School Strategic Plan History Log

Fayette County Schools (020) Public District - FY 2027 - Oak Hill Middle School (020-302) Public School - School Strategic Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
6/9/2026 10:26:53 AM	Dawn Dooley	Status changed to 'School Strategic Plan Approved by County'.	S
6/9/2026 8:52:30 AM	Josselyn Kiser	Status changed to 'School Strategic Plan Completed'.	S
1/22/2026 1:10:47 PM	Josselyn Kiser	Status changed to 'School Strategic Plan Started'.	S
11/30/2025 9:22:48 AM	GPS Administrator	Status changed to 'School Strategic Plan Not Started'.	S

School Strategic Planning Team

Fayette County Schools (020) Public District - FY 2027 - Oak Hill Middle School (020-302) Public School - School Strategic Plan - Rev 0

*** Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.**

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School Strategic Plan Core Beliefs / Mission

Fayette County Schools (020) Public District - FY 2027 - Oak Hill Middle School (020-302) Public School - School Strategic Plan - Rev 0

*** What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.**

Core Beliefs: Through teamwork, dedication, and high expectations, Oak Hill Middle School creates a safe and inclusive environment that promotes academic achievement, personal growth, and lifelong learning for all students.

Mission: We believe in continuous growth for both students and staff.

Vision: Growing Stronger. Climbing Higher. Together, **Red Devils Rise**.

Fayette County Schools (020) Public District - FY 2027 - Oak Hill Middle School (020-302) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Demographic Data

Student Groups	State (2025-26)	County (2025-26)	School (2025-26)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.03	54.38	54.73
English Learners	1.16	0.18	0.17
Foster Care	1.73	2.23	1.33
Homeless	5.38	4.45	2.82
Military Connected	0.51	0.02	--
Students with Disabilities	20.82	23.18	24.54
Race			
American Indian or Alaska Native	0.11	0.04	--
Asian	0.75	0.20	0.33
Black or African American	4.29	3.64	4.31
Hispanic or Latino Native	2.83	0.87	0.50
Multi-Racial	5.03	4.93	5.31
Native Hawaiian or Other Pacific Islander	0.06	--	--
White	86.92	90.30	89.55
Gender			
Female	48.52	48.20	50.25
Male	51.48	51.80	49.75

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

*** In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making** (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,

EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

- LEA-Collected Demographic Data: Enrollment trends, transient rates, and out-of-area transfers indicate a significant portion of students face challenges, with 20.96% of students having disabilities and 2.08% experiencing homelessness. Title 1 funding will continue to support specialized programs to meet the unique needs of these students, as seen in the improvements made by students in these categories despite their challenges.
- School Counselor Data Collection: An increased need for mental health & counseling services was seen this year with 662 referrals for counseling services, and 80-100 students receive weekly mental health services through our school's support team.
- Stakeholder Surveys (Climate and Culture and Parent Involvement): Stakeholder surveys reveal responses from educators and parents that reveal a strong demand for additional instructional support, particularly for students with disabilities and those facing socio-economic challenges. Parents stated that one of the biggest issues includes communication between school and home. Teachers emphasized that Title 1-funded programs, like small-group interventions and push-in support, are critical to improving student performance, especially in Math and ELA.
- Staff/Parent Trainings: Professional development opportunities on equity, inclusion, and supporting diverse student needs have been implemented. Trainings on Multi-Tiered Systems of Support (MTSS) implementation, with a focus on tiered interventions, data-driven decision-making, and collaboration.
- Student Performance Data:IXL and Cambium assessments are used to track academic progress and identify gaps in reading and math. IXL saw a noticeable average growth of 21 points in Title 1 for students in the areas of ELA and math. There is a strong foundation for continued growth as many students are showing strong need for continued support in both areas.

Demographic Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The data shows that OHMS has a high concentration of at-risk students, insufficient intensity and consistency of interventions, significant mental health and social-emotional needs, instructional support gaps, limited family engagement and communication and MTSS implementation variability. To combat these needs, we plan to initiate schoolwide tiered support including intervention/enrichment for all students based on their needs, incorporate social emotional learning and guidance lessons into science and social studies classrooms, monitor student progress with weekly PLCs, strengthen school leadership team, subcommittees, parent advisory council, student advisory council, and local school improvement councils, increase parent engagement activities to monthly events, and maintain consistent expectations throughout the school year.

Start:
- Unified communication strategy
- Attendance post cards for chronic absenteeism as well as regular attendance
- Monthly family engagement activities

Stop:
- inconsistent implementation of tier 1instruction
- focusing on perfect attendance

Continue:
- Monitoring of attendance with SOS (systems of support) contracts for students and parents.

- Monthly attendance incentives for regular attendance

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School Strategic Plan - Academic Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

2036 Annual English Language Arts (ELA) Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	26.74	29.18	31.63	34.07	36.51	38.95	41.39	43.84	46.28	48.72	51.16	53.60	56.05	58.49	60.93	63.37

NOTE: To review subgroup target information, please visit ZoomWV for Educators

ELA Proficiency

Student Groups	School (2022-23)	School (2023-24)	School (2024-25)	2024-25 Scorecard Rating	County (2024-25)	State (2024-25)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	31.74	25.65	33.10		43.16	47.55
Status						
Economically Disadvantaged	26.46	22.37	25.91		36.34	38.71
English Learners	0.00	0.00	--		25.00	13.57
Foster Care	--	9.57	13.16		31.11	31.45
Homeless	27.27	26.32	7.02		26.67	31.73
Military Connected	--	--	--		100.00	59.92
Students with Disabilities	10.29	5.47	4.86		14.81	14.75

Race						
American Indian or Alaska Native	50.00	0.00	0.00		0.00	45.79
Asian	--	0.00	0.00		50.00	73.03
Black or African American	32.61	30.23	37.93		32.94	31.87
Hispanic or Latino Native	35.09	0.00	42.86		47.37	34.16
Multi-Racial	26.67	15.79	22.73		37.61	43.22
Native Hawaiian or Other Pacific Islander	--	--	--		--	49.40
White	31.60	26.15	33.27		43.77	48.46
Gender						
Female	38.10	30.00	33.79		46.15	51.90
Male	26.51	21.50	32.42		40.20	43.41

ELA Academic Progress

Student Groups	School (2024-25)	2024-25 Scorecard Rating	County (2024-25)	State (2024-25)
	% of Students		% of Students	% of Students
All	35.75		46.09	47.21
Status				
Economically Disadvantaged	33.15		43.58	43.48
English Learners	--		50.00	44.12
Foster Care	14.29		43.15	42.31
Homeless	9.09		36.00	41.07
Students with Disabilities	21.55		30.97	35.41
Race				
American Indian or Alaska Native	0.00		50.00	54.55
Asian	100.00		66.67	70.52
Black or African American	39.29		32.79	41.21
Hispanic or Latino Native	42.86		64.29	46.81
Multi-Racial	33.33		46.38	45.58
Native Hawaiian or Other Pacific Islander	--		--	45.45

	White	35.50		46.45	47.39
Gender					
	Female	34.06		47.64	50.02
	Male	37.45		44.58	44.52

Reading Lexile Distribution - School (2024-25)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6	977	--	--	--	--
7	981	--	--	--	--
8	1040	--	--	--	--
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Yearly DOK snapshot data shows an average DOK level of 1.75.

2026 WVGSA data shows the following:
ELA

- Overall: 32% proficient
- 6th grade: 32% proficient
- 7th grade: 32% proficient
- 8th grade: 30% proficient

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results

Title 1 hosts data evenings, conducts teacher professional development, and gives Tier 2 and Tier 3 students focused reading support. Instruction emphasizes think-alouds, explicit vocabulary, close reading, fluency practice, word study, annotation, and direct comprehension tactics using evidence-based practices from the Science of Reading and What Works Clearinghouse. Additionally, teachers encourage fluency, goal-setting, and progress tracking through the use of IXL, Teacher Created Materials, and phonics instruction.	Over the course of the 25-26 school year, 53% of students receiving Title I support showed a 5% growth from the beginning of the year (MOY) to the middle of the year (EOY). Through the use of IXL, students practiced priority skills, and data shows an average increase of 21% growth in ELA in the IXL diagnostic screener.
MTSS Framework: In order to facilitate more direct teacher interventions, such as close reading, word consciousness, peer-to-peer tutoring, and one-on-one instruction where teachers can teach explicit comprehension strategies like visualizing, questioning, summarizing, and inferring, teachers will take part in MTSS training and support with MTSS instruction (using data to drive tiered interventions).	OHMS Title 1 partners with Concord University to provide training on MTSS framework and allow time to plan ways to use it to guide instruction in priority standards. All core teachers have been trained in MTSS, and we are seeing more tiered instruction in classrooms according to walkthrough data.
Red Devil Recharge: All students will be placed into an intervention/enrichment group based on Cambium and iReady data. There will be intensive ELA intervention, phonics intervention, Wilson Reading intervention, and writing intervention. Some students will be placed into a blended math/ELA intervention if they do not show a need for intensive intervention. Students that exceed standards will have the opportunity to take enrichment courses including African American Literary Music and Art, Creative Writing and Journalism, HOTS (higher order thinking skills), PLTW (project lead the way), and graphic design/yearbook. Each intervention group will focus on a specific skill outlined by the data analysis for a 4 1/2 week term. Progress monitoring will take place every 2 weeks so we can adjust groups as necessary. Intervention time will focus on learning gaps, lack of understanding of prerequisite skills, and missing foundational skills. This will allow teachers to prioritize instruction of grade-level content standards during core class time.	Initial data analysis review dates are planned for June 25-26, 2026. Initial intervention groups will be established during those work days to start the year.
Collaborative Discussions about Data: Students will track their own data and participate in conversations about data with teachers. Students will establish individualized learning goals for the school year.	Students will work with teachers during the first two weeks of school to analyze WVGSA data and establish individualized learning goals for the school year. This data will be reviewed each midterm/ term end. Students will monitor progress with BOY, MOY, and WVGSA data. Students will participate in two student-led conferences where goals and data will be shared with parents. Data binders and digital tracking tools will be used school wide to allow students to visually track growth and areas for improvement.
Dedicated weekly PLCs for ELA teachers and common planning periods.	Teachers will meet weekly (on Wednesdays) from 2:15-3:00pm to review data and plan for instruction. Each month will have a specific focus area/strategy that PLCs will work on. The team will also have like planning for collaboration and team building.

ELA Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

ELA proficiency at our school has decreased from 35.75% in 2024-2025 to 32.0% in 2025-2026, which falls below both county and state averages. The most significant disparities exist among our students with disabilities, economically disadvantaged students, and our male students. As a leadership team, we met multiple times this year to identify reasons and put supports in place to help meet our students needs. We identified several reasons we felt this dip occurred: Inconsistency in practices varied across classrooms, our students needs for more targeted support and differentiation, and student engagement and ownership gaps.

Strategies we started: Structured data chats with students and parents quarterly to promote student ownership and goal setting using Lexile bands and formative assessment data. Student-led conferences where students and parents created goals and discussed data with teachers. Dedicated Tier 2 and Tier 3 intervention groups during Academic Enrichment/Intervention periods for all students. Professional development focused on co-teaching strategies, intervention and tiered supports, classroom management, and differentiated instruction.

Strategies to stop: Isolated instructional planning without grade-level collaboration; instead, all teachers will engage in group planning PLCs to ensure alignment and scaffolding. Overreliance on whole-group instruction without using data to inform grouping and differentiation through MTSS model.

Strategies to continue: MTSS professional learning with emphasis on real-time classroom applications, small-group instruction, and support from instructional coaches. Use of i-Ready diagnostic and progress monitoring tools to track reading growth, adjust instructional groupings, and provide timely interventions within the MTSS framework. Title 1-supported interventions and enrichment, including extended learning opportunities, co-teaching, and push-in/pull-out services aligned with student data and grade-level expectations. Focus on high-needs subgroups through ongoing subgroup progress monitoring and responsive support services, including partnerships with school counselors, social workers, and family engagement efforts to remove barriers to academic success.

Rationale for Local, State and Federal Investments:
In order to close chronic academic gaps, Title 1 and other local, state and federal financing is still crucial. In 2023–24, only 23.67% of our students scored proficient in ELA—far below the state average of 44.15% and the county average of 33.58%. Subgroup performance reveals even deeper gaps: only 17.31% of economically disadvantaged students, 12.5% of students with disabilities, and 13.64% of homeless students achieved proficiency. The complexity of need continues to increase even if the amount of people in our low-SES population has decreased slightly. In order to overcome learning obstacles including trauma, anxiety, and disengagement, students need social-emotional support in addition to academic solutions. Academic development in ELA is likewise worrisome. Merely 33.33% of all pupils achieved growth that was either normal or above average. The need for focused, intense support is further supported by the growth rates for students with impairments (18.75%) and economically disadvantaged students (28.85%). Title 1 and other local, state, and federal monies assist in tackling these issues in a variety of ways including employing interventionists for MTSS's Tier 2 and Tier 3 literacy assistance, offering after-school and before-school expanded learning opportunities, increasing access to counseling and SEL programs to improve focus, behavior, and attendance, encouraging professional growth in literacy education based on evidence, increasing teachers' collaborative planning time to create data-driven methods, and increasing family involvement and giving caregivers the tools they need to encourage reading at home.

The students we support still face emotional and academic challenges that are worsened by demographic shifts, even with minimal alterations in our socio-economic framework. To offer the necessary time, financial resources, and qualified staff to bridge the gap in opportunities and test scores, funding from local, state, and federal levels is crucial.

2036 Annual Mathematics Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	14.07	16.94	19.80	22.66	25.53	28.39	31.26	34.12	36.99	39.85	42.71	45.58	48.44	51.31	54.17	57.04

NOTE: To review subgroup target information, please visit ZoomWV for Educators

Mathematics Proficiency

Student Groups	School (2022-23)	School (2023-24)	School (2024-25)	2024-25 Scorecard Rating	County (2024-25)	State (2024-25)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	19.70	14.94	19.00		30.78	37.98
Status						
Economically Disadvantaged	14.32	10.82	14.17		25.41	29.60
English Learners	0.00	0.00	--		26.32	16.09
Foster Care	--	0.00	0.00		8.89	24.11
Homeless	18.18	8.77	7.02		20.39	23.51
Military Connected	--	--	--		100.00	55.71
Students with Disabilities	7.12	3.94	4.05		11.37	12.92
Race						
American Indian or Alaska Native	0.00	0.00	0.00		0.00	34.91
Asian	--	0.00	0.00		25.00	69.12
Black or African American	17.39	16.28	3.45		19.05	23.09
Hispanic or Latino Native	35.09	0.00	14.29		38.78	25.19
Multi-Racial	6.67	10.53	18.18		26.36	32.90
Native Hawaiian or Other Pacific Islander	--	--	--		--	37.35
White	20.11	15.29	20.04		31.37	38.85
Gender						
Female	20.88	14.34	18.28		30.64	36.01
Male	18.73	15.52	19.72		30.91	39.85

Math Academic Progress

Student Groups	School (2024-25)	2024-25 Scorecard Rating	County (2024-25)	State (2024-25)
	% of Students		% of Students	% of Students

All	25.69		37.38	44.17
Status				
Economically Disadvantaged	22.63		33.30	38.81
English Learners	--		52.63	34.57
Foster Care	0.00		37.24	23.08
Homeless	27.27		27.66	34.80
Students with Disabilities	27.43		30.84	31.63
Race				
American Indian or Alaska Native	100.00		50.00	43.64
Asian	100.00		66.67	72.26
Black or African American	21.43		35.00	36.65
Hispanic or Latino Native	14.29		37.59	40.96
Multi-Racial	33.33		40.58	41.55
Native Hawaiian or Other Pacific Islander	--		--	50.00
White	25.46		37.22	44.48
Gender				
Female	22.55		34.82	42.92
Male	28.89		39.89	45.37

Mathematics Performance Distribution - School (2024-25)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6	675	--	--	--	--
7	728	--	--	--	--
8	782	--	--	--	--
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military

Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Yearly DOK snapshot data shows an average DOK level of 1.75.

Math

- Overall: 16% proficient
- 6th grade: 15% proficient
- 7th grade: 20% proficient
- 8th grade: 12% proficient

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
MTSS (Small group strategy instruction): Students and teachers engage in small, adaptable groups that cover foundational skills and current learning objectives using our MTSS framework. This approach, which is in line with WWC guidelines, makes use of guided practice, clear instruction, and frequent progress monitoring to make sure students get the help they require at the right time.	Our MTSS small group strategy continues to target essential skills in focused, flexible groups
Red Devil Recharge: All students will be placed into an intervention/enrichment group based on Cambium and iReady data. There will be intensive math intervention. Some students will be placed into a blended math/ELA intervention if they do not show a need for intensive intervention. Students that exceed standards will have the opportunity to take enrichment courses including African American Literary Music and Art, Creative Writing and Journalism, HOTS (higher order thinking skills), PLTW (project lead the way), graphic design/yearbook, and math field day prep. Each intervention group will focus on a specific skill outlined by the data analysis for a 4 1/2 week term. Progress monitoring will take place every 2 weeks so we can adjust groups as necessary. Intervention time will focus on learning gaps, lack of understanding of prerequisite skills, and missing foundational skills. This will allow teachers to prioritize instruction of grade-level content standards during core class time.	Initial data analysis review dates are planned for June 25-26, 2026. Initial intervention groups will be established during those work days to start the year.
Dedicated weekly PLCs for math teachers.	Teachers will meet weekly (on Tuesdays) from 2:15-3:00pm to review data and plan for instruction. Each month will have a specific focus area/strategy that PLCs will work on. The team will also have like planning for collaboration and team building.

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

In 2024-25 only 19% of students reached proficiency, which is below the state average of 37.98%. Economically disadvantaged students and students with disabilities who the largest proficiency gaps. We still remain significantly behind state targets, particularly for special populations.

Root Causes Found
Skill gaps in fundamental math concepts need to be met before students advance to the next grade level. A lack of uniformity in the application of math interventions. More focused assistance with test-taking techniques and quantile-informed scaffolding are required.

Strategies we Started:
We have began using i-Ready Diagnostic and Standards Mastery Assessments in addition to GSA data to track progress toward 2036 targets and guide instructional decisions. We began utilizing student and parent data chats that include regular conversations focused on quantile growth, proficiency goals, and next steps for support. PLCs: Grade-level teams will continue using data-driven instructional plans and collaborative protocols to improve Tier 1 instruction Title 1 Support & Extended Learning: Use of push-in, pull-out, and afterschool programs to reach students with the most significant gaps. Math Fact Fluency and Number Sense Activities: Continued emphasis on computational fluency to support conceptual understanding.

Strategies to Stop:
During core blocks, switch from whole-group math instruction to small-group or station-based instruction.

Rationale:
With growth metrics indicating that only 25.69% of students are making appropriate progress, our 2024-25 math proficiency rate of 14.94% is much lower than the county average (37.38%) and the state average (44.17%). Even more difficulties are being faced by subgroups such as economically disadvantaged kids and students with disabilities. Targeted initiatives, such as hiring math specialists, buying digital learning resources, offering professional development, and expanding tutoring to after school, require immediate investment. By addressing equity disparities and enhancing results, these investments will help us achieve our 2036 proficiency target of 57.04% and guarantee that all students have access to the resources they require to thrive.

English Language Proficiency Assessment Results (ELPA22)

	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	100.00	--	--	60.00	52.72

Detailed data by domain is available at ZoomWV for Educators

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25
Level 1			--	0	0
Level 2			--	0	0
Level 3			--	0	0

Level 4			--	0	0
Level 5			--	0	0

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25
Level 1			--	0	0
Level 2			--	0	0
Level 3			--	0	0
Level 4			--	0	0
Level 5			--	0	0

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25
Level 1			--	0	0
Level 2			--	0	0
Level 3			--	0	0
Level 4			--	0	0
Level 5			--	0	0

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25
Level 1			--	0	0
Level 2			--	0	0
Level 3			--	0	0
Level 4			--	0	0
Level 5			--	0	0

Not Applicable if EL cell size is 0

Fayette County Schools (020) Public District - FY 2027 - Oak Hill Middle School (020-302) Public School - School Strategic Plan - Rev 0

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

Not Applicable (Elementary and Middle Schools)

Fayette County Schools (020) Public District - FY 2027 - Oak Hill Middle School (020-302) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

Exceeds Standard
Meets Standard
Partially Meets Standard
Does Not Meet Standard
Below Cell Size

Attendance - Percent of students chronically absent

Student Groups	School (2022-23)	School (2023-24)	School (2024-25)	2024-25 Scorecard Rating	County (2024-25)	State (2024-25)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	38.02	30.37	22.28		19.29	22.64
Status						
Economically Disadvantaged	45.80	36.92	26.26		23.11	29.23
English Learners	0.00	50.00	--		28.57	19.82
Foster Care	44.44	45.45	25.00		15.46	21.80
Homeless	69.57	46.15	46.67		26.03	33.52
Military Connected	--	--	--		0.00	12.91
Students with Disabilities	38.35	31.34	28.46		23.95	27.87
Race						
American Indian or Alaska Native	0.00	0.00	0.00		0.00	24.89
Asian	--	0.00	0.00		0.00	10.71
Black or African American	29.79	16.28	16.67		13.61	23.78
Hispanic or Latino Native	0.00	25.00	0.00		13.79	22.56
Multi-Racial	46.67	42.11	27.27		18.13	24.71

Native Hawaiian or Other Pacific Islander	--	--	--		--	14.79
White	39.03	31.30	22.76		19.66	22.57
Gender						
Female	44.84	32.65	23.49		20.38	23.15
Male	32.46	28.20	21.07		18.29	22.15

Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)

Student Groups	School (2022-23)	School (2023-24)	School (2024-25)	2024-25 Scorecard Rating	County (2024-25)	State (2024-25)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	83.71	84.23	83.92		91.95	96.50
Status						
Economically Disadvantaged	81.17	81.03	81.57		90.76	95.48
English Learners	100.00	100.00	--		100.00	97.48
Foster Care	66.67	72.73	75.00		89.33	93.68
Homeless	52.17	76.92	73.33		89.51	93.57
Military Connected	--	--	--		--	98.95
Students with Disabilities	71.43	85.07	79.23		88.55	94.50
Race						
American Indian or Alaska Native	50.00	100.00	100.00		100.00	97.06
Asian	--	100.00	100.00		100.00	99.19
Black or African American	76.60	79.07	80.00		79.21	92.33
Hispanic or Latino Native	83.33	87.50	100.00		100.00	96.09
Multi-Racial	86.67	84.21	77.27		89.31	94.53
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	84.35	84.54	84.14		92.55	96.79
Gender						
Female	89.68	85.22	88.26		95.25	98.28
Male	78.84	83.28	79.60		88.83	94.82

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Additional Data:
Behavioral tracking through ZOOMWV-e shows a high number of incidents across multiple tiers of behavior:
Minimally Disruptive Behaviors (level 1): 460 incidents
Disruptive Behaviors (level 2): 553 incidents.
Dangerous, Illegal, or Aggressive Behaviors (level 3): 259 incidents
Safe Schools Act Behaviors (level 4): 1 incidents

In response to these incidents, the following consequences and interventions were recorded:
Administrator/Teacher/Student Conferences: 658
Detention: 131
In-School Suspensions: 134
Out-of-School Suspensions: 241
Expulsion: 1
Exclusion from class: 6
Alternative Education Placements: 11
Parent Involvement Documented: 35
Referral for Services (e.g., counseling, mental health): 28
Supportive interventions: 7
Loss of Privileges: 30
No Action Warranted:

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
PBIS (Positive Behavior Intervention Support): Our PBIS team works diligently to give our students voice and choice in what incentives they would like to see at our school. We explicitly define behavioral expectations with our Red Devils REPPS (Red Devils are Respectful, Engaged, Responsible, Respectful, and Safe). We are placing Red Devils REPPS signage in all areas of the building (classrooms, bathrooms, hallways, cafeteria, gym, assemblies, and even buses. We have implemented tiered interventions, and encourage students with material rewards and reinforcement through our Red Devil Dollar Store for demonstrating targeted behavior. We regularly assess students' progress and modify interventions as needed.	PBIS has been shown to have a substantial effect on decreasing problem behavior and improving school climate when implemented with fidelity (What Works Clearinghouse, 2020). Oak Hill Middle School's 83.92% of students with no out-of-school suspension suggests that positive behavioral supports are effective.

SEL programs: Specifically, our school utilizes the OLWEUS bullying prevention program, which support students in developing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. At Oak Hill Middle School, we complete these lessons in our academic enrichments, using activities like group discussions, role-playing, and workshops that focus on skills such as conflict resolution, mindfulness, and stress management. These programs help reduce disruptive behaviors and improve engagement.	Research from What Works Clearinghouse confirms that SEL programs lead to better emotional regulation and academic performance, and we are seeing this benefit in our school. By embedding SEL in our curriculum and school culture, we create a supportive environment that encourages positive behaviors and enhances student well-being. These programs have had a positive impact on our attendance. Our number of students considered to be chronically absent has decreased from 30.37% in 2024-25 to 22.28% in 2025-26 (a decrease of over 8%).
Mentoring and Counseling Programs: We are lucky enough to have a partnership with New River Health that offers a therapist who help students, as well as, our school counselors and social worker.	We are fortunate to have a strong partnership with New River Health, which provides our school with a dedicated therapist, in addition to the vital work being done by our school counselors. So far this year, Richmond and English have supported 663 students across all grade levels for academic support, attendance concerns, and emotional counseling. Mrs. Farsnworth, our social worker, monitors repeated absences and makes contact with families at 3, 5, and 10 days absent. This comprehensive support system reflects our commitment to meeting the academic, emotional, and social needs of our students.

Attendance and Behavior Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

We have had a notable improvement in our chronic absenteeism, which we have been very proud of this year. Our chronic absentees decreased by just over 8% this year, with some very significant gains being made in our high need groups such as our economically disadvantaged students and our students with disabilities. We believe this growth is the result of intentional relationship building and our amazing student support team. Our partnership with New River Health has been a huge support to our students. That being said, attendance is still a primary focus for us, and we plan to continue our work next year building on this year. Behavior data continues to hold consistent, with 83.92% of students experiencing no out-of-school suspensions. This data shows an urgency for training in classroom management and de-escalation techniques for the staff.

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School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2024-25)	County (2024-25)	State (2024-25)
Performance Level	**% of Teachers**	**% of Teachers**	**% of Teachers**
Distinguished	47.83	15.34	16.22
Accomplished	52.17	80.83	80.39
Emerging	-	3.54	3.32
Unsatisfactory	-	0.29	0.08

Additional Data Sources, including results:

* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Total professional staff: 44

Advanced: 25
intermediate: 6
initial: 8
counselors: 2
principals: 3

Climate and Culture Survey
Place to work: 7.89
Place to educate: 7.99

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

After reviewing the data, we see that most teachers are rated highly, but student achievement is still low. This may be due to outside challenges like poverty and a need for more support—not a lack of effort by teachers. We gave teachers more planning time this year to help with workload and improve instruction. We've also seen that new teachers need more support to be successful. Our game plan moving forward is to build more consistency in teaching across classrooms and grade levels. We're especially focused on vertical planning to close gaps between 5th and 6th grade and make sure students have a smooth transition.

- Start: Give teachers more coaching and training that meets their real classroom needs. Involve families more in student learning. Use vertical planning to connect teaching from grade to grade.
- Stop: Avoid looking at the classroom in silos. Use the MTSS method to focus on school-wide needs.
- Continue: Keep team meetings focused on student work. Keep supporting new teachers through mentoring and collaboration.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment and the strategic plan activities.

To help teachers grow and improve student success, we will offer the following professional learning opportunities that match our needs assessment and strategic plan:

1. Coaching and Support:
   There will be coteaching training and regular PD focused on improving instruction and using student data to guide teaching through our specialists in weekly PLCs and throughout the year.
2. Vertical and Team Planning:
   Teachers will have time to plan together across grade levels—especially between 5th and 6th grade—to make sure instruction is connected and gaps are closed.
3. Targeted PD:
   Training will be based on what teachers and students need most, including reading strategies, MTSS, classroom management, and how to meet the needs of all learners.
4. Support for New Teachers:
   New teachers will get extra help through mentoring and focused training to help them succeed.
5. Family Engagement:
   Teachers will learn ways to better involve families in supporting learning at home.

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Plan Items)

G 1 Academic Goal

Description:

By the end of the 2026-2027 academic year, Oak Hill Middle School will increase cohort proficiency rates in ELA and Math by 10 percentage points over the 2026 GSA EOY baseline data, through implementation of assessment and progress monitoring, data-driven instruction, professional development, and co-teacher planning with targeted support for at-risk students.

PM 1.1 Implement data-driven small group instruction

Description:

Oak Hill Middle School will implement a data-driven approach to track student progress in ELA and Math through regular assessments, including GSA benchmarks and classroom data. Title I funding will support the use of this data to provide targeted, small-group interventions for at-risk students. This will help identify learning gaps, adjust instructional strategies, and ensure students receive the necessary support to achieve a 10% increase in cohort end-of-year GSA scores.

S 1.1.1 Targeted Instruction and Collaborative Planning

Description:

Teachers will collaboratively develop instructional intervention groups that will focus on missing foundations and needed prerequisite skills, to allow for standards-based instruction during core class time.

Component	Item Name
Title I Schoolwide	Provide an enriched and accelerated curriculum

AS 1.1.1.1 Implement Cambium non-summative assessment benchmarks three times per year and use test authoring, modules, and iReady to check progress.

Description:

Oak Hill Middle School will use a school-wide multi-tiered supports system of interventions for students based on GSA benchmarks, classroom assessments, and other formative data. These interventions will focus on addressing skill gaps in both ELA and Math to help students meet grade-level expectations. Title I staff will provide small-group instruction and targeted support to students who have identified as partial mastery on their GSA. All students will have a Red Devil Recharges intervention period to work on skill gaps and areas of weakness based on data. Teachers will collaborate during PLCs to analyze student progress and adjust intervention groups as needed. Red Devil Recharge will utilize a small group instruction model where there will be an iReady station, a teacher led station, and an independent practice station (each for 15 minute rotations daily). A focus will be placed on helping students make measurable progress in specific academic areas that will contribute to a 10% increase in the cohort's end-of-year GSA test scores. Title I and special education support will be flexible and responsive, designed to ensure that all students have the support they need to succeed in grade level, standards-based learning.

Person Responsible:

ELA teachers, Title 1 Support, Math Teachers, Curriculum Specialists

Estimated Begin Date:

6/1/2026

Estimated Completion Date:

7/1/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Title 1 Staff Salaries and Benefits	$83,714.00

AS 1.1.1.2 Enhance Co-Teacher Planning and Intervention

Description:

Co-teacher planning will have teachers developing and implementing effectively both intervention and instructional strategies focusing particularly on special education students. Summer training with co-teachers (general education, special education, title staff) will occur to develop instructional plans to meet students' needs and building instructional strategies and effective co-teaching models. Co-teaching will be monitored via walkthroughs and observations to ensure that effective co-teaching is occurring and all students are receiving grade level content-based instruction. Special education and general education teachers will have content planning periods to allow for effective planning of classroom assignments, lessons, and materials. There will be a specific day scheduled for SPED teachers to review the IEP annual calendar, IEP's caseloads, and progress reports. Title I teachers will work with small groups of students identified through multiple internal and external sources including the GSA.

Person Responsible:

Administration/Title 1/SpEd staff

Estimated Begin Date:

6/1/2026

Estimated Completion Date:

7/1/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	supplies	$300.00

AS 1.1.1.3 Student-Led Data Conferences and Data Days

Description:

Students will participate in two Student-Led Conferences during the academic year, using individualized i-Ready and GSA benchmark data, classroom assessments, and game plan results to guide discussions with parents, teachers, and school leaders. Prior to these conferences, instructional staff will participate in Data Days to analyze student performance data and prepare strategies for supporting student understanding. Following these Data Days, students will engage in mini-lessons focused on interpreting their data, tracking their progress, setting achievable academic goals, and developing reflective discussion skills to lead their conferences effectively.

Person Responsible:

Angela Holutiak/Mary Smith

Estimated Begin Date:

6/1/2026

Estimated Completion Date:

7/1/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	stipends, benefits, supplies	$4,751.00

AS 1.1.1.4 PLC

Description:

Teachers will engage in regular Professional Learning Community (PLC) meetings to analyze student data and collaborate on instructional strategies. These sessions will focus on reviewing assessments, identifying priority standards, and sharing best practices to support student achievement. By working together, teachers will develop targeted lessons and interventions to address student needs and ensure consistent progress toward academic goals.

Person Responsible:

Angela Holutiak/Mary Smith

Estimated Begin Date:

6/1/2026

Estimated Completion Date:

7/1/2027

S 1.1.2 Writing Strategies

Description:

All teachers at OHMS will employ effective SRSD writing strategies and undergo training to enhance their proficiency in fostering writing skills. Title I teachers will conduct push-in small group sessions to address individual student needs effectively.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

PM 1.2 Professional Development

Description:

Professional development (PD) at Oak Hill Middle School will focus on building staff capacity to effectively implement the strategic plan and ensure sustained improvement in student outcomes. PD sessions will be designed to enhance teachers' and staff members' understanding of best practices in areas such as differentiated instruction, social-emotional learning, data analysis, and culturally responsive teaching. Training will also focus on strengthening leadership skills, fostering collaboration among educators, and supporting the integration of technology into daily instruction. By offering targeted, ongoing professional development opportunities, OHMS aims to empower staff to meet the diverse needs of students and create a positive, inclusive school culture that aligns with the school's mission and goals. Regular reflection and feedback loops will ensure that PD is responsive to emerging needs and is effectively integrated into classroom practice.

S 1.2.1 Professional Development & Conference Attendance

Description:

Teachers will participate in professional development sessions focused on data analysis and effective instructional strategies. Title I staff will attend state-level reading and math conferences. Staff will attend conferences for content specifics throughout the year (SAIL, arts standards roll-out, numeracy conference, CSI conference, middle school conference, WVCTM conference, social studies conference, etc.). They will bring back best practices to share with the faculty during PD sessions. Additionally, Title I collaborates with Concord University to offer professional development opportunities that include credit hours.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 1.2.1.1 Professional Development in Best Practices

Description:

OHMS will provide professional learning for all teachers on the West Virginia College- and Career- Readiness Standards (WVCCRS), clearly defined purpose and expectations of learning targets, and provide support as needed.

Person Responsible:

Title 1 Support Staff, Angela Holutiak, Mary Smith, Student Centered Coach

Estimated Begin Date:

6/1/2026

Estimated Completion Date:

7/1/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies, supplemental books, ink/toner	$2,682.03
	Title I Part A	Student Success Coach Salary and Benefits	$41,920.00
		Total	$44,602.03

PM 1.3 Instructional Leadership

Description:

Administrative team will complete instructional walkthroughs with a clear and consistent schedule to monitor student progress and teacher effectiveness.

S 1.3.1 Administrative team meetings

Description:

The administrative team (principal, assistant principals, and instructional coaches) will regularly analyze walkthrough data and other relevant evidence using findings to identify trends, determine areas of need, and provide timely, targeted support for teachers.

S 1.3.2 Classroom walkthroughs and observations

Description:

Administration will establish and consistently implement schoolwide routines including regular walkthroughs and classroom visits in order to protect instruction time, prioritize bell-to-bell instruction, promote effective use of instructional time, and minimize interruptions.

Component	Item Name
Title I Schoolwide	Increase the quality and amount of learning time

G 2 Positive and Safe Learning Environment

Description:

By the end of the 2026-2027 academic year, OHMS will implement a PBIS framework with at least 75% fidelity as documented of the PBIS TFI (tiered fidelity inventory) checklist.

PM 2.1 Comprehensive School Counseling Plan

Description:

Oak Hill Middle School (OHMS) will implement a comprehensive school counseling plan in order to foster a safe, inclusive, and positive school climate. This approach integrates initiatives to reduce bullying, prevent new incidents, and improve peer relations. School counselors will meet with grades monthly during science/social studies courses to offer guidance lessons, PEP plan instruction, and student support. OHMS will restructure its school environment to minimize bullying opportunities, promote pro-social behaviors, and cultivate a sense of community. By actively involving all stakeholders (staff, students, parents, and the community). OHMS aims to create a supportive environment where all students feel valued, supported, and respected. The initiative will include mental health services, training, and increased engagement to strengthen community partnerships.

PM 2.2 PBIS Structure

Description:

The PBIS team with work with PBIS behavior support specialist to develop a comprehensive system to address behavior.

S 2.2.1 Clearly Defined Expecations

Description:

OHMS will display clearly defined expected behaviors in all areas of the building (cafeteria, gym, classrooms, restrooms, buses, etc.).

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups

AS 2.2.1.1 Establish behavioral expectations

Description:

The PBIS team will work to establish PBIS behavioral expectation posters to display throughout the building. The posters will outline what it means to show your Red Devils REPPS (to be responsible, engaged, prompt, prepared, and safe). The team will display expectation posters for the start of the school year. Roles and responsibilities for students, teachers, and administration will be listed to clearly define expectations and consequences for when expectations are not upheld.

Person Responsible:

PBIS Team, Administration, Teachers

Estimated Begin Date:

6/1/2026

Estimated Completion Date:

7/1/2027

S 2.2.2 PBIS Team Meetings

Description:

OHMS PBIS team will meet regularly to review WVIES discipline data, referral data, WV ZoomE data, and any other data sources to identify trends and gaps and use the findings to make informed adjustments to improve behavior supports and responses.

Component	Item Name
Title I Schoolwide	Address the needs of at-risk learners

PM 2.3 Parent engagement activities

Description:

OHMS will host regular parent engagement nights including math night, reading night, parent/teacher conferences, orientations, and others to provide essential training and support to parents and strengthen the parent-school partnership to promote student success.

S 2.3.1 Parent engagement events

Description:

Administration and title I staff will work together with the family engagement subcommittee to plan and implement regular parent engagement nights to provide training and ongoing support to teachers and families to ensure effective and consistent use of digital platforms for communication student progress and intentionally integrate opportunities that strengthen families' capacity to support student learning at home.

Component	Item Name
Title I Schoolwide	Parent and family engagement

AS 2.3.1.1 Family Engagement Opportunities

Description:

OHMS will host a variety of family engagement opportunities to to attract families to the school and intentionally integrate opportunities that strengthen families' capacity to support student learning at home.

Person Responsible:

Administration, Title I staff, Specialists

Estimated Begin Date:

6/1/2026

Estimated Completion Date:

7/1/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies, supplemental books, ink and toner	$1,468.57
	Title I Part A	Stipends and benefits	$2,000.00
		Total	$3,468.57

PM 2.4 Survey Completion

Description:

OHMS will promote and complete the district climate and culture survey as well and the state learning environment survey to measure needs. Ongoing school level parent and stakeholder surveys will be created and used to guide parent engagement activities and trainings.

S 2.4.1 Survey completion and stakeholder involvement

Description:

Collect data from the district's climate and culture survey and create ongoing school-level parent surveys to evaluate needs and measure progress in stakeholder engagement.

AS 2.4.1.1 Analyze climate and culture survey results

Description:

Students, faculty, and staff will participate in the district Climate and Culture Survey. The leadership team will analyze results to identify strengths and areas for improvement, while engageing parents in the process through targeted surveys.

Person Responsible:

SLT, Administration, Title Staff

Estimated Begin Date:

6/1/2026

Estimated Completion Date:

7/1/2027

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☐ **Not Applicable**

Required Items [Expand All] [Collapse All]	**Component Met**

1) **Opportunities for all children including subgroups** ☑
Address strategies to create opportunities for all children including subgroups

Explanation
OHMS has a social worker. All OHMS faculty teachers utilize the TIDE writing strategy and receive training on strategies to increase knowledge and skill level in writing. Anchor charts are posted and utilized in each classroom to support students writing skills. Title I Teachers provide intervention in small pull-out groups. Students are given attainable PBIS expectations and incentives to earn. OHMS also has the Principal's Council to provide students with an oppurtunity to give input for PBIS Incentives.

G 2 Positive and Safe Learning Environment

PM 2.2 PBIS Structure

S 2.2.1 Clearly Defined Expecations

2) **Activities that strengthen a well-rounded educational program** ☑
Address strategies that strengthen a well-rounded educational program

Explanation
PLCs are held and led by department heads and Curriculum Specialists to, discuss, plan, develop classroom assessments, and identify weak standards based on test data. Teachers examine standards in-depth and collaboratively review and discuss best practices oh how to meet the instructional needs of students. In addition professional development is provided to teachers to support teacher in communicating with parents of all SES backgrounds. Curriculum Specialists provide embedded instructional support as well as training in highly effective instructional strategies.

Title I teachers provide small-group intervention through push-in services.

Additional activities that support and strengthen the educational program: Project Lead The Way, CODA, Fellowship of Christian Athletes, sports, additional interventionist for math in the spring, and Principal's Council.

G 1 Academic Goal

PM 1.2 Professional Development

S 1.2.1 Professional Development & Conference Attendance

PM 1.1 Implement data-driven small group instruction

S 1.1.2 Writing Strategies

3) **Increase the quality and amount of learning time**
Address strategies that increase the quality and amount of learning time

Explanation
Title I teachers provide additional intervention to students that have identified weaknesses in ELA and math based on test data. Title I ELA and math intervention is held in small pull-out groups for an optimal learning environment for students. Title I teachers will also offer push-in services working with small groups within the classrooms. Schoolwide intervention and enrichment for all students takes place in their homeroom class. During this time students receive intervention to address their individual academic needs. Teachers plan and facilitate instruction so that there is bell-to-bell instruction for all students.

G 1 Academic Goal

PM 1.3 Instructional Leadership

S 1.3.2 Classroom walkthroughs and observations

4) **Provide an enriched and accelerated curriculum**
Address strategies that provide an enriched and accelerated curriculum

Explanation
Utilize iReady diagnostic testing and benchmark data to provide individualized math instruction to students. All classes require students to answer high DOK Level questions (DOK level 3 and 4) , and use and develop higher order thinking skills. A STEM program and a gifted programs are also available at the school. All students will participate in Red Devil Recharge intervention to allow for enrichment/intervention as needed.

G 1 Academic Goal

PM 1.1 Implement data-driven small group instruction

S 1.1.1 Targeted Instruction and Collaborative Planning

5) **Address the needs of at-risk learners**

Address strategies that address the needs of at-risk learners that may include the following:
- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation
Student support services - OHMS has a social-worker, two counselors, and PBIS students team that prompts positive behavior through incentive programs. Programmatic transition- OHMS holds transition for 5th and 8th graders, and move-up IEP meetings for 5th and 8th graders with IEPS. School wide expectations- Red Devils do their REPPS (responsible, engaged, prompt, prepared, and safe) support students in understanding and analyzing their behaviors. Professional development is provided to support the teachers in communicating effectively with parents of all SES backgrounds and mental states. Curriculum specialist provide embedded instructional support as well as explicit training in highly effective instructional strategies. PLCs are led by department heads and specialist to discuss, plan, and develop classroom informative assessments and identify weak standards based on data. Teachers review standards to prioritize them to collaboratively review best practices on how to meet instructional needs of the students.

G 2 Positive and Safe Learning Environment

PM 2.2 PBIS Structure

S 2.2.2 PBIS Team Meetings

6) **Parent and family engagement**

Address strategies that increase the parent and family engagement

Explanation

OHMS utilizes the district climate and culture survey to guide parent engagement and trainings.
We host parent engagement events such as: GSA/DATA Nights, Math Night and Reading Night,
In addition OHMS host several transition activities for 5th graders and 8th graders to help them navigate and adjust to a new school environment.
Train teachers on how to work with parents/grandparents.

G 2 Positive and Safe Learning Environment

PM 2.3 Parent engagement activities

S 2.3.1 Parent engagement events

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☑ **Not Applicable**

	Required Items [Expand All] [Collapse All]	Component Met
1)	**Identify students to be served** Address strategies to identify students to be served **Explanation**	☐
2)	**Opportunities for all children including subgroups** Address strategies to create opportunities for all children including subgroups **Explanation**	☐
3)	**Activities that strengthen a well-rounded educational program** Address strategies that strengthen a well-rounded educational program **Explanation**	☐
4)	**Increase the quality and amount of learning time** Address strategies that increase the quality and amount of learning time **Explanation**	☐
5)	**Provide an enriched and accelerated curriculum** Address strategies that provide an enriched and accelerated curriculum **Explanation**	☐
6)	**Address the needs of at-risk learners** Address strategies that address the needs of at-risk learners that may include the following: - Student support services - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment) - PBIS - Professional development and teacher recruitment - Preschool transition **Explanation**	☐

7) **Parent and family engagement**
Address strategies that increase the parent and family engagement

Explanation

8) **Coordination of program**
Address strategies that coordinate program services

Explanation

9) **Minimize pull-out instruction**
Address strategies that minimize pull-out instruction

Explanation

10) **Review progress of children served under the program**
Address strategies to review the progress of children served under the program

Explanation

School Strategic Plan Related Documents

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Required Documents

This page is currently not accepting Related Documents.

Fayette County Schools (020) Public District - FY 2027 - Oak Hill Middle School (020-302) Public School - School Strategic Plan - Rev 0

Checklist Description (Collapse All Expand All)