



Title I Schoolwide/School Improvement Plan
2024-2025

School Name: Oak Hill Middle School	
School Mailing Address: 356 Blandy Road Milledgeville, GA 31061	
LEA Name: Baldwin County School District	
LEA Title One Director/Coordinator Name: Dr. Noris Price, Superintendent	
LEA Title One Director/Coordinator Signature: <i>Noris Price</i>	Date: <i>10/1/2024</i>
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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
Kiara Hicks		Math Department Chair
Laura Horton		SS Department Chair
Dimitra Veal		ELA Department Chair
Tiandra Harris Canty		Science Department Chair
Rachel Adams		SAGE Department Chair
Shiketa Harper		Exploratory Chair
Amy Taylor		Counselor (8th)
Felicia Batts		PEC Lead
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:

Oak Hill Middle School developed the comprehensive schoolwide/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, these stakeholders work together to provide input regarding instructional programs and improvement initiatives to enhance student learning, achievement outcomes, and parental engagement. The needs assessment reflects the needs of all students. They gathered, analyzed, and disaggregated data to create and edit the plan.

Goals: 3% increase in the number of students scoring at developing learner or above on the previous year's Georgia Milestones Scores (see below)

ELA: (6th- 66%, 7th-42%, 8th-51%)

Math: (6th-69%, 7th-46%, 8th-58%)

Science: (8th-44%, Physical Science 79%)

Social Studies: (8th-57%)

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.

Response:

Many strategies are being used school-wide to focus on the needs of all students, particularly those furthest from achieving proficiency. The support of an Instructional Coach assists in the endeavors to support content mastery, progress, closing gaps, and readiness:

ELA and Social Studies:

- 1. Utilize ELT (BEST) for (remediation and enrichment) of students based on data from formative assessments, diagnostics, and classroom performance.*
- 2. Utilize Progress Learning for remediation and enrichment for Social Studies*
- 3. Utilize iReady Personalized MyPaths for remediation and enrichment for ELA*
- 4. Utilize a blended learning format to facilitate instruction i.e. station learning,*
- 5. Conduct peer observations.*
- 6. Participate in professional learning communities*
- 6. Provide after-school tutorial services via YES Program*
- 7. Incorporate open-ended responses in instruction and assessments.*
- 9. Utilize reading course to support students scoring below the 25th percentile in reading as measured by diagnostics assessment*
- 10. Provide opportunities for students to participate and compete in Black History Month activities*
- 11. Provide opportunities for students to think critically to support current events/critical thinking course*
- 12. Provide experiential learning opportunities to support the GA Studies curriculum*
- 13. Use of Audio Enhancement opportunities to capture professional learning implementation*
- 14. Utilize FastForWord for remediation and enrichment in ELA (Special Education students) during ELT*
- 15. Utilize Reading Assistant Plus for remediation during ELT*
- 16. Utilize iReady for remediation and enrichment in ELT*

Math and Science:

- 1. Utilize ELT (BEST) for (remediation and enrichment) students based on data from formative assessments and classroom performance.*
- 2. Utilize iReady for remediation and enrichment.*



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3. Utilize Progress Learning for remediation and enrichment.
4. Utilize a blended learning format to facilitate instruction.
5. Incorporate the use of graphing and scientific calculators in instruction
6. Conduct peer observations.
7. Participate in professional learning communities
8. Participate in professional learning for unit planning
9. Provide after-school tutorial services.
10. Incorporate open-ended responses in instruction and assessments.
- 11.. Utilize STEMSCOPES (Science)
13. Implement STEM-based projects in units and activities.
14. Provide opportunities for students to participate in Science and Technology Fair.
15. Use of Audio Enhancement opportunities to capture professional learning implementation

Student Attendance:

1. Monitor attendance weekly
2. Send home the appropriate correspondence to parents when students miss 2 and 4.5 days in a single quarter. 3. Request a meeting with parents when students have missed ≥ 4 days.
4. Reward students with a PBIS Rewards point on a regular basis for perfect attendance.
5. Refer students to grade-level counselors for absences, parental contacts, and referrals to truancy officer.

Differentiated Learning

Students will participate in a 1:1 initiative made possible by 1:1 technology for every student. With this initiative, students will differentiate learning and model instructional strategies integrated with the teacher's instruction. Using Google Classroom, teachers will create lessons customized for their classes, and students will be able to move through the assignments at their own pace. When students need additional help with a topic, the teacher is on hand to meet with small groups for assistance. Teachers will receive immediate feedback from student activities to effectively target student needs. Teachers will be supported on the personalized learning/1:1 technology initiative by our instructional technology specialist.

Positive Behavior Intervention and Supports

We employ a school-wide, intentional approach to discipline, allowing our students to learn the expected behaviors before consequences are administered (when applicable). A matrix has been developed with attributes, locations, and expectations. Students earn dojo points, by exhibiting these expectations, which can be redeemed regularly for small and large incentives. Additionally, students are selected from each homeroom class on a monthly basis as Student of the Month for displaying a pre-selected character trait.

Professional Learning

OHMS 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 in collaboration with the Instructional Coach 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.



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We have aligned professional development with the State's academic content and student academic achievement standards. The staff at OHMS 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 Wednesdays are set aside for collaboration and professional learning. A master calendar of training for each month is available. Teachers are expected to utilize knowledge gained in training and apply it to their students, classrooms, instruction, planning, and data analysis. Continued training on the following occurs during professional learning sessions and collaborative planning:

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

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 School Improvement Leadership Team (SILT), Local School Governance Team (LSGT), along with relevant stakeholders, will regularly monitor progress toward meeting the established goals. This monitoring will involve reviewing academic performance, and conducting periodic reviews of programs and interventions, and soliciting feedback from students, parents, and staff.



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4. 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;
- 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:

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.

Oak Hill Middle School 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 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 prepare for high stakes testing.

Both 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.

5. 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:

Oak Hill Middle School 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. OHMS 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:

- *Academic Nights hosted every nine weeks*
- *Community Outreach projects hosted in the community every semester (Tentative)*
- *Parent/Teacher conferences*
- *PTO meetings hosted quarterly*
- *Student of the Month programs hosted monthly*
- *Open House hosted in August and February*

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

- 1. The use of Instructional Coaches to support teachers in the improvement of their practice, and subsequent gains for students through ongoing professional development and on-demand classroom support. (strong evidence)*
- 2. iReady for math and reading remediation (moderate evidence)*
- 3. READ 180 for reading intervention (strong evidence)*
- 4. A Parent and Family Engagement and Resource Center has been created with the support of parents, faculty, and staff. The goal at Oak Hill Middle School 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 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 use the resource center as 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.



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Middle school students meet with the high school electives' teachers and the counselors during a scheduled visit to the high school during the school day to learn about their academic plans. They are also invited to a parent night at the high school to involve their parents in the transition process. The OHMS counselors also work to ensure that each 8th grader has a mapped-out schedule to give to BHS in the spring.

Link School Improvement Plan here:
[OHMS 2024 - 2025 School Improvement Plan](#)