



Title I Schoolwide/School Improvement Plan
2024-2025

School Name: Midway Hills Primary School	
School Mailing Address: 375 Blandy Road 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>
LEA Title One Director/Coordinator Mailing Address: 110 North ABC Street Milledgeville, Georgia 31061	
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Title I Schoolwide/School Improvement Plan
2024-2025

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Tara O. Burney		Principal
Lisa Bell		Assistant Principal
Sonya Murray		Counselor
Mandy Hopkins		Instructional Coach
Jamie Lawrence		Behavior Specialist
Jennifer Williamson		Media Specialist
Kimberly Pearson		Gifted Coordinator
Haley Hussey		PEC Lead Teacher
Anna Dunn		EIP Lead Teacher
Taquanjah Roach		K Lead Teacher/Shared Role
Marvicia Smith		K Lead Teacher/Shared Role
Jennifer Smith		First Grade Lead Teacher
Chasity Hatcher		Second Grade Lead Teacher
Kara Parks		Montessori Lead Teacher
Crystal Smith		Rotation Lead Teacher



Title I Schoolwide/School Improvement Plan
2024-2025

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 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:

xxx. The Midway Hills Primary School Improvement Leadership team developed a schoolwide plan representing each of their teams who will carry out the comprehensive schoolwide/school improvement program plan. These members are identified on page three of this document. Those persons involved teacher leaders, the principal, assistant principal, the school counselor, the instructional coach, the behavior specialist, the media specialist, the gifted coordinator, the lead teacher for PEC and EIP, the rotation lead teacher and the Montessori lead teacher. They were involved in analyzing data to identify strengths and areas for growth opportunities using current and trend data, survey results, and feedback from all stakeholders. This allowed our team to implement initiatives such as supportive use technology to enhance skills to support mastery of the Georgia Standards of Excellence, additional purchase and use of additional manipulatives, modification of the master schedule to intentionally provide supportive services such as extended learning time (ELT) and additional certified intervention support within classrooms, and resources such as the University of Florida Literacy Institute and Sunday System, which are evidence-based interventions that are structured, systematic, multisensory interventions for readers at the beginning stages of reading. These adjustments supported teaching and learning for the entire school population.

xxxi. We have used the following instruments, procedures, or processes to obtain this information: iReady Reading data, iReady Math data, MAP Reading data, MAP Math data, GKIDS progression data, Individual Education Plans(IEP) data reflecting progress in the areas of reading and writing skills integrated across the curriculum and specials/rotation (Beyond the Core) classes, common assessments, and use of rubrics that addresses “high need” areas such as student engagement and teacher interactions.

xxx. The data for MHP reflects as follows:

iReady Reading: Exponential Growth Overall

1. Kindergarten

- **Students in Early-on to Mid or Above increased from 11% in the fall to 80% in the Spring**
- **Mid or Above grade level increased from 1% to 47%.**
- **Fall: 89% One grade level below to 20% Spring.**
- **Phonological Awareness: Mid or Above: increased from 4% to 29% Early on: increased from 21% to 53%. One grade level below: Fall from 75% to 18% Spring. Comprehension: was a strength: Mid to High: Increasing from Fall: 7% to Spring:**



Title I Schoolwide/School Improvement Plan
2024-2025

57%. Early on: increased from 16% Fall to 27% Spring. One grade level below: Fall 76% to Spring 16%.

2. First

- Students went from 6% at or above in the fall to 56% in the spring
- Our highest domain is in high-frequency words and phonics
- Our scores were almost identical in vocabulary, literature, and informational text

3. Second

- Went from 18% in the fall to 55% at the EOY with the early on/ mid/ above grade level in Reading
- Went from 51% in the fall to 40% at the EOY for one grade level below.
- Went from 30% in the fall to 5% at the EOY in the two grade levels below.
- Comprehension overall seems to need work along with phonics.

iReady Math : Great Growth Overall

1. Kindergarten

- Fall: 6%: Early or Mid to Above increased from 6% to 65% Spring.
- Fall: 95% One grade level below to 35% (Spring).
- Geometry was a strength: Mid or Above increased from 14% Fall to 60% Spring.
- Numbers and Operations: mid or above increased from 1% to 38%.
- Fall 6% Early on grade level increased to Spring 23%.
- Fall 93% One grade-level below to Spring 39%.

2. First Grade

- Fall 6% At or above grade level to Spring 63% (green)
- Fall 83% to Spring 36% (yellow)-One grade level below
- Fall 11% to Spring 0% (red)-two trade levels below

3. Second Grade

- Went from 6% in the fall to 34% at the EOY being early on/ mid/ above grade level in Math
- Went from 44% in the fall to 9% at the EOY in two grade levels below
- Went from 50 % in the fall to 57% at the EOY being one grade level below
- Algebra and algebraic thinking seem to be the lowest green area, with more yellow than all the other areas.
- Number and Operations seem to be the area of strength.

Synopsis for iReady Reading and Math:

- According to the iReady Diagnostic Growth Report in Reading, kindergarten and second grade students are demonstrating low performance with high growth. First grade students are demonstrating high performance with high growth. The median percent progress towards Typical Growth for this school is 116%. Typical



Title I Schoolwide/School Improvement Plan
2024-2025

Growth is the average annual growth for a student at their grade and baseline placement level.

- **According to the iReady Diagnostic Growth Report in Mathematics, kindergarten and second grade students are demonstrating low performance with high growth. First grade students are toggling between low performance/high growth and high performance/high growth. The median percent progress towards Typical Growth for Midway Hills Primary is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.**

MAP

Reading Fall to Spring Data: Reading

1. Percentiles

- **1st-20th-22% to 19%**
- **21st-40th- 20% to 21%**
- **41st-60th-21% to 21%**
- **61st-80th-20% to 24%**
- **>80th- 17% to 15%**

Math Fall to Spring Data: Math

2. Percentiles

- **1st-20th-22% to 18%**
- **21st-40th- 24% to 19%**
- **41st-60th-21% to 20%**
- **61st-80th-19% to 24%**
- **>80th- 14% to 19%**

Synopsis for MAP Reading and Math:

- **According to the Growth and Achievement Quadrant for Reading, Midway Hills Primary falls in the High Achievement/Low Growth quadrant.**
- **According to the Growth and Achievement Quadrant for Math, Midway Hills Primary falls in the High Achievement/High Growth quadrant.**

xxxi. We have based our plan on information about all students in the school and identified groups of students who have demonstrated low growth/low achievement and students who are high achievers with low growth. These students include the following subgroups and academic area of focus:

Reading

~Multi-ethnic males: 2nd Grade: Low Achievement/Low Growth

~Multi-ethnic males: 1st Grade: High Achievement/Low Growth

~American Indian/Alaskan Native females: 2nd Grade: Low Achievement/Low Growth



Title I Schoolwide/School Improvement Plan
2024-2025

- ~Black/African American females: 1st Grade and Kindergarten: High Achievement/Low Growth
- ~Multi-ethnic females: 1st Grade: Low Achievement/Low Growth; 2nd and Kindergarten: High Achievement/Low Growth
- ~White 1st Grade and Kindergarten: High Achievement/Low Growth

Math

- ~Multi-ethnic males: 2nd Grade: Low Achievement/Low Growth
- ~Multi-ethnic males: 1st Grade: High Achievement/Low Growth
- ~American Indian/Alaskan Native females: 2nd Grade: Low Achievement/Low Growth
- ~Black/African American females: 1st Grade and Kindergarten: High Achievement/Low Growth
- ~Multi-ethnic females: 1st Grade: Low Achievement/Low Growth; 2nd Grade: High Achievement/Low Growth
- ~White 1st Grade and Kindergarten: High Achievement/Low Growth

dclxxxii.

Midway Hills Primary currently serves 471 students. The profile of our school includes the following: 471 Economically Disadvantaged, 0 English Learners, 59 Students with Disability, 312 Black/African Americans, 117 White/Caucasians, 2 Asian, 16 Hispanic/Latino, and 27 Multi-ethnic students. Our students include eligibilities of Significant Developmental Delay, Speech-Language Impairment, Autism, Deaf/Hard of Hearing, Emotional & Behavioral Disorder, Orthopedic Impairment, Other Health Impairment, Visual Impairment & Blindness. Services are provided to all students who would be identified in any of the listed subgroups through highly individualized instructional plans based on each student's initial assessment. The Individual Educational Plan (IEP) is considered a primary focus of the curriculum for each student.

xxiii. The data has helped us reach conclusions regarding achievement or other related data.

The data disaggregation has identified strengths and areas of focus. Our strengths include many of our students who are low achieving are making high growth. Kindergarten and first grade are grade levels that are demonstrating the most students who are high achieving with high growth in both reading and math. We will focus on those students who are high achievers with low growth and students are low performing with low growth. Other strengths include one to one technology for all students. Students have time built into the daily schedule to practice iReady Reading and Math. They also use technology to enhance their learning and to conduct research. We have supportive resources that helps our students strengthen foundation skills to become better readers and mathematicians. Additionally, all students have opportunities to practice these skills in the home and community environments, as the school has provided parent training during our "Literacy Night at MHP" to support their assistance in improving reading skills. They were given resources and provided with hands-on demonstrations to model expectations in their homes.



Title I Schoolwide/School Improvement Plan
2024-2025

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, 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:

Literacy:

- Small group and whole group training in literacy instruction
- Instructional Coach
- Early Intervention Program to provide services for at-risk students
- Upgrade classroom libraries
- Utilize a blended learning format to facilitate instruction
- Paraprofessional support for every classroom
- Conduct peer observations training and resources
- Participate in professional learning communities
- Participate in full-day professional days for unit planning for reading and math
- Incorporate open-ended responses in instruction and assessments



Title I Schoolwide/School Improvement Plan
2024-2025

- Community Nights for Parent and Family Engagement Initiatives (Literacy, STEAM)
- Project-based Learning
- Wilson’s Fun-dations Tier I, Tier II
- Wilson’s System Tier III for 2nd
- Science of Reading Training/Reading Endorsements
- Peer Modeling
- Heggerty Interventions to target phonological awareness
- Conferring with students (Weekly)

Math:

- Instructional Coach
- Early Intervention Program to provide services for at-risk students
- Participate in full-day professional days for unit planning for math (GADOE Math Units in Suitcase)
- Use of manipulatives and hands-on activities
- Utilize a blended learning format to facilitate instruction.
- Conduct peer observations.
- Participate in professional learning communities
- Incorporate open-ended responses in instruction and assessments.
- Implement STEAM-based projects in units and activities.
- Project-based Learning
- Math Consultant
- Paraprofessional support in every classroom
- Discourse Professional Learning and Implementation
- Daily use of manipulatives
- Community Nights for Parent and Family Engagement Initiatives (Math, STEAM)

Counseling Services:

- The school counselor supports students by providing wrap-around services for students
- Social Emotional Learning: The school counselor supports and assists teachers with the following: Sanford Harmony; Morning Meetings that focus on SEL skill builder, affirmations, reminders, class success; Leader in Me beginning FY25
- Provides individualized and small group counseling
- Provides classroom guidance lessons
- Teacher career lessons and plans a culminating career fair appropriate for K-2 students
- Supports APEX counselors who come to MHP to work with our students
- Assists with referrals to outside agencies
- Monitors Attendance and implements attendance protocols

Student Attendance:

- Monitor attendance weekly/Individual student and classroom rewards
- 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



Title I Schoolwide/School Improvement Plan
2024-2025

- “Strive for Less Than 5” Initiative
- Home visits
- Student recognition Monthly, End of Semester Drawing, End of Year Drawing

Positive Behavior Intervention and Supports/Leader in Me: 7 Habits of Highly Effective People

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).

Beginning FY25, the MHP will implement the “Leader in Me” initiative that will empower our students, teachers, families, and other stakeholders with essential leadership and life skills that will prepare all to excel. The focus will be to focus on the “7 Habits of Highly Effective People.”

MTSS

Midway Hills Primary provides a Multi-tiered System of Supports to our students based on data and the framework of prevention to identify and predict students who might be at risk for poor learning outcomes, social/emotional, and behavioral needs that might impact their learning. We monitor the percentage of students in each tier, analyze progress monitoring data, and hold meetings when necessary to move students up and down the tiers.

Transition

Transition visits take place in the spring to assist Pre-K and Head Start 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 collaborative planning 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 achievement standards. The staff at MHP participates in ongoing, research-based professional learning, which is determined by the academic and social/emotional needs of our students and the instructional needs of our staff. Teachers participate in ongoing professional learning, data analysis, effective instructional delivery techniques, methodologies for increasing student engagement, standards-based classrooms, and classroom management. New staff members receive essential training from the BOE staff throughout the



Title I Schoolwide/School Improvement Plan
2024-2025

school year called “Baldwin’s Best”. They attend a week-long orientation, meet with the instructional coach weekly and a mentor teacher at the school site.

Common planning periods on Monday, Tuesdays, Wednesdays, and Thursdays are set aside for professional learning. Teachers are expected to utilize knowledge gained in training and apply that learning when planning collaboratively to meet the needs of students, enhance Tier I instruction, and complete data analysis to differentiate and to provide small group instruction. Continued training on the following occurs weekly on the day set aside for PL sessions:

- Blended Learning
- Standards-based Classroom Instruction
- Analyzing data for strengths and weaknesses
- Devising a plan of action based on data analysis
- Planning relevant, engaging, and appropriate Tier I instruction
- Writing strategies
- Georgia Standards of Excellence (GSE)
- Foundations
- GADOE Math Unit Instruction
- Leader in Me PL
- Grading Principles and Practices
- TKES
- MTSS

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

- **Address the regular monitoring and the 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.**



Title I Schoolwide/School Improvement Plan
2024-2025

Response:

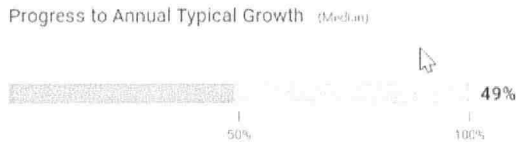
Data analysis protocols are followed when disaggregating assessment results to ensure validity and reliability. Discussions are recorded via anecdotal notes and agenda minutes. All grade level team members are included in these meetings including EIP, Gifted, and PEC teachers. Provisions for public reporting of disaggregated data involve rules and guidelines to ensure that data collected by public entities is broken down into more detailed sub-categories. This approach enhances transparency, accountability, and allows for more precise insights into specific population groups or sectors. This is carried out at the district level.

The schoolwide program has been effective in increasing the achievement of students in meeting the Georgia Standards of Excellence for traditional students, early intervention students, special education students and students from low socio-economic backgrounds. The data is reflected below, denoting great gains from 2022-2023 to 2023-2024.

Reading 22-23

Subject: Reading School: Midway Hills Primary School
Academic Year: 2022 - 2023 Comparison Diagnostic: Spring (March 2 - End o...
03/02/23 - 06/30/23

Students Assessed/Total 476/487



The median percent progress towards Typical Growth for this school is 49%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)



Title I Schoolwide/School Improvement Plan
2024-2025

Math 22-23

Subject: **Math** School: **Midway Hills Primary School**

Academic Year: **2022 - 2023** Comparison Diagnostic: **Spring (March 2 - End o...)**
03/02/23 - 06/30/23

Students Assessed/Total: **477/487**

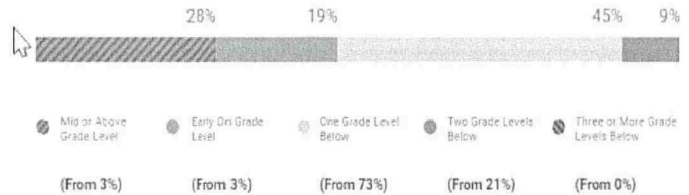
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

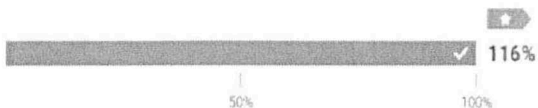
Math 23-24

Subject: **Math** School: **Midway Hills Primary School**

Academic Year: **Current Year** Comparison Diagnostic: **Most Recent**

Students Assessed/Total: **473/475**

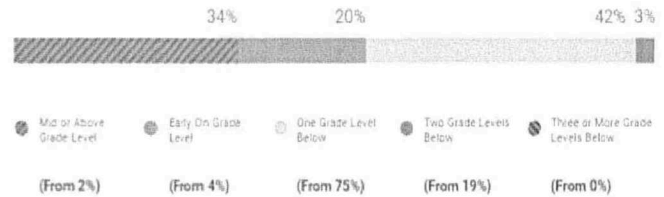
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 116%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5 Level and 3 Level Placements](#)



Title I Schoolwide/School Improvement Plan
2024-2025

4. 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), 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.
- 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:

A plan for developing and implementing a schoolwide program typically involves a series of steps and phases designed to ensure thorough planning, stakeholder engagement, and effective implementation. The following takes place at Midway Hills Primary to include faculty, staff, and other stakeholders:

-Establish a Planning Team: We try to include a diverse planning team including our SILT, LSGT, and PTO.

-Conduct a Needs Assessment: During our summer leadership retreat, we analyze current school performance data, identify strengths and areas for improvement, gather input from stakeholders through



Title I Schoolwide/School Improvement Plan
2024-2025

surveys, set goals based on the needs-assessment, define clear, measurable goals and objectives for the schoolwide program.

-Develop the Schoolwide Plan: During our Summer SILT Retreat, we design strategies and interventions to meet the established goals, ensure alignment with district, state, and federal requirements, discuss professional learning goals/plans for faculty and staff, and plan for resource allocation based on the budget.

-Stakeholder Engagement: The draft plan is shared with stakeholders for feedback through our LSGT meetings and PTO meetings. Revisions are made based on the input received.

Creating a plan with active involvement from the community, educators, and students is essential. The plan is carried out in the following ways:

- LSGT
- PTO meetings
- Faculty Meetings
- Collaborative Planning Meetings
- MHP Superhero Student Council

The plan is published and shared through Simbli, a platform used to upload minutes, plans, etc for the public to view. It is also shared using Class DOJO, social media, and through Infinite Campus. All resources are available for written translation. Section 1116 of the “Every Student Succeeds Act” (ESSA) addresses school improvement and the support of schools that fail to meet state standards. Plans developed under this section are designed to improve student achievement and school performance, particularly focusing on schools that are identified as needing improvement, corrective action, or restructuring. This is conducted at the district level.

5. ESSA Requirements to include in the Schoolwide Plan:

- Jointly developed with, and distributed 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.

MHP School Parent Family Engagement Plan FY 25

Midway Hills Primary is identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts tied to challenging state academic standards to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support

parental involvement. All Title I schools must jointly develop a written parental involvement policy with parents.



Title I Schoolwide/School Improvement Plan
2024-2025

What is it?

This is a plan that describes how Midway Hills Primary will provide opportunities to improve parent engagement to support student learning. Midway Hills Primary values the contributions and involvement of parents to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Midway Primary will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

Midway Hills Primary School invited all parents to provide input and suggestions through a survey last spring to review and revise this parental involvement policy, as well as the schoolwide plan, our school-parent compact and the parental involvement budget. Additionally, parent input and comments regarding this plan are welcome during the school year. The plan is posted on our School and District Websites 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. Parents can also give feedback during several parent meetings and activities during the school year.

Who is it for?

All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. Midway Hills Primary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?

At the beginning of the year, the plan is included in the Title 1 Parent Handbook that is given to all students. The plan will also be posted on the school and district Websites.

2024-2025 District Strategic Goals

Strategic Goal 1 Ensure that students acquire and apply the knowledge and skills required to be prepared for college and career success.

Strategic Goal 2 Implement inquiry-based projects and performance-based assessments into the curriculum that require collaboration to solve real-world problems.

Strategic Goal 3 Develop professional learning for staff and teachers to equip them with researched-based instructional strategies to create 21st Century learning environments and ensure students are college and career

2024-2025 School Goals



Title I Schoolwide/School Improvement Plan
2024-2025

Midway Hills Primary School will increase the percentage of students reading on grade level by three to five percentage points as measured by MAP and/or iReady Reading for K- 2nd.

Focus Areas

The academic focus area for the 2024-2025 school year will be literacy. We are working to increase reading proficiency by concentrating on the following areas:

- 5 Pillars of Reading:
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Mathematical Practice
- New Math Standards
- Early Numeracy
- Number Sense
- Modeling Framework
- Reasoning
- Discourse

Midway Hills Primary will host the following events, among others, to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement. All meetings for parents will be held in the evening at 5:30 pm unless otherwise noted.

Local School Governance Meetings: Monthly meetings are held to work with school leadership and the community to help determine the long-term direction of the school, design innovative solutions to increase student achievement, and serve as local ambassadors to the local community.

P.T.O Meetings: Parent Teacher Student Organization Meeting to discuss ideas for Midway Hills Primary School.

Annual Title I Meeting: We invite you to an evening of learning and sharing about our Title I program, including our parental involvement policy, the schoolwide plan, the



Title I Schoolwide/School Improvement Plan
2024-2025

school-parent compacts, and parents' requirements. Invitations will be posted on social media, posted in the school newsletter and local media.

Open House: Meet your child's teacher and our friendly and helpful school staff for the year. Academic and testing information will be provided.

Teach – er Treat Night: Get a treat as your child practices skills with academic games and get information to stay connected.

Full S.T.E.A.M. Ahead Night: Participate in on-line Science, Technology, Art and Math activities with your child.

Make –It – Take it for the New Year: Make and Take some ideas to help your child as the new year rolls around. Supplies will be sent home with students.

BedTime Story Connect with your child with Reading. Learn great strategies to engage your child as they read at home at bedtime each night.

What's Up Next Year? Prepare you and your child for their upcoming new school year. What do they need to know to be successful?

School Forum (LSGT Meeting): A forum for parents to participate in roundtable discussions with the principal and staff regarding the schoolwide plan, parental involvement policy, school-parent compacts and the parental involvement budget.

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