



Title I Schoolwide/School Improvement Plan  
2018-2019

<b>School Name:</b> Baldwin High School	
<b>School Mailing Address:</b> 155 Highway 49 W Milledgeville, GA 31061	
<b>LEA Name:</b> Baldwin County School District	
<b>LEA Title One Director/Coordinator Name:</b> Dr. Sharon Simmons, Assistant Superintendent	
<b>LEA Title One Director/Coordinator Signature:</b> <i>Dr. Sharon Simmons</i>	<b>Revision date August 8, 2018</b>
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**Planning Committee Members:**

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Jason Flanders		Principal
Markeeta Clayton		Assistant Principal
April Hartzog		Assistant Principal
Lakisha Bobbitt		Assistant Principal
Natalie Stowe		CTAE Director/Assistant Principal
Amie Caruso		Instructional Coach
Erica Short		Instructional Coach
Laurie Ahlburn		CTAE Department Head
Leighann Sowell		Special Programs Coordinator
Anna Brock		Fine Arts Director
Jack Shepherd		Math Department Head
Crawford Finley		Social Studies Department Head
Candace Haynes		Science Department Head
Debbie Wilbon		English Department Head
Kerwin Harris		PE Department Head
Anita Jones		Lead Counselor
Damita Jones		PBIS Coordinator
Sharon Simmons		Assistant Superintendent
Pam Tindal		PEC Teacher
Pam Longino		Media Specialist
Angie Martin		Chamber of Commerce CEO
Dana Davis		VP Central Georgia Technical College
Jackie Turner		Associate Dean Central Georgia Technical College
Hank Griffeth		Milledgeville Development Authority
Tina Gillian		Parent
Cedrick Davis		Community Member
Ken Morgan		Community Member



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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:*

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved are listed on the previous page. Those persons include administrators, students, teachers, parents and community members.

It is the goal of BHS to meet the needs of every student. In an effort toward continuous improvement, BHS has ongoing needs assessment. BHS reviews achievement data that will help the school understand the issues affecting each content area and the strengths and weaknesses of individual students. We have analyzed current achievement data that will help the school understand the content, courses and skills in which teaching and learning needs to be improved. These ongoing needs assessments are accomplished through:

- Pre and post assessments using purchased testing software (Illuminate) during each grading period
- Department meetings (data meetings) held on a weekly basis to evaluate current data from assessments, identify students and teachers who might need additional attention or resources and for adjustments to instruction.
- Supplemental Writing Assessments (HMH/Collections)
- Use of rubrics for writing assessments and project based assessments
- Formative Assessments
- Use of Oconee, Middle Georgia, and Griffin Regional Service Agencies to provide assistance with curriculum and staff needs
- BHS has based our plan on information about all students in the school and identified the needs of those students with appropriate strategies to address those needs.
- Instructional Team Meetings held bi- monthly to review departmental data and discuss school wide needs.
- Faculty meetings are held as needed to review school wide data and needs.
- Data meetings with Instructional Coach and administration are held with teachers to discuss individual student needs.
- Surveys are used as a tool to gauge progress (students, teachers, and parents/guardians)
- Use of Educator Handbook to complete risk analysis of student attendance (absences and tardies), discipline, and grades.
- College and Career Ready Performance Index (CCRPI)
- PBIS
- Reading Inventory is given to evaluate the Lexile levels at the beginning, middle, and ending points of the school year.

All BHS students are given an Occupational Survey for their parents to complete to determine if they might qualify for the Migrant Education Program. BHS has considered the needs of migrant children by employing a half time position that works with local agencies to identify migrant students and work with the school counselors



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to connect to the parents/guardians and link resources to their success. The needs assessment is ongoing and reflective of the effectiveness of programs/plans in place to best meet the needs of all children. If the student needs supplemental support, they will receive priority and be placed in an appropriate program regardless of program capacity. The supplemental support includes but is not limited to the following:

- ESOL classes for eligible students
- ESOL translation available for eligible students through Language Line
- Response to Intervention process and procedures

Algebra 1 EOC 2017-18										
Algebra 1	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner		Total Students	% Dev and Abv.
2017-18	60%	218	34%	124	6%	21	0	0	363	40%
2016-17	52%	195	41%	154	7.4%	28	0	0	377	48.3%
Geometry 2017-18 EOC										
Geometry	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner		Total Students	% Dev and Abv.
2017-18	50%	152	34%	104	12%	37	2%	5	302	48%
2016-17	46%	176	39%	149	12%	47	2%	9	381	54%
Biology 2017-18 EOC										
Biology	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner		Total Students	% Dev and Abv.
2017-18	46%	162	29%	101	22%	76	3%	12	350	54%
2016-17	33%	77	37%	86	27%	62	2%	5	230	66.5%
Physical Science 2017-18 EOC										
Phy Sci	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner		Total Students	% Dev and Abv.
2017-18	32%	68	44%	93	24%	50	1%	2	213	68%
2016-17	34%	77	37%	86	27%	62	2%	5	230	66.5%



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<b>US History 2017-2018 EOC</b>										
US His	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner		Total Students	% Dev and Abv.
2017-18	47%	121	39%	100	13%	33	2%	5	259	53.3%
2016-17	36%	73	38%	77	24%	49	3%	6	205	64.4%
<b>Economics 2017-18 EOC</b>										
Economic	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner		Total Students	% Dev and Abv.
2017-18	30%	86	36%	91	20%	49	7%	17	242	65%
2016-17	42%	106	27%	69	24%	60	6%	16	251	58%
<b>9th Grade Lit 2017-18 EOC</b>										
9th Lit	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner		Total Students	% Dev and Abv.
2017-18	36%	131	39%	142	23%	82	2%	7	362	64%
2016-17	29%	113	46%	178	24%	94	1%	3	388	71%
<b>American Literature 2017-18 EOC</b>										
Am Lit	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner		Total Students	% Dev and Abv.
2017-18	36%	95	45%	119	17%	44	1%	2	262	63%
2016-17	27%	69	50%	130	21%	54	2%	5	258	73%

- Based on data collected from the 16-17 and 17-18 Georgia Milestone EOCT, Baldwin High School students continue to show deficiencies in content mastery. A high percentage of students score below proficiency in American Literature, Ninth Grade Literature, Algebra 1, Geometry, Biology, Physical Science, US History and Economics.



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- Although Baldwin High School students continue to seek gains and while all content areas have the potential for continuous improvement, many students continue to perform at the lowest levels of mastery: Level 1, Beginning Learner and Level 2, Developing Learner.
- All data points show a considerable percentage of students reading below grade levels with the root cause identified as literacy deficiencies which impacts all content areas
- Math deficiencies identified in basic numerization and understanding Algebraic concepts

**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:*

Opportunities for all children to meet the highest levels of performance are provided through the use of the following:

- All students are provided with opportunities to meet or exceed Georgia's proficient and distinguished levels of student performance in all content areas.
- The high school provides additional support and interventions by certified personnel through credit recovery and tutoring during the school day, Academic focus, as well as tutoring after school hours.
- The use of inclusion classrooms reduces the student-teacher ratio with both a regular education teacher and a special education teacher providing instruction.
- Students With Disabilities (SWD) begin their transition plans once they enter high school based on their strengths, interest, and preferences and transition to a post-secondary setting.



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- An ESOL class is provided for students with limited English proficiencies.
- Teachers utilize unit assessments in all courses through the use of purchased assessment software and departmentally developed tests.
- Provide support and interventions for students with tardiness and absenteeism problems.
- Implementation of selected supplemental resources for all core content areas.
- A variety of purchased software programs including: USA Test Prep, IXL, vocabulary.com and others are also utilized for skill practice. Other software programs and use of instructional technology equipment will be reviewed for obtainment and use.
- Implementation of college entrance assessment practice and preparatory resources.
- Remediation and enrichment programs are used in all core content areas.
- Remedial Education Program (REP) is provided for students who are performing below grade level.
- Advanced Placement (AP) and Dual Enrollment (DE) courses are available to earn college credit on and off the high school campus (academic and occupational).
- Additional supports for AP and DE students throughout the year.
- Early College is an exposure to acceleration, preparation, independence, and collaboration on a college campus.
- Competent math skills and problem solving are critical to improving performance across domains in this subject area. Adequate classroom supplies, i.e. calculators, are key for students to practice and hone the skills necessary to meet these goals.
- Implementation of writing rubrics to clearly identify expectations for writing assignments.
- Increase in writing opportunities and assignments across all courses.
- Implementation of vocabulary rich texts and lessons in each core content area.

**Response:**

The following methods and research based instructional strategies, with others, are utilized or will be utilized to strengthen the academic program of all students, instructional strategies, including the underserved population:

- Assessment, writing and instructional strategies
- Research based instructional strategies such as *Classroom Instruction that Works*, *project-based learning* and others
- Differentiated Instruction
- An Academic Focus period is built into the school day to address remediation and acceleration.
- Professional development for school wide improvement of literacy
- Professional development to increase the effectiveness and variety of instructional practices used
- After-school tutorial
- Data Teams, data analysis
- Writing exemplars
- Creating valid assessment
- Standards Based instruction and assessments
- Professional Learning Goals
- Increasing literacy across the curriculum
- Unwrapping standards and identifying Power standards



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- Teachers As Advisors (TAA)
- Common Planning
- Common Unit Plans and Assessments
- New Teacher training on FIP modules
- Dual Enrollment (Face-to-face and virtual learning)
- Work Based Learning
- SAT/ACT preparation course
- Advanced Placement (Financial assistance offered by school)
- Where feasible implementation of reduced class sizes
- Advisement and College and Career planning
- Orientations for rising 9<sup>th</sup> and 12<sup>th</sup> grade students
- Curriculum Nights
- Parent Workshops

*Response:*

Strategies used to address the needs of low-achieving students include but are not limited to the following:

- Credit Recovery Program
- Georgia's Best soft skills certification, developed by the Georgia Department of Labor
- Counselors are assigned by grade level to address the academic, social, emotional, and career needs of all students.
- BHS has an active Teachers as Advisors Program that insures all students complete an individual graduation plan that is continuously reviewed by the advisor and student.
- Tutoring is provided to students during Academic Focus courses offered as part of the school day as well as during after school tutoring
- Assessment Data will be analyzed throughout the semester by the School Improvement Leadership Team and individual departments.
- Collaborative teaching in all academic content areas
- Response to Intervention (RTI)
- Academic Dual Enrollment – College Core Classes
- Career Pathway Dual Enrollment – Students have the opportunity to obtain technical certificates in the following areas: Healthcare, Welding, and Criminal Justice
- Students have the opportunity to complete CTAE pathways in the following areas: Agriculture, Culinary Arts, Early Childhood Education, Cosmetology, Construction, Business, Computer Science, Marketing, NJROTC, Healthcare Science
- College and Career exploration activities including site visits, guest speakers, and use of virtual tours.
- Communities in Schools allows opportunities for tutorial services and supports for social and economic deficiencies (i.e. school supplies, clothing, hygiene).
- Positive Behavioral Intervention Supports (PBIS) is utilized to increase students positive behavior along with academics.

*Response*





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*Preparation for and awareness of opportunities for post-secondary education include the following:*

- Academic Dual Enrollment – College Core Classes through collaboration with Central Georgia Technical College, Georgia Military College, and Georgia College and State University
- Career Pathway Dual Enrollment – Students have the opportunity to obtain technical certificates in the following areas: Healthcare, Welding, and Criminal Justice
- Students have the opportunity to complete CTAE pathways in the following areas: Agriculture, Culinary Arts, Early Childhood Education, Cosmetology, Construction, Business, Computer Science, Marketing, NJROTC, Healthcare Science
- College and Career exploration activities including site visits, guest speakers, and use of virtual tours.
- Students have the opportunity to participate in Advanced Placement courses included AP Environmental, AP Biology, AP Government, AP World History, AP US History, AP Literature, AP Computer Science, AP Psychology, AP Studio Art

*Response:*

Highly-qualified and ongoing professional development for teachers, principals, and paraprofessionals is provided frequently through the following platforms:

- Professional learning opportunities provided by school district include: assessment and teaching strategies, differentiation training for all teachers, writing in all core content classrooms, understanding the new Science and Social Studies GSE for implementation in 2017-2018, and other selected professional development opportunities based on individual/group needs
- Utilize release time for professional learning
- Continuation of training for all staff on inclusion strategies for students with disabilities and limited English proficiency
- Continuation of training for development of formative and summative assessments
- Continuation of training on data analysis
- Teachers meet in faculty meetings, collaborative team meetings, and with the instructional coach during planning periods that will focus on informed use of data, student achievement and use of technology.
- Continue peer mentoring for the new staff members as part of induction program
- Provide ongoing training through Professional Learning Communities
- Provide continuous support to all staff members on Georgia Standards of Excellence
- Departmental groups meet monthly
- School Improvement Leadership Team meets monthly
- Department and Individual SMART goals are developed and then reviewed by School Improvement Leadership Team
- New Teacher Meetings to support all new teachers and teachers new to our school.

*Response:*

Baldwin High School performs the following to attract highly-qualified teachers to the area:

- Baldwin High School creates a positive and supportive working environment. It is a place where teachers want to work and in turn, they help to attract highly qualified applicants. This is done through collaboration with administration. Teachers feel like they are a part of the decision making process at



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Baldwin High School. They are given a sense of empowerment to help create an environment that is positive and conducive to learning. All new hires to the system participate in the system's teacher induction program, which consists of three days of professional learning and training, tour of the community and onsite visit to the schools.

- The school system advertises all teaching vacancies on the Teach Georgia website, Baldwin Charter School System website, and college/university campuses.
- Attend job fairs at area colleges, which also attract applicants interested in Baldwin High School.

**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;
- 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:*

Upon receiving scores, both state level and school level, results are disaggregated. The School Improvement Leadership Team meets and conducts the initial analysis of any results, seeking root causes and impact factors. Faculty reviews disseminated information and discusses at professional learning sessions as well as content level meetings. Faculty meetings are held on an as needed basis. Target focus areas are determined before the school year begins, if testing results are available.

The BHS Schoolwide Plan is considered a working document and is revised throughout the school year as testing and progress monitoring results are analyzed. Available results are disaggregated and adjustments are made in our plan and aligned with the district plan in an ongoing manner. The School Improvement Leadership Team monitors the goals and subsequent improvement targets and modifies the Schoolwide Plan as appropriate.

*Response:*

A meeting was held for stakeholder input. Our Annual Title I meeting provided an opportunity for stakeholders to provide input on the Title I plan. The plan is available in the front office and on the schools website for students, parents, teachers and community members to provide feedback. The team member list includes administrators, faculty members, local school governance team members, parents and community members that were instrumental in the development and revision of the plan.



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**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.
    - 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:*

The following strategies are employed to increase parental involvement:

- Parent surveys are administered for comments, questions and/or suggestions
- All comments, questions, and/or suggestions are taken into consideration. Questions are addressed/responded to in a timely manner
- Quarterly parent resource night to help families orientate to available school programs, offerings, and technology use
- Parents are encouraged to volunteer within the school/activities
- Parents are members of the Local School Governance Team
- Flyers sent home to parents
- One Call Communication System used regularly to update parents on events
- Remind text messaging service is used to communicate with parents regularly regarding school activities
- Social media is used to communicate with parents regularly regarding school activities
- Counselors organize meetings for parents concerning financial aid for education
- Continuation of RTI process and IEP team process to engage parents
- Parent-Teacher-Principal-Student Compacts
- Parents are invited to provide feedback on the schoolwide improvement plan, compact, district and school parent and family engagement plans, and Consolidated LEA Improvement Plan during Spring meetings
- Parent members on the Local School Governance Team are required to give feedback and approve the school wide improvement plan
- Teacher webpages
- System social worker
- Parents of students with excessive absences are required to be present at Attendance meetings with Truancy Officer and counselor

*Response:*



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- Baldwin High School administration and staff provide a transition time for students in the following ways:
- 8<sup>th</sup> grade students visit the campus at the end of each year to tour the facility, meet the administration, 9<sup>th</sup> grade teachers and school counselors on academics, extracurricular activities and provide them information. Parents are invited to a Student/Parent Visitation Night before the new school year begins to receive their child(ren)'s schedules, directions concerning their first days on their new campus, and time to meet their child(ren)'s new instructors and administrators.
- 9<sup>th</sup> grade students/parents are invited to attend a designated night to receive schedules, directions concerning their child(ren)'s first days of the new year, and time to meet their child(ren)'s new instructors.
- Senior students/parents are invited to attend a designated night to receive schedules, directions concerning their child(ren)'s first days of the new year, and time to meet their child(ren)'s new instructors.
- Students/parents new to the Baldwin School System/High School are invited to visit the school upon completion of the students' registration forms
- Administrators and instructors meet and greet new students/parents and give tours of the campus.
- School counselors provide parent programs throughout the year on topics covering academics and parental concerns.
- The BHS PEC coordinator attends 8<sup>th</sup> grade students' IEP and transition meetings to answer any questions parents have and help provide a smooth transition to the new school to help meet those students' individual needs.

Response

- Academic Dual Enrollment – College Core Classes through collaboration with Central Georgia Technical College, Georgia Military College, and Georgia College and State University
- Career Pathway Dual Enrollment – Students have the opportunity to obtain technical certificates in the following areas: Healthcare, Welding, and Criminal Justice
- Students have the opportunity to complete CTAE pathways in the following areas: Agriculture, Culinary Arts, Early Childhood Education, Cosmetology, Construction, Business, Computer Science, Marketing, NJROTC, Healthcare Science
- College and Career exploration activities including site visits, guest speakers, and use of virtual tours.
- Students have the opportunity to participate in Advanced Placement courses included AP Environmental, AP Biology, AP Government, AP World History, AP US History, AP Literature, AP Computer Science, AP Psychology, AP Studio Art

Link School Improvement Plan here: