Title I Schoolwide/School Improvement Plan
2018-2019

School Name: Midway Hills Primary
School Mailing Address: 375 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: *Dr. Sharon Simmons*	**Date: 08/25/2017**

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

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Tara Burney		Principal
Terri Carty		Asst. Principal
Kimberlye Simmons		Counselor
Melissa Martino		Academic Coach
Julia Dupree		Media Specialist
Precious Driskell		Behavior Specialist
Brandi Simmons Lawrence		Special Ed. Team Leader
Brandi Strickland		Special Ed. Team Leader
Kim Pearson		Gifted Facilitator
Jennifer Black		Kindergarten Teacher
Renee Brooks		Kindergarten Teacher
Angela Madden		First Grade Teacher
Mandy Hopkins		First Grade Teacher
Kristina Whitaker		Second Grade Teacher
Jan Anderson		Second Grade Teacher
Katrina Veal		Exploratory Teacher
Monica Daniel		EIP Math
Tiffany Hurt		EIP ELA
Martina Campbell Dixon		Parent

SWP/SIP Components

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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

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Response:

Midway Hills Primary developed the 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. Collectively, all of these stakeholders provide input pertaining to instructional programs and improvement initiatives to enhance student learning, achievement outcomes, and parental engagement. The needs assessment reflects the needs of all students.
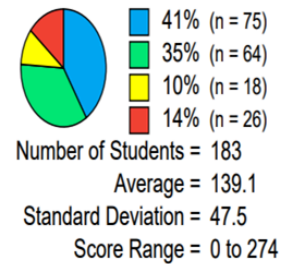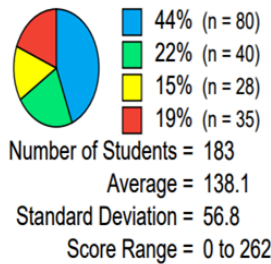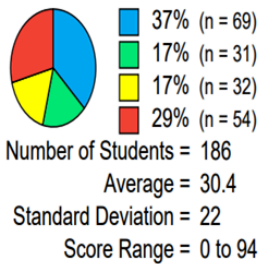
Kindergarten

DIBELS-Reading

Beginning of Year

DIBELS Composite Score

- 37% (n = 69)
- 17% (n = 31)
- 17% (n = 32)
- 29% (n = 54)

Number of Students = 186
Average = 30.4
Standard Deviation = 22
Score Range = 0 to 94

Middle of Year

- 44% (n = 80)
- 22% (n = 40)
- 15% (n = 28)
- 19% (n = 35)

Number of Students = 183
Average = 138.1
Standard Deviation = 56.8
Score Range = 0 to 262

End of Year

- 41% (n = 75)
- 35% (n = 64)
- 10% (n = 18)
- 14% (n = 26)

Number of Students = 183
Average = 139.1
Standard Deviation = 47.5
Score Range = 0 to 274

First Sound Fluency

41% (n = 76)	29% (n = 54)
14% (n = 26)	38% (n = 69)
11% (n = 20)	18% (n = 33)
34% (n = 64)	15% (n = 28)
Number of Students = 186	Number of Students = 184
Average = 13	Average = 34.3
Standard Deviation = 11.5	Standard Deviation = 15.5
Score Range = 0 to 41	Score Range = 0 to 60
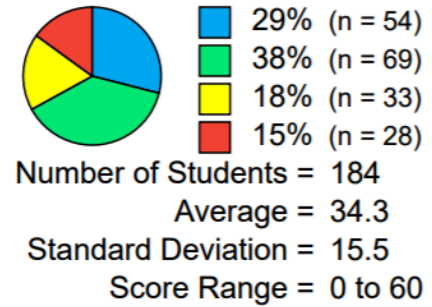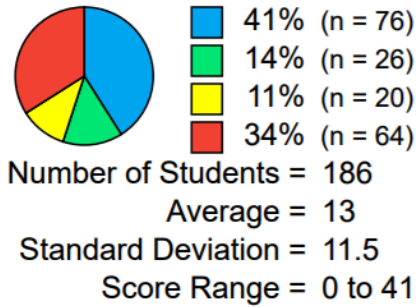
- 55% to 67% growth from BOY to MOY (not tested EOY)
- At or above grade level
- 102 students at or above grade level to 124 at or above grade level
- 36 students came out of the red!

Phoneme Segmentation Fluency

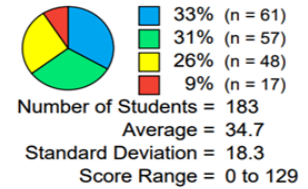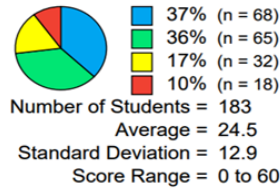|	
49% (n = 91)	58% (n = 106)
21% (n = 38)	25% (n = 46)
15% (n = 27)	4% (n = 7)
15% (n = 28)	14% (n = 25)
Number of Students = 184	Number of Students = 184
Average = 38.2	Average = 52.9
Standard Deviation = 23.5	Standard Deviation = 20.2
Score Range = 0 to 79	Score Range = 0 to 80
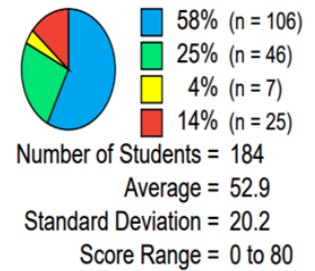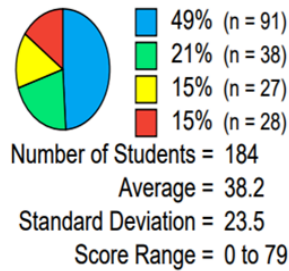
- 70% to 83% of students from MOY to EOY are at or above grade level
- 129 students to 152 students
- Not tested BOY
- 32 students came out of the red!

NWF Correct Letter Sounds

37% (n = 68)	33% (n = 61)
36% (n = 65)	31% (n = 57)
17% (n = 32)	26% (n = 48)
10% (n = 18)	9% (n = 17)
Number of Students = 183	Number of Students = 183
Average = 24.5	Average = 34.7
Standard Deviation = 12.9	Standard Deviation = 18.3
Score Range = 0 to 60	Score Range = 0 to 129

- 73% to 62% MOY to EOY at or above grade level
- 133 to 118 students
- Not tested in the fall

Effectiveness of Instruction:

School-wide: Midway Hills Primary

Beginning of Year DIBELS Composite Score	Likely to Need Core Support 54% (n = 91)	Likely to Need Strategic Support 17% (n = 28)	Likely to Need Intensive Support 29% (n = 49)	Total N = 168
End of Year Outcomes	Composite Score	Composite Score	Composite Score	Total End of Year Composite Score
	92% n = 84	71% n = 20	49% n = 24	76% n = 128
	8% n = 7	18% n = 5	8% n = 4	10% n = 16
	0% n = 0	11% n = 3	43% n = 21	14% n = 24

- 91 students began in green- 84 of them stayed in the green EOY
- 28 students began in yellow- 20 of those went to green and 3 went to red
- 40 students began in red- 24 of those went to green and 4 went to yellow

The students listed are those that were here the entire year

Strengths and Weaknesses:

Challenges

- No phonics program
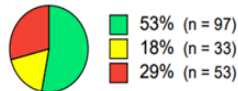- DI box isn't enough for our kindergarten students

Strengths

- Overall growth in composite score
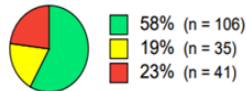- Overall growth in phoneme segmentation- students are able to stretch CVC words!

DIBELS-Math

DIBELS Math Composite Score

53% (n = 97)	
18% (n = 33)	
29% (n = 53)	

Number of Students = 183
Average = 29
Standard Deviation = 19.7
Score Range = 0 to 106

58% (n = 106)	
19% (n = 35)	
23% (n = 41)	

Number of Students = 182
Average = 79.7
Standard Deviation = 37.3
Score Range = 0 to 186

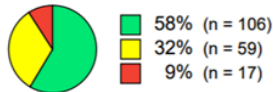|	
63% (n = 115)	
18% (n = 34)	
19% (n = 35)	
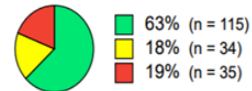
Number of Students = 184
Average = 98.5
Standard Deviation = 36.8
Score Range = 0 to 190

- 53% at or above grade level BOY to 63% EOY

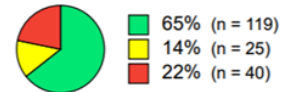**Beginning Quantity Discrimination**

50% (n = 91)	
26% (n = 47)	
25% (n = 45)	
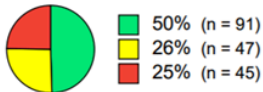
Number of Students = 183
Average = 5
Standard Deviation = 4.6
Score Range = 0 to 19

58% (n = 106)	
32% (n = 59)	
9% (n = 17)	

Number of Students = 182
Average = 9
Standard Deviation = 4.6
Score Range = 0 to 21

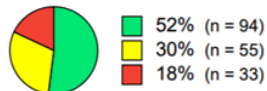|	
65% (n = 119)	
14% (n = 25)	
22% (n = 40)	

Number of Students = 184
Average = 13.8
Standard Deviation = 6
Score Range = 0 to 28

Number Identification Fluency

58% (n = 106)	
15% (n = 27)	
27% (n = 50)	
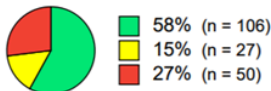
Number of Students = 183
Average = 8.2
Standard Deviation = 7.6
Score Range = 0 to 48

52% (n = 94)	
30% (n = 55)	
18% (n = 33)	

Number of Students = 182
Average = 17.6
Standard Deviation = 12.1
Score Range = 0 to 60

54% (n = 100)	
26% (n = 48)	
20% (n = 36)	
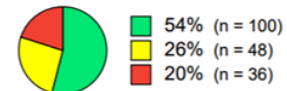
Number of Students = 184
Average = 26.9
Standard Deviation = 14
Score Range = 0 to 60

Next Number Fluency

54% (n = 98)	
20% (n = 37)	
26% (n = 48)	
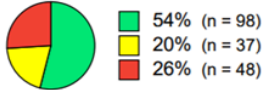
Number of Students = 183
Average = 5.4
Standard Deviation = 4.4
Score Range = 0 to 21

57% (n = 104)	
13% (n = 24)	
30% (n = 54)	
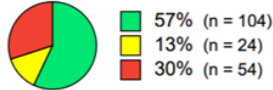
Number of Students = 182
Average = 11.7
Standard Deviation = 6.4
Score Range = 0 to 30

70% (n = 128)	
11% (n = 20)	
20% (n = 36)	
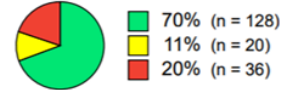
Number of Students = 184
Average = 14.6
Standard Deviation = 6
Score Range = 0 to 30

GKIDS

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

System Summary Report

System: Baldwin County

Date Printed: 5/29/2018

System Code: 605

Student Count: 407

Content Area / Strands	# Elements	Mean # Elements Assessed	Mean # Elements Demonstrating/ Exceeding	Mean % Elements Demonstrating/ Exceeding
English Language Arts (GSE)				
Reading	21	20.9	16.8	80.2
Writing	6	5.9	3.8	65.2
Speaking and Listening	3	3.0	2.5	82.9
Language	12	11.9	8.9	74.7
ELA Total	**42**	**41.7**	**32.0**	**76.7**
Mathematics (GSE)				
Counting and Cardinality	11	10.9	9.3	84.7
Operations and Algebraic Thinking	5	5.0	3.9	78.4
Numbers and Operations in Base 10	1	1.0	0.7	67.9
Measurement and Data	3	3.0	2.8	92.0
Geometry	6	5.9	5.2	88.4

Math Total	26	25.8	21.8	84.6
Non-Academic Area / Strands	# Elements	Mean # Elements Assessed	Mean # Elements Consistently Demonstrated	Mean % Elements Consistently Demonstrated
Approaches to Learning				
Curiosity and Initiative	3	3.0	2.7	91.5
Creativity and Problem Solving	3	3.0	2.4	80.3
Attention / Engagement	4	4.0	2.9	71.7
Approaches Total	**10**	**10.0**	**8.0**	**80.2**
Personal / Social Development				
Personal	3	3.0	2.5	83.3
Social	5	5.0	4.2	85.4
P / S Development Total	**8**	**7.9**	**6.7**	**84.6**

First Grade

DIBELS-Reading
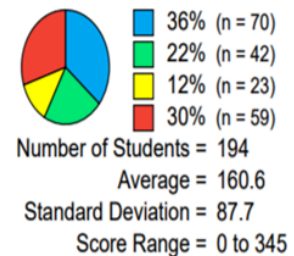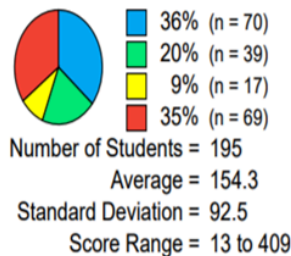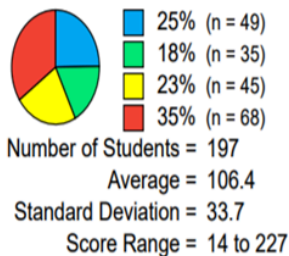
Beginning of Year	Middle of Year	End of Year

DIBELS Composite Score

Beginning of Year
- 25% (n = 49)
- 18% (n = 35)
- 23% (n = 45)
- 35% (n = 68)

Number of Students = 197
Average = 106.4
Standard Deviation = 33.7
Score Range = 14 to 227

Middle of Year
- 36% (n = 70)
- 20% (n = 39)
- 9% (n = 17)
- 35% (n = 69)

Number of Students = 195
Average = 154.3
Standard Deviation = 92.5
Score Range = 13 to 409

End of Year
- 36% (n = 70)
- 22% (n = 42)
- 12% (n = 23)
- 30% (n = 59)

Number of Students = 194
Average = 160.6
Standard Deviation = 87.7
Score Range = 0 to 345

Phoneme Segmentation Fluency

- 21% (n = 41)
- 27% (n = 53)
- 42% (n = 83)
- 10% (n = 20)

Number of Students = 197
Average = 37
Standard Deviation = 11.7
Score Range = 0 to 63
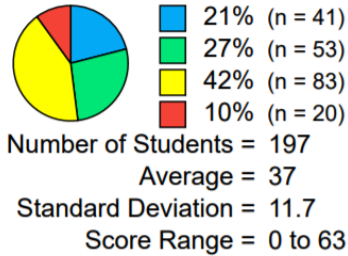
- Only tested BOY
- 48% at or above grade level
- This year, Kindergarten ended PSF with 83% at or above grade level. Will we see these results at the beginning of the year?

NWF Correct Letter Sounds

- 34% (n = 67)
- 12% (n = 24)
- 30% (n = 60)
- 23% (n = 46)

Number of Students = 197
Average = 29.2
Standard Deviation = 17.7
Score Range = 0 to 139

- 30% (n = 58)
- 24% (n = 47)
- 22% (n = 43)
- 24% (n = 48)

Number of Students = 196
Average = 53.3
Standard Deviation = 31.1
Score Range = 9 to 143

- 21% (n = 41)
- 21% (n = 40)
- 19% (n = 37)
- 39% (n = 76)

Number of Students = 194
Average = 60.3
Standard Deviation = 33.1
Score Range = 8 to 143
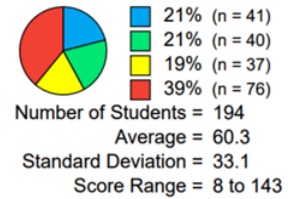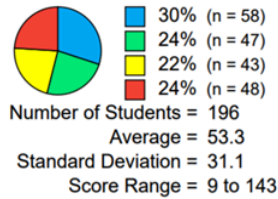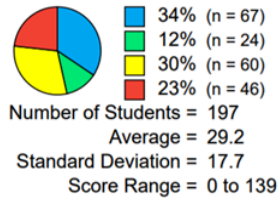
- 46% at or above grade level BOY to 42% at or above grade level EOY

NWF Whole Words Read

- 34% (n = 67)
- 16% (n = 32)
- 50% (n = 98)

Number of Students = 197
Average = 4
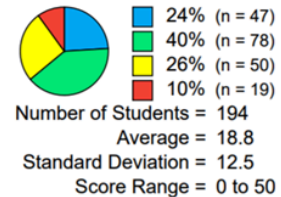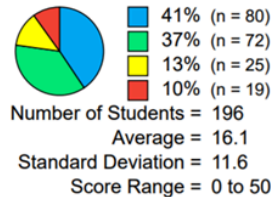Standard Deviation = 6.5
Score Range = 0 to 46

- 41% (n = 80)
- 37% (n = 72)
- 13% (n = 25)
- 10% (n = 19)

Number of Students = 196
Average = 16.1
Standard Deviation = 11.6
Score Range = 0 to 50

- 24% (n = 47)
- 40% (n = 78)
- 26% (n = 50)
- 10% (n = 19)

Number of Students = 194
Average = 18.8
Standard Deviation = 12.5
Score Range = 0 to 50
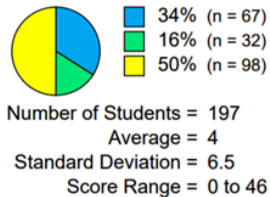
- 50% at or above grade level BOY to 64% at or above grade level
- Students are yellow or above BOY, there is no red
- The goal is 1 WWR BOY

DORF Words Correct

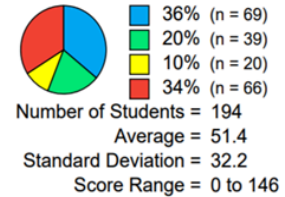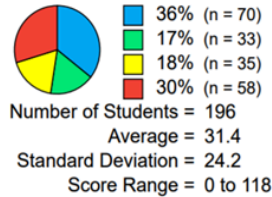|	
36% (n = 70)	36% (n = 69)
17% (n = 33)	20% (n = 39)
18% (n = 35)	10% (n = 20)
30% (n = 58)	34% (n = 66)
Number of Students = 196	Number of Students = 194
Average = 31.4	Average = 51.4
Standard Deviation = 24.2	Standard Deviation = 32.2
Score Range = 0 to 118	Score Range = 0 to 146

- Tested MOY and EOY only
- 53% at or above grade level to 56% at or above grade level

Effectiveness of Instruction:

School-wide: Midway Hills Primary

Beginning of Year DIBELS Composite Score	Likely to Need Core Support 44% (n = 81)	Likely to Need Strategic Support 24% (n = 44)	Likely to Need Intensive Support 32% (n = 59)	Total N = 184
	Composite Score	Composite Score	Composite Score	Total End of Year Composite Score
End of Year Outcomes	85% n = 69 / 7% n = 6 / 7% n = 6	55% n = 24 / 18% n = 8 / 27% n = 12	22% n = 13 / 14% n = 8 / 64% n = 38	58% n = 106 / 12% n = 22 / 30% n = 56

- 81 Students began in green, 69 stayed in green
- 44 students began in yellow—24 of those students went to green, 12 went to red
- 59 students began in red—13 went to green and 8 went to yellow

Strengths and Weaknesses:

Challenges

- •DI box doesn't help with all students
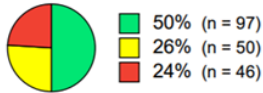- •No plan for the students that it doesn't reach

Strengths

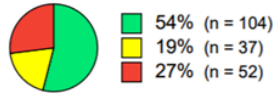- Overall growth with fluency even with the rising benchmark expectations!

Math-DIBELS

DIBELS Math Composite Score

50% (n = 97)	54% (n = 104)	59% (n = 114)
26% (n = 50)	19% (n = 37)	21% (n = 41)
24% (n = 46)	27% (n = 52)	20% (n = 39)
Number of Students = 193	Number of Students = 193	Number of Students = 194
Average = 132.3	Average = 46.6	Average = 59.8
Standard Deviation = 59.3	Standard Deviation = 20.4	Standard Deviation = 21.7
Score Range = 11 to 319	Score Range = 6 to 107	Score Range = 3 to 126

Number Identification Fluency

52% (n = 100)
24% (n = 47)
24% (n = 46)
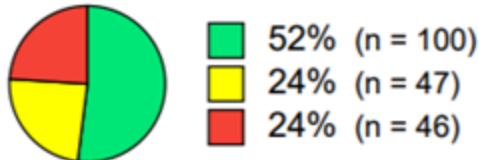
Number of Students = 193
Average = 26.5
Standard Deviation = 14.1
Score Range = 1 to 60

Next Number Fluency

64% (n = 124)
23% (n = 45)
13% (n = 25)
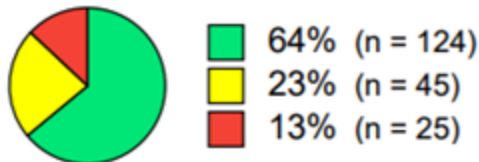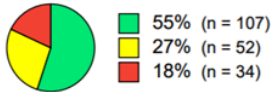
Number of Students = 194
Average = 13.5
Standard Deviation = 5.2
Score Range = 0 to 29

*Only tested BOY

Advanced Quantity Discrimination
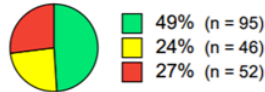
55% (n = 107)	49% (n = 95)	56% (n = 109)
27% (n = 52)	24% (n = 46)	22% (n = 43)
18% (n = 34)	27% (n = 52)	22% (n = 42)
Number of Students = 193	Number of Students = 193	Number of Students = 194
Average = 11.3	Average = 18.5	Average = 21.3
Standard Deviation = 6.8	Standard Deviation = 8.1	Standard Deviation = 7.8
Score Range = 0 to 37	Score Range = 0 to 40	Score Range = 0 to 40

Missing Number Fluency
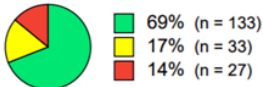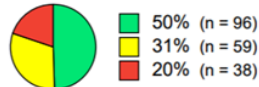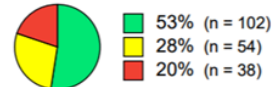
69% (n = 133)	50% (n = 96)	53% (n = 102)
17% (n = 33)	31% (n = 59)	28% (n = 54)
14% (n = 27)	20% (n = 38)	20% (n = 38)
Number of Students = 193	Number of Students = 193	Number of Students = 194
Average = 4.9	Average = 8	Average = 10.3
Standard Deviation = 3	Standard Deviation = 4.3	Standard Deviation = 4.4
Score Range = 0 to 15	Score Range = 0 to 26	Score Range = 0 to 26

Computation
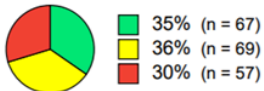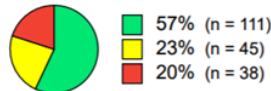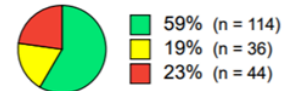
35% (n = 67)	57% (n = 111)	59% (n = 114)
36% (n = 69)	23% (n = 45)	19% (n = 36)
30% (n = 57)	20% (n = 38)	23% (n = 44)
Number of Students = 193	Number of Students = 194	Number of Students = 194
Average = 4.6	Average = 12.2	Average = 17.8
Standard Deviation = 3.7	Standard Deviation = 7	Standard Deviation = 9.1
Score Range = 0 to 19	Score Range = 0 to 36	Score Range = 2 to 38

Second Grade

DIBELS-Reading

Beginning of Year	Middle of Year	End of Year

DIBELS Composite Score

Beginning of Year	Middle of Year	End of Year
39% (n = 77)	34% (n = 66)	34% (n = 66)
23% (n = 45)	28% (n = 55)	22% (n = 43)
16% (n = 31)	10% (n = 20)	13% (n = 25)
23% (n = 46)	28% (n = 55)	31% (n = 59)
Number of Students = 199	Number of Students = 196	Number of Students = 193
Average = 167.2	Average = 203	Average = 230
Standard Deviation = 82	Standard Deviation = 93.5	Standard Deviation = 98
Score Range = 0 to 337	Score Range = 4 to 388	Score Range = 7 to 417
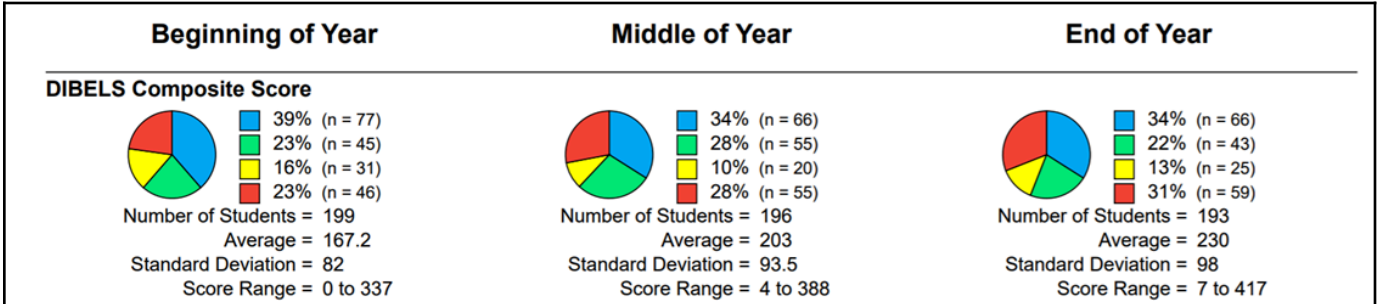
- 62% at or above grade level to 56% at or above grade level

NWF Correct Letter Sounds

- 38% (n = 75)
- 16% (n = 32)
- 24% (n = 48)
- 22% (n = 44)

Number of Students = 199
Average = 63.3
Standard Deviation = 34.1
Score Range = 0 to 142

NWF Whole Words Read

- 37% (n = 73)
- 20% (n = 40)
- 26% (n = 51)
- 18% (n = 35)

Number of Students = 199
Average = 17.7
Standard Deviation = 13.1
Score Range = 0 to 49
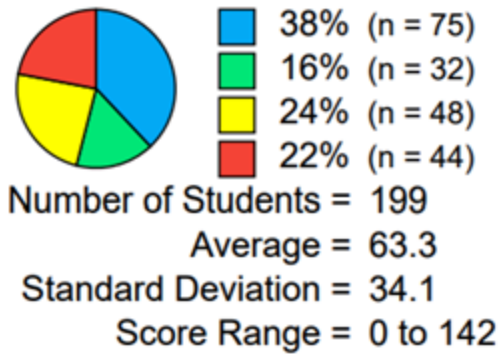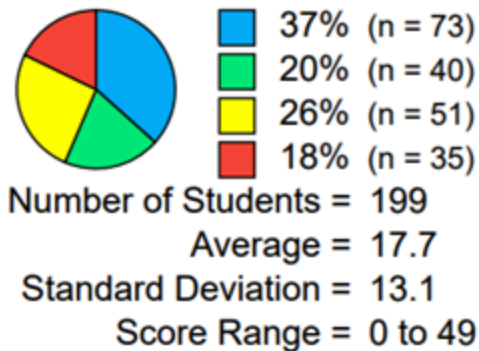
- Only tested in the fall
- 54% at or above grade level for correct letter sounds
- 57% at or above grade level for whole words read

- How does this affect fluency?

DORF Words Correct

39% (n = 77)	31% (n = 62)	32% (n = 61)
16% (n = 32)	25% (n = 49)	17% (n = 32)
18% (n = 36)	14% (n = 28)	22% (n = 42)
27% (n = 54)	29% (n = 58)	30% (n = 58)
Number of Students = 199	Number of Students = 197	Number of Students = 193
Average = 58.6	Average = 74.5	Average = 85.4
Standard Deviation = 31.7	Standard Deviation = 34	Standard Deviation = 37.8
Score Range = 0 to 141	Score Range = 0 to 160	Score Range = 7 to 177
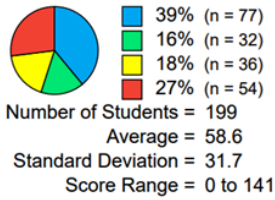
- 55% reading 52 words or more BOY to 49% reading 87 words or more EOY
- Why is there a decrease in overall fluency scores every year?
- How did this affect Lexile scores?

Effectiveness of Instruction:

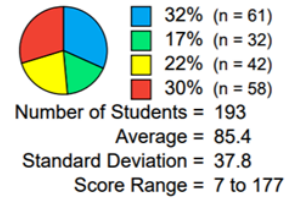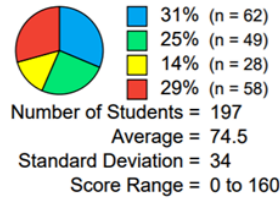| Beginning of Year DIBELS Composite Score	Likely to Need Core Support 61% (n = 113)	Likely to Need Strategic Support 16% (n = 30)	Likely to Need Intensive Support 23% (n = 43)	Total N = 186
				Total End of Year Composite Score
	Composite Score	Composite Score	Composite Score	
End of Year Outcomes	83% n = 94 / 10% n = 11 / 7% n = 8	17% n = 5 / 37% n = 11 / 47% n = 14	12% n = 5 / 7% n = 3 / 81% n = 35	56% n = 104 / 13% n = 25 / 31% n = 57

- 113 students began in green; 94 stayed in green
- 30 students began in yellow; 5 went up to green and 14 went to red
- 43 students began in red; 5 went up to green and 3 went up to yellow

DIBELS-Math

DIBELS Math Composite Score

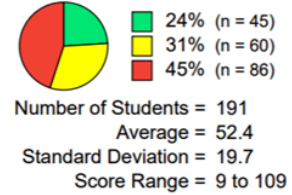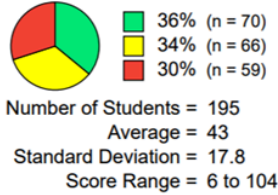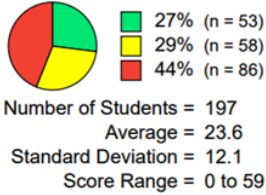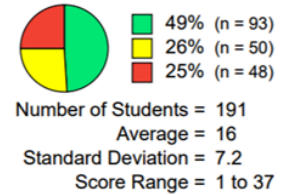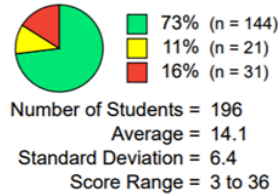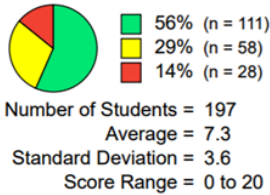|	
27% (n = 53)	
29% (n = 58)	
44% (n = 86)	

Number of Students = 197
Average = 23.6
Standard Deviation = 12.1
Score Range = 0 to 59

36% (n = 70)	
34% (n = 66)	
30% (n = 59)	

Number of Students = 195
Average = 43
Standard Deviation = 17.8
Score Range = 6 to 104

24% (n = 45)	
31% (n = 60)	
45% (n = 86)	

Number of Students = 191
Average = 52.4
Standard Deviation = 19.7
Score Range = 9 to 109

Computation

56% (n = 111)	
29% (n = 58)	
14% (n = 28)	

Number of Students = 197
Average = 7.3
Standard Deviation = 3.6
Score Range = 0 to 20

73% (n = 144)	
11% (n = 21)	
16% (n = 31)	

Number of Students = 196
Average = 14.1
Standard Deviation = 6.4
Score Range = 3 to 36

49% (n = 93)	
26% (n = 50)	
25% (n = 48)	

Number of Students = 191
Average = 16
Standard Deviation = 7.2
Score Range = 1 to 37

Concepts and Applications

22% (n = 43)	
31% (n = 61)	
47% (n = 93)	

Number of Students = 197
Average = 8.9
Standard Deviation = 6.9
Score Range = 0 to 32

16% (n = 32)	
30% (n = 58)	
54% (n = 106)	

Number of Students = 196
Average = 14.7
Standard Deviation = 7.4
Score Range = 0 to 34

8% (n = 16)	
32% (n = 61)	
60% (n = 114)	

Number of Students = 191
Average = 20.3
Standard Deviation = 7.7
Score Range = 3 to 35
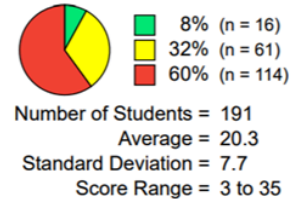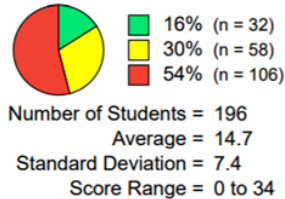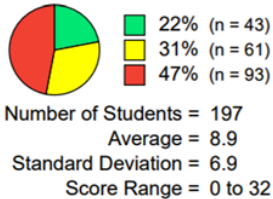
Reading Inventory (Lexile)

Grade 2 (185 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	17	9%	30	16%
Proficient	35	19%	35	19%
Basic	32	17%	50	27%
Below Basic	101	55%	70	38%

- Students scoring below basic went down by 31 students
- Students scoring proficient or advanced went up from 28% to 35%

Strengths and Weaknesses:

Strengths

- Overall growth in second grade

Challenges

- Nonsense word fluency boosts composite score at BOY because it's only tested then
- Moving benchmark expectation

School Climate

SCHOOL CLIMATE	
Survey	77.01
Discipline	79.77
Safe And Substance-Free Learning Environment	94.26
Attendance	92.16

Attendance

Student Attendance	86.90
Personnel Attendance	95.88
Administrator Attendance	93.68

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:
Many strategies are being used school wide to focus on the needs of all students, particularly those furthest from achieving proficiency. Title I funds will be used to support the following strategies/initiatives:

Literacy:

- *Implement small group and whole group training in literacy instruction*
- *Instructional Coach (strong evidence)*
- *Early Intervention Program to provide services for at-risk students*
- *Upgrade classroom libraries*
- *Utilize a blended learning format to facilitate instruction.*
- *Conduct peer observations.*
- *Participate in professional learning communities (Tuesdays-Thursdays)*
- *Participate in full-day professional days for unit planning*
- *Incorporate open-ended responses in instruction and assessments.*
- *Provide opportunities for students to participate and compete in Black History Month activities*
- *Utilize FastForward for remediation and enrichment in ELA*
- *Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)*
- *Literacy Consultant*

Math:
- *Instructional Coach (strong evidence)*
- *Utilize SuccessMaker for remediation and enrichment.*
- *Utilize a blended learning format to facilitate instruction.*
- *Conduct peer observations.*
- *Participate in professional learning communities (Tuesdays-Thursdays)*
- *Participate in full-day professional days for unit planning*
- *Incorporate open-ended responses in instruction and assessments.*
- *Implement STEAM-based projects in units and activities.*
- *Community Nights for Parent and Family Engagement Initiatives*
- *Math Consultant*
- *Class size reduction teachers*
- *Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)*

Student Attendance:
- *Monitor attendance weekly*
- *Send home the appropriate correspondence to parents when students miss 3 days. Request meeting with parents when students have missed >= 4 days.*
- *Refer students to grade level counselor for absences, parental contacts, and referrals to truancy officer.*

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 Hero 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 Hero of the Month for displaying HERO behavior (Helpful, Engaged, Respectful, On-Task)..

Transition
Transition visits take place in the spring to assist Pre-K and HeadStart students with transitioning to a new school and Kindergarten classrooms.

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 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 MHP 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, meet with the instructional coach weekly and a mentor teacher at the school site.

Common planning periods on 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 Thursday sessions:
- *Blended Learning*
- *Standards-based instruction*
- *Analyzing data for strengths and weaknesses*
- *Planning relevant instruction*
- *Writing strategies*
- *Georgia Standards of Excellence (GSE)*
- *Grading Principles and Practices*

3. **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:
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.

Midway Hills Primary 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:
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. Fast ForWord for struggling readers (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 Midway Hills Primary 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.

Link School Improvement Plan here: