



Title I Schoolwide/School Improvement Plan
2025-2026

School Name: Lakeview Primary School	
School Mailing Address: 372 Blandy Road, Milledgeville, GA 31061	
LEA Name: Baldwin County School District	
LEA Title One Director/Coordinator Name: <i>Dr. Kristina Brooks, Superintendent</i>	
LEA Title One Director/Coordinator Signature: <i>Shonya A. Mapp, Federal Program Specialist</i>	Date: <i>July 1, 2025</i>
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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Tracy Clark		Principal
Lee Ann Robinson		Assistant Principal
DeeAnna May		Instructional Coach
Whitney Hinton		Montessori Lead
Baileigh Williamson		Kindergarten
Stacey Cummings		Kindergarten
Heather Martin		1st Grade
Meredith Channell		1st Grade
Amy Wallace		2nd Grade
Susan Phillips		2nd Grade
Wichelle Norton		Exploratory
Kaylie Anderson		PEC
Amber Hightower		PEC
Brenda Brown		Media
Ginny Gray		Gifted
Jameka Simmons		EIP



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SWP/SIP Components

1. **Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)** is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to 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

iReady FY 25 Reading

	<i>On Grade Level</i>	<i>1 Grade Level Below</i>	<i>2 Grade Levels Below</i>
Overall	54%	41%	5%
K	74%	26%	0%
1	41%	58%	1%
2	49%	35%	15%

	<i>Percentage of Students who improved ½ to 1 grade level</i>
Overall	63% - 300 Students
K	71% - 108 Students
1	49% - 83 Students
2	69% - 109 Students



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iReady FY 25 Math

	On Grade Level	1 Grade Level Below	2 Grade Levels Below
Overall	44%	49%	7%
K	63%	37%	0%
1	38%	57%	5%
2	32%	53%	15%

	<i>Percentage of Students who improved ½ to 1 grade level</i>
Overall	54% - 260 Students
K	60% - 91 Students
1	48% - 81 Students
2	56%- 88 Students

Response:

Lakeview 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.

Strengths:

- ★ Heggerty Phonemic Awareness
- ★ Tier Process with Interventions and Progress Monitoring was a consistent process.
- ★ PBIS & Leader in Me worked well with a focus on building community
- ★ Flexibility in academic programs
- ★ Instruction moved forward with standards-based teaching and, the growth of teachers with targets and goals.
- ★ Continuous writing throughout the year.
- ★ Number of teachers trained in LETRS, Orton Gillingham, and Wilson
- ★ Staff Ledger- Running Record so that teachers can reference it quickly
- ★ LPS Quick Reference HUB- Easy access for teachers for all pertinent school forms and protocols
- ★ FOUNDATIONS



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- ★ Number of students showing growth.
- ★ Small Group Instruction
- ★ Quickly identifies students needing academic and behavioral supports through the MTSS process.
- ★ EIP focused on Reading Pull Out
- ★ UFLI for EIP and After School Program
- ★ Student Leadership Program
- ★ Phonological Awareness, High Frequency Words, Phonics
- ★ Numbers & Operations, Algebraic Thinking

GAPS:

- FOUNDATIONS- late start date
- Phonemic Awareness/Automatism in letter sounds- Lack of consistent T1 instruction for phonics.
- Number sense
- Strong vocabulary
- Social Emotional Learning/Behavioral Issues- Especially with incoming Kindergarten students.
- Lack of Pre-K experience for incoming Kindergartners
- Math Curriculum- DOE lesson were more activity-based rather than guiding curriculum
- New Math Standards
- Attendance
- EIP Math Pull-out.
- Informational Text
- Measurement and Data

Plan of Action:

- ☐ EIP for K-2; reading pullout and augmentation; Math augmentation
- ☐ Continue to implement the Tier process started last year.
- ☐ Continuing Heggert
- ☐ Continued Implementation of iReady Math and iReady Reading Pathways
- ☐ SEL Exploratory
- ☐ SEEKs
- ☐ Guidance Counseling small groups; individual
- ☐ Behavior Specialist small groups; individual
- ☐ Check In Check Out formal practice
- ☐ Implementation of WIN- Whatever I Need, DEAR (Drop Everything and Read)
- ☐ Continue PBIS initiatives- Fab Friday, Positive People, Class Community Building
- ☐ Leader In Me
- ☐ Implementation of New Teacher Induction Program
- ☐ Top Notch Teacher for Staff
- ☐ Using iReady more strategically with students receiving Tier Instruction
- ☐ Continue using UFLI with EIP and ASP
- ☐ Collaborative Planning for Small Groups Reading & Math.



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2. School-wide reform strategies that:

- Provide opportunities for all children, including all subgroups defined in [Section 1111(c)(2)] to meet the challenging State academic standards;
- Use methods and instructional strategies that strengthen the academic program in the school, 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
- Heggerty Instruction
- Utilize FOUNDATIONS Reading Phonics program
- Utilize BENCHMARK Reading Program
- Instructional Coach (strong evidence)
- Early Intervention Program services to provide support for at-risk students
- Upgrade classroom libraries
- Utilize WIN for (remediation and enrichment) students based on data from formative assessments and classroom performance
- Utilize a blended learning format to facilitate instruction.
- Conduct peer observations.
- Participate in professional learning communities (Tuesdays-Thursdays)
- Participate in 1/2 professional days for lesson planning/collaboration
- Incorporate open-ended responses in instruction and assessments.
- Provide opportunities for students to participate in Black History Month activities
- Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)
- Scheduling for classroom support during small group ELA instruction



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- *Effectively utilize the RTI process for identification and appropriate interventions*
- *Utilize Formative Instructional Practice for learning goals and targets in ELA*
- *Utilize Decodable Text*
- *Utilize iReady for data gathering purposes, goal setting, and conferencing.*

Math:

- *Ready Math & I Ready (Math Interventions)*
- *Instructional Coach (strong evidence)*
- *Utilize WIN for (remediation and enrichment) students based on data from formative assessments and classroom performance.*
- *Utilize a blended learning format to facilitate instruction.*
- *Conduct peer observations.*
- *Participate in professional learning communities (Tuesdays-Thursdays)*
- *Participate in 1/2 professional days for lesson planning/collaboration*
- *Incorporate open-ended responses in instruction and assessments.*
- *Implement STEM-based projects in units and activities.*
- *Early Intervention Program services to provide support for at-risk students*
- *Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)*
- *Effectively utilize the RTI process for identifications and appropriate interventions.*
- *Utilize Formative Instructional Practice for learning goals and targets in Math.*
- *Utilize IREADY for data-gathering purposes, goal setting, and conferences.*

Student Attendance:

- *Monitor attendance weekly*
- *Utilize a daily class acknowledgment for all students being present*
- *Send home the appropriate correspondence to parents when students miss 2 and 4.5 days in a single quarter. Request meeting with parents when students have missed ≥ 4 days.*
- *Refer students to grade level counselor for absences, parental contacts, and referrals to the 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 Character Cash for their class by exhibiting these expectations, which can be redeemed for class goals that are set. Additionally, students are selected from each homeroom class weekly as Knight of the Week for displaying a pre-selected character trait using the 5 Pillars of Character.

We also employ a part-time behavior specialist. The specialist works with students who have been identified in Tier 2 or Tier 3 and need behavioral assistance. They work closely with administration and teachers to determine what the student needs to work on according to their behavior. The specialist also works with teachers to do a Functional Behavior Assessment and develop Behavior Intervention Plans. They work with individuals or a group of students based on their needs.



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Students participate in a daily morning meeting. The purpose of the morning meeting is to build relationships with the students and help foster their social-emotional development.

Transition visits take place in the spring to assist Pre-K and Head Start students with transitioning to a new school, kindergarten classrooms, and second—to third-grade.

Professional Learning

LPS 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 must work collaboratively to focus on pacing, instruction, and assessment. Three of the five common planning periods per week is set aside for teachers to collaborate with content teammates per grade level. 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 LPS participates in ongoing, research-based professional learning, which is determined by the academic and social needs of our students and the instructional needs of our staff. Teachers participate in ongoing virtual professional learning, in-house training in data analysis, effective instructional delivery techniques, methodologies for increasing student engagement, standards-based classrooms, and, when appropriate, classroom management. New staff members receive essential training from the BOE staff, an orientation, and a mentor teacher at the school site.

At least one day per semester is set aside for each content teacher team, along with the special education support teacher and paraprofessional working with the content team to plan for upcoming units and review data to adjust instruction.

Common planning periods on Monday-Thursday are set aside for professional learning. Teachers are expected to utilize knowledge gained in training and apply to their own students, classrooms, instruction, planning, and data analysis. Continued training on the following occurs during the Tuesday and Thursday sessions:

- *MTSS/RTI*
- *Standards-based instruction*
- *Small Group Instruction*
- *Analyzing data for strengths and weaknesses*
- *Planning relevant instruction*
- *Writing strategies*
- *Georgia Standards of Excellence (GSE)*
- *Grading Principles and Practices*

3. Evaluation of the Schoolwide Plan - 34 CFR § 200.26

- **Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.**



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- **Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.**
- **Describe how the Schoolwide Plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.**

Response:

We regularly monitor any available data in PLCs. We do observations/walkthroughs and provide feedback, we have ongoing Professional Learning and coaching cycles.

We continuously adjust instructional practicing as we see that the schoolwide program is not effective. We provide professional learning and coaching cycles as needed.

We will continuously revise the schoolwide plan as we implement or change instructional strategies and practices. We will include new professional learning or updated professional learning that may be needed.

4. 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.**
- **Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111 (d), if appropriate and applicable.**

Response:

We have involved faculty, staff, parents, and community members in the planning, review, and implementation of the comprehensive school-wide program plan through the involvement of our Local School Governance Team. The LSGT also reviewed and endorsed the final plan. The plan is a working document that will be monitored at a minimum twice a month and consistently throughout the year. Revisions will be made as needed.

Lakeview Primary School has developed a school compact with parents, teachers, and students that include those things of particular importance to the academic improvement of students such as: communicating with the



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child's teacher on a regular basis, providing a home environment that encourages the child to learn, supporting the school in developing positive behaviors (PBIS), staying aware of what the child is learning, and making sure that the child completes homework assignments and prepare for high stakes testing.

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

5. ESSA Requirements to include in the Schoolwide Plan:

- **Jointly developed with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.**

Response:

LPS recognizes the importance of parental involvement in order to provide a quality education to the children of Baldwin County. The parent and family engagement plan outlines how to actively involve all parents in their child's journey. Parents will be notified of the policy in an understandable and uniform format, and to the extent practicable, provided in a language that parents can understand. The plan will be updated annually and parents will have the opportunity to participate in the revision. LPS has established clear and concise objectives and strategies to increase parent and family engagement within our school and community.

We have established the following activities to increase parent and family engagement:

- *Knight of the Week Celebrations*
- *Knight of the Month*
- *Community Nights focusing on Literacy, Math, and STEAM*
- *Thanksgiving Luncheons*
- *Parent Teacher Organization Meetings*
- *STEM Night*
- *Musical Performances*
- *Play Performance*
- *Kindergarten Graduation*
- *Honors Celebrations for First and Second Grade*
- *Weekly Newsletters, Facebook, and Dojo for communication*
- *Local School Governance*
- *Seasonal Celebrations*

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



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- *The use of the Instructional Coach 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)*
- *A Parent and Family Engagement and Resource Center for use at LVA has been created with the support of parents, faculty, and staff. The goal at Lakeview Primary School is to increase parent and family engagement primarily by creating a school environment that is inviting to parents. The resource center exists to provide parents and families with information and resources they need to support their children and the school in providing the best possible education. A partnership with local agencies will also make 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)*
- *FUNDATIONS(Strong Evidence)*
- *Heggerty (Strong Evidence)*
- *Differentiated Instruction (Strong Evidence)*
- *Professional Learning Communities (Strong Evidence)*
- *Iready Math and Reading Pathways (Strong Evidence)*
- *Response to Intervention (Strong Evidence)*
- *Morning Meetings (Strong Evidence)*
- *Positive Behavior Intervention Supports (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: