



Title I Schoolwide/School Improvement Plan
2018-2019

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. Sharon Simmons, Assistant Superintendent	
LEA Title One Director/Coordinator Signature: <i>Dr. Sharon Simmons</i>	Date: 08/25/2018
LEA Title One Director/Coordinator Mailing Address: 110 North ABC Street Milledgeville, Georgia 31061	
Email Address: sharon.simmons@baldwin.k12.ga.us	
Telephone: (478) 457-2920	
Fax: (478) 457-3327	



Title I Schoolwide/School Improvement Plan
2018-2019

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Daymond Ray		Principal
Dr. Verlinda Samuels		Asst. Principal
Mr. Jeremiah Bundrage		Asst. Principal
Mrs. Rebecca Norton		Asst. Principal
Dr. Sharon Simmons		Asst. Superintendent
Ms. Amy Taylor		Counselor
Ms. Tamara Richardson		Counselor
Ms. Lakondrea Campbell		Counselor
Ms. Darlene Duncan		Instructional Coach
Ms. Krystal Stanley		Instructional Coach
Mrs. Lee Ann Robinson		Special Ed. Facilitator
Ms. Janice Zeigler		Media Specialist
Ms. Heather Cox		Special Ed Teacher
Ms. Allene Veazey		Science Teacher
Mr. Kristin Miller		SAGE
Ms. Alison Bass		Math Teacher
Dr. Gerard Lary		Social Studies Teacher
Ms. Joanne Wiley		Language Arts Teacher
Ms. Kathy Kendrick		Social Studies Teacher
Ms. Jennifer Gheesling		Parent
Ms. Kathy Cummings		Parent



Title I Schoolwide/School Improvement Plan
2018-2019

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 comprehensive schoolwide/school improvement plan with the participation of individuals who will carry out the school improvement plan: School Improvement Leadership Team, Local School Governance Team, and community members. They analyzed data, drafted, and edited the plan.

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

ELA: (6th- 49.1%, 7th-51.3%, 8th-63.4%)

Math: (6th-56.4%, 7th-49.2%, 8th-60.3%/56.4%)

Science: (8th-52.3%)

Social Studies: (8th-63.9%)

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

- Subgroup met 6% improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS 99.38% Participation Rate	40.67	41.87	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	N/A	N/A	
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	75.00	Too Few Students	
BLACK 99.26% Participation Rate	33.95	34.61	
HISPANIC 100.00% Participation Rate	47.36	64.15	
MULTI-RACIAL 100.00% Participation Rate	54.54	53.24	
WHITE 99.58% Participation Rate	58.56	57.92	
ECONOMICALLY DISADVANTAGED 99.38% Participation Rate	40.67	41.87	
ENGLISH LEARNERS 100.00% Participation Rate	40.63	Too Few Students	
STUDENTS WITH DISABILITY 97.69% Participation Rate	24.20	23.40	



Title I Schoolwide/School Improvement Plan 2018-2019

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

-  Subgroup met 6% improvement target*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS 99.11% Participation Rate	40.31	45.07	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	N/A	N/A	
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	85.00	Too Few Students	
BLACK 98.88% Participation Rate	34.15	38.59	
HISPANIC 100.00% Participation Rate	34.21	62.04	
MULTI-RACIAL 100.00% Participation Rate	53.04	53.24	
WHITE 99.58% Participation Rate	56.54	59.33	
ECONOMICALLY DISADVANTAGED 99.11% Participation Rate	40.31	45.07	
ENGLISH LEARNERS 100.00% Participation Rate	43.75	Too Few Students	
STUDENTS WITH DISABILITY 96.92% Participation Rate	28.05	30.16	

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.



Title I Schoolwide/School Improvement Plan
2018-2019

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 for (remediation and enrichment) students based on data from formative assessments and classroom performance.*
- 2. Utilize GradPoint for remediation and enrichment.*
- 3. Utilize USA TestPrep for remediation and enrichment.*
- 4. Utilize a blended learning format to facilitate instruction.*
- 5. Conduct peer observations.*
- 6. Participate in professional learning communities (Tuesdays-Thursdays)*
- 7. Participate in full-day professional days for unit planning*
- 8. Provide after school tutorial services via YES Program*
- 9. Incorporate open-ended responses in instruction and assessments.*
- 10. Utilize REP Reading course to support students scoring below the 25th percentile in reading as measured by MAP Assessment*
- 11. Administer WriteScore four times per year to formatively assess writing and language development*
- 12. Provide opportunities for students to participate and compete in Black History Month activities*
- 13. Provide opportunities for students to think critically using EdPuzzle as a vehicle to support current events/critical thinking course*
- 14. Provide experiential learning opportunities to support the GA Studies curriculum*
- 15. Use of Audio Enhancement opportunities to capture professional learning implementation*
- 16. Utilize FastForward for remediation and enrichment in ELA*
- 17. Utilize SuccessMaker for remediation and enrichment in ELA*

Math and Science:

- 1. Utilize ELT for (remediation and enrichment) students based on data from formative assessments and classroom performance.*
- 2. Utilize SuccessMaker for remediation and enrichment.*
- 3. Utilize USA TestPrep for remediation and enrichment.*
- 4. Utilize a blended learning format to facilitate instruction.*
- 5. Incorporate use of graphing and scientific calculators in instruction*
- 6. Conduct peer observations.*
- 7. Participate in professional learning communities (Tuesdays-Thursdays)*
- 8. Participate in full-day professional days for unit planning*
- 9. Provide after school tutorial services.*
- 10. Incorporate open-ended responses in instruction and assessments.*
- 11. Use REP Math course to support students below the 25th percentile in math as measured by MAP RIT.*
- 12. Utilize STEMSCOPES (Science)*
- 13. Use BrainPop (Science and Social Studies).*
- 14. Implement STEM-based projects in units and activities.*



Title I Schoolwide/School Improvement Plan 2018-2019

15. *Provide opportunities for students to participate in Science and Technology Fair.*
16. *Use of Audio Enhancement opportunities to capture professional learning implementation*
17. *Utilize IXL to support math instruction*

Student Attendance:

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

HOW DID THE DISTRICT PERFORM IN EACH
AREA OF READINESS?

LITERACY	38.98%
STUDENT ATTENDANCE	84.56%
BEYOND THE CORE	85.71%
+ View beyond the core data	

HOW DID STUDENT GROUPS IN THE
DISTRICT PERFORM?

LITERACY

STUDENT ATTENDANCE

BEYOND THE CORE

	RATE
ALL STUDENTS	84.56%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	95.24%
BLACK	85.68%
HISPANIC	96.15%
MULTI-RACIAL	90.00%
WHITE	78.11%
ECONOMICALLY DISADVANTAGED	84.56%
ENGLISH LEARNERS	100.00%
STUDENTS WITH DISABILITY	79.58%

Personalized Learning

Students will participate in a 1:1 initiative made possible by 1:1 technology for every student. With this initiative, students will participate in a blended learning model where online instruction is integrated with the teacher's instruction. Using Google Classroom and Schoology, teachers will create courses customized for their classes, and students will be able to move through the assignments at their 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 so they can target student needs more effectively. 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,



Title I Schoolwide/School Improvement Plan
2018-2019

locations, and expectations. Students earn Brave Bucks, by exhibiting these expectations, that 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.

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 Thursdays are set aside for professional learning and a master calendar of training for each month is available. Teachers are expected to utilize knowledge gained in training and apply to their own students, classrooms, instruction, planning, and data analysis. Continued training on the following occurs during the Tuesday and Thursday sessions:

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

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)

- **Is developed during a 1-year period, unless the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;**



Title I Schoolwide/School Improvement Plan
2018-2019

- 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.

Oak Hill Middle School has developed a school compact with parents, teachers, and students that include those things of particular importance to the academic improvement of students such as: communicating with the child's teacher on a regular basis, providing a home environment that encourages the child to learn, supporting the school in developing positive behaviors (PBIS), staying aware of what the child is learning, and making sure that the child completes homework assignments and prepares for high stakes testing.

Both the schoolwide plan and the compacts are available on our school website and printed copies available in our Parent and Family Engagement Resource Center.

4. ESSA Requirements to include in the Schoolwide Plan:

- Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)
- Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b) (7), and Sec. 1112e(3)(C) for parents of English learners.
 - If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable.
 - Through coordination with institutions of higher education, employers, and other local partners; and II.
 - 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:



Title I Schoolwide/School Improvement Plan
2018-2019

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 nine weeks*
- *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. SuccessMaker for math and reading remediation (moderate evidence)*
- 3. READ 180 for reading intervention (strong evidence)*
- 4. Fast ForWord for struggling readers (strong evidence)*
- 5. 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 information and resources they need to support their children and the school in providing the best possible education. A partnership with local agencies will also the resource center to be a place where parents can receive training on parenting, resume' writing, digital literacy, technology training, and other topics of interest to them. (strong evidence)*

The Local School Governance Team is a body made up of principal, parents, teachers, and community members charged with the responsibility for providing input, making recommendations and rendering decisions regarding various aspects of the instructional program of the school and the school's operational schema. The school improvement plan, school wide assessments results, upcoming activities, data dive results, and performance index are some of the topics discussed in the meetings.

Middle school students meet with the high school electives' teachers and the counselors during a schedule 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.



Title I Schoolwide/School Improvement Plan
2018-2019

All 8th graders have the opportunity to take a high school credit connections class in a yearlong format. Students are also given the opportunity to earn an academic high school credit by enrolling in Algebra I, 9th Grade Physical Science, and Introduction to Digital Technology. This allows all students to transition from MS to HS, already possessing at least one full high school credit.

Link School Improvement Plan here: