals who will carry out the school improvement plan: the 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.

Reading Data

MAP - 142 students (38.3%) 50th+ percentile - Spring 2024
Growth Goals - 50% met or exceeded
MAP Projected to Pass - 83 students (20%)

IReady Projected to Pass - 68 students (17%)
Growth Goals - 112% of expected typical growth met
240 students (60%) met or exceeded typical goals
133 students (33%) met or exceeded stretch goals

Georgia Milestones- Spring 2024

CCRPI Calculator All Students					
ELA	Level 4	Level 3	Level 2	Level 1	Totals
	8	74	141	167	390
Percent	2%	19%	36%	43%	100.0%
Wt. Score	3%	19%	18%	0%	40%
CCRPI Targets					
ELA	2022	Target	2023	Target for 2024	Actual Score
All Students	26.35	28.26	27.21	29.12	40%

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Math Data

MAP Spring 2024

122 students 50th+ percentile
Growth Goals 50% Met or Exceeded
Projected to Pass 64 students (15.2%)

IReady Spring 2024

Projected to Pass 78 students (20%)
Growth Goals - 85% of expected growth met
211 students (53%) met/exceeded expected growth
96 students (24%) met/exceeded stretch goals

Georgia Milestones- Spring 2024

CCRPI Calculator All Students

CCRPI Calculator All Students					
Math	Level 4	Level 3	Level 2	Level 1	Totals
	22	61	185	121	389
Percent	6%	16%	48%	31%	100.0%
Wt. Score	8%	16%	24%	0%	48%
CCRPI Targets					
Math	2022	Target	2023	Target for 2024	
All Students	32.11	33.85	37.78	39.52	48%

Behavior Data

August to April data comparison - 25 (25.7%) fewer major referrals (97 down to 72),
133 (42.5%) fewer combined referrals than last year (313 down to 180)
77 (33.1%) fewer total students involved (232 down to 155).

Attendance Data

School: Midway Hills Academy Calendar: 23-24 Midway Hills Academy

	Student Membership		Absent	Present	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Grade	Count	Days	Days			Days	Days		Avg. Daily
	03	144	23742	1350.41	22391.59	133.40	125.77	774.04	4.36	94.31%
	04	141	23300	1153.51	22146.49	130.89	124.46	643.00	3.65	95.05%
	05	155	25923	1617.39	24305.61	145.65	136.51	922.00	5.18	93.76%
Total	3	440	72965	4121.31	68843.69	409.94	386.74	2339.04	13.19	94.35%

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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 school wide 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)*
- *Utilize differentiation for remediation and enrichment students based on data from formative assessments and classroom performance*
 - *Provide continuous professional learning for those that need assistance in implementing differentiated instruction*
- *Continue providing opportunities for teacher training on LETRS, Orton, Wilson, Heggarty's Bridge the Gap, UFLI and other research-based instructional strategies*
- *Conduct peer observations.*
- *Sonday- The Sonday System is a skill based, multi-sensory instructional program that is systematic, sequential, cumulative, and aligns with common core standards. The Sonday System is appropriate for K – 12th grade students who are functioning below grade level and is being used by our special*

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education teachers for students who need additional support past Tier 1 instruction.

- Implement the Wilson Reading System for students who fall in a certain percentile or are flagged in our dyslexia screener
- Utilize iReady for remediation and enrichment (teacher toolbox)
 - Use of the iReady MyPath.
 - Use of Magnetic Reading
- *Participate in professional learning communities (Tuesdays-Thursdays)*
- Provide opportunities for students to participate and compete in Black History Month essay contests, Tech Fair, Spelling Bee, Young Georgia Authors, and Reading Bowl
- Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)
- Incorporate explicit instruction of writing into the units of study for the entire school year.
 - Provide professional learning on teaching the writing process.
 - Implement a framework for writing and assessing writing
 - Teach writing explicitly using Writescore lessons.
 - Utilize WriteScore as a gauge to judge our students' writing before Milestones

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- *Incorporate open-ended responses in instruction and assessments.*
- *Utilize i-Ready pathway for remediation and enrichment*
- *Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)*
- *Literacy Consultant*
- *Class size reduction teachers*
- *Weekly collaboration regarding ELA data and instruction*

Math:

- *Instructional Coach (strong evidence)*
- *Utilize differentiated instruction for (remediation and enrichment) students based on data from formative assessments and classroom performance.*
- *Utilize i-Ready for remediation and enrichment. (strong evidence)*
- *Utilize a blended learning format to facilitate instruction.*
- *Conduct peer observations.*
- *Participate in professional learning communities (Tuesdays-Thursdays)*
- *Incorporate open-ended responses in instruction and assessments.*
- *Utilize Math in the Fast Lane strategies*
- *Implement STEM-based projects in units and activities.*
- *Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)*
- *Incorporate Number Talks for high-end discussions of math problems*
- *Utilize math manipulatives*

Support for students: Our school has a majority of economically disadvantaged student population.

Early Intervention Program

This program provides interventions for students who are at risk of not reaching or maintaining grade level performance based on the Georgia Milestones Assessment, performance measures in English Language Arts, Reading, Math or both. Students receive targeted, evidence-based interventions, progress monitor and clear entrance and exit criteria based on grade level performance.

Student Attendance:

- Monitor attendance weekly
- Send home the appropriate correspondence to parents when students miss 3 days, 5 days and 10 days. Request meeting with parents when students have missed ≥ 4 days.
- Reward students for attendance with dress down
- Reward students and staff with a Jeans Day pass for Perfect Attendance for the month.
- Refer students to grade-level counselors for absences, parental contacts, and referrals to truancy officers.

Positive Behavior Intervention and Supports:

We employ a school-wide, intentional approach to discipline, allowing our students to learn the expected

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behaviors before consequences are administered (when applicable). A matrix has been developed with attributes, locations, and expectations. Students earn points, by exhibiting the expectations that can be redeemed regularly for small and large incentives. Additionally, students are selected from each homeroom monthly as Leader of the Month (LOM) for displaying a leadership trait.

Students receive positive DOJO points for showing PBIS expectations. Our matrix is GROW (Growing Mindfully, Respecting Others, Operating Safely and Working Hard) and students have the opportunity to receive multiple points for attendance as well as showing these expectations in any part of the building. Students showing these expectations are invited to participate in our monthly PBIS celebration as well as receiving weekly classroom incentives.

MTSS Behavior:

If a student shows behaviors not aligned with our PBIS expectations, we begin with Tier 1 interventions, as outlined in the Baldwin County MTSS Manual. If a student does not improve with those Tier 1 interventions, the teacher may request to move that student to Tier 2.

The focus of T2 “is on students identified through screening as underperforming or at risk for poor learning/behavior outcomes or those who are in need of acceleration/enrichment. The instruction is targeted to the area of need and evidence-based interventions/practices (EBIs/EBPs) supplement or adds to primary instruction. The interventions are also closely aligned with and complementary to the core curriculum. Interventions are typically delivered within the general education classroom” (Baldwin County MTSS Manual). A Functional Behavioral Analysis may be conducted and, if warranted, a behavior intervention may be created. Data is collected during this period. If the data shows that the Tier 2 interventions are not working, the team may refer the student to Tier 3.

Few students should receive Tier 3 level of support. A Student Support Team (SST) is gathered at the Tier 3 level of support. The instruction is evidence-based intensive instruction and is continuously adjusted and individualized to address the needs of each student. Decisions regarding student participation in both primary and tertiary levels of prevention are made on a case-by-case basis, and according to student need. Tertiary level interventions supplement the general education curriculum and address identified areas of students’ need (Baldwin County MTSS Manual).

The goal is for students to receive the support they need and be able to move back down in the Tiers.

Leader in Me- Students learn the 7 Habits of Happy Kids through Franklin Covey Education. Through these habits, students learn leadership qualities and how to show it in different ways, becoming more accountable in their academics, behavior and the school culture. MHA has implemented the Leader of the Month in which the teacher nominates an outstanding leader in the classroom that has shown one of the habits. MHA also has “Caught Being a Leader” in which any staff member can do an office referral to highlight the leadership habit that was witnessed.

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Transition:

Transition visits occur in the spring to assist 5th grade as they bridge to middle school, entering 6th grade. Second grade from the primary school also visit Midway Hills Academy for their transition to 3rd grade.

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 must work collaboratively to focus on pacing, instruction, and assessment. One of the five common weekly planning periods is set aside for teachers to collaborate with content teammates per grade level. 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 it 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. School-wide Plan Development: Sec. 1114(b)(1-5)

- **Is developed during a 1-year period, unless the school is operating a school-wide program on the day before the date of the enactment of 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 least 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 includes those things of particular importance to the academic improvement of students, such as communicating with the child's teacher regularly, 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.

The schoolwide plan and the compacts are available on our school website, and printed copies are 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 higher education institutions, 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 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 (at least 2 times per school year)*
- *Parent events at MHA (spring dance, STEAM night, Literacy night, Open House)*
- *PTO meetings every other month*
- *Local School Governance Team once per month*
- *Parent conferences (at least once a semester and as needed or requested)*
- *Class Dojo for instant communication between teacher and parents*
- *Weekly SMORE newsletters shared through Class Dojo*

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 provides parents and families with the 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 allow 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 the 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 assessment results, upcoming activities, data dive results, and performance index are some of the topics discussed in the meetings.

Transition:

Transition visits occur in the spring to assist 5th grade as they bridge to middle school, entering 6th grade. Second grade students from the primary school also visit Midway Hills Academy for their transition to 3rd

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grade.

Link School Improvement Plan here: [FY25 MHA School Improvement Plan](#)