



Title I Schoolwide/School Improvement Plan  
2023-2024

<b>School Name:</b> Lakeview Academy	
<b>School Mailing Address:</b> 220 N ABC Street Milledgeville, GA 31061	
<b>LEA Name:</b> Baldwin County School District	
<b>LEA Title One Director/Coordinator Name:</b> Dr. Noris Price, Superintendent	
<b>LEA Title One Director/Coordinator Signature:</b> Dr. Noris Price	<b>Date:</b> 9/30/2023
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Title I Schoolwide/School Improvement Plan  
2023-2024

**Planning Committee Members:**

NAME		POSITION/ROLE
Shawne Holder		Principal
Heather Chancellor		Assistant Principal
Keith Pruett		IC
Beth Craddock		3rd Grade Teacher
Pam Brookins		4th Grade Teacher
Diondrea Whipple		Montessori
Angela Adside		5th Grade Teacher
Ken Smith		5th Grade Teacher
Scholonda Spikes		PEC Teacher
Hannah Rauscher		PEC Teacher
Charlene Dunn		Exploratory
Jennifer Pruett		MTSS
Keata Anderson		Media Specialist
LaShonda Hurst		Behavior Specialist
Candace Collins		Family Engagement
Allison Rousey		ELL Teacher
Rosie Lowndes		Gifted



Title I Schoolwide/School Improvement Plan  
2023-2024

**SWP/SIP Components**

1. **Comprehensive Needs Assessment: Sec. 1114(b)(6)** is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency

*Response:*

Lakeview Academy 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.

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:*

*Title I funds will be used to support the following strategies/initiatives:*

**Literacy:**

- Implement small group and whole group training in literacy instruction and mathematical practices



Title I Schoolwide/School Improvement Plan  
2023-2024

- *Instructional Coach (strong evidence)*
- *Early Intervention Program services to provide support for at-risk students addressed in pull out and small groups*
- *Upgrade classroom libraries*
- *Utilize ELT for (remediation and enrichment) students based on data from formative assessments and classroom performance*
- *Utilize a blended learning format to facilitate instruction.*
- *Utilize FastForward and Successmaker for remediation and enrichment in ELA*
- *Conduct peer observations.*
- *Reading initiatives, ex. 400 Reading Club*
- *Participate in professional learning communities (Monday, Tuesday and Thursday)*
- *Participate, review, and incorporate Quality Conversations in the classroom.*
- *Incorporate open-ended responses in instruction and assessments.*
- *Provide opportunities for students to participate and compete in Black History Month, Tech Fair, Reading Bowl, and Perennial Math activities*
- *Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)*
- *Literacy Consultant*
- *PLC Guiding Questions*
- *Data analysis*
- *Differentiated Instruction lesson plans for Reading.*
- *Common Assessments*
- *Class size reduction teachers*

**Math:**

- *Instructional Coach (strong evidence)*
- *Utilize ELT for (remediation and enrichment) students based on data from formative assessments and classroom performance.*
- *Utilize SuccessMaker and USA Test Prep for remediation and enrichment.*
- *Utilize a blended learning format to facilitate instruction.*
- *Utilize an ISN (interactive student notebooks) to support mastery of content.*
- *Conduct peer observations.*
- *Participate in professional learning communities (Monday, Tuesday, and Thursday)*
- *Participate in full-day professional days for unit planning*
- *Incorporate open-ended responses in instruction and assessments.*
- *Implement STEM-based projects in units and activities.*
- *Utilize USA Test Prep to support math instruction*
- *Utilize hands-on learning activities with manipulatives.*
- *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)*
- *Multiplication King and Queen*



Title I Schoolwide/School Improvement Plan  
2023-2024

- *Collaboration of common assessments .*
- *PLC Guiding Questions*
- *Data analysis*
- *Differentiated Instruction lesson plans for Math.*

**Student Attendance:**

- *Monitor attendance weekly*
- *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  $\geq 4$  days.*
- *Reward students with a PBIS Rewards point on a weekly basis for perfect attendance.*
- *Attendance reports are discussed during each SILT team meeting.*
- *Refer students to grade level counselors for absences, parental contacts, and referrals to truancy officers.*

**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 Braves Buck, by exhibiting these expectations, that can be redeemed regularly for small and large incentives. Additionally, students are selected from each homeroom class on a monthly basis as Student of the Month for displaying a pre-selected character trait.*

**BRIDGE**

*Last year, we had a class of young men that were at risk for behaviors and or academic success. This class started their day with social skills and academic areas of need. The teachers and support staff would then look at the lesson plans on Google Classroom and work with student individually. Most importantly, the support staff designed lessons to build self-esteem, appreciation for the adults and peers in their life and self respect.*

**Transition**

*Transition visits take place in the spring to assist 2nd Grade students to transition to 3rd Grade.*

**Professional Learning**

*LVA 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 LVA 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*



Title I Schoolwide/School Improvement Plan  
2023-2024

*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 teachers and paraprofessionals working with the content team to plan for upcoming units and review data to adjust instruction.*

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

- *Blended Learning*
- *Standards-based instruction*
- *Analyzing data for strengths and weaknesses*
- *Planning relevant instruction*
- *Writing strategies (6 + 1 Writing Strategies)*
- *Georgia Standards of Excellence (GSE) (Deconstructing the Standards)*
- *Grading Principles and Practices*
- *Increasing Rigor, Relevance, and Relationship building in the classroom*
- *Improving quality conversations*
- *Guided reading in small groups*

**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:*



Title I Schoolwide/School Improvement Plan  
2023-2024

*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 Academy 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:**

*LVA 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. LVA 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:**

- *Learning activities and interactive sites are posted weekly/ monthly via social media and/or Class Dojo.*
- *Community nights: Northside Church, Graham homes, PTO meetings, Testing Preparation, Literacy Fair,*
- *Volunteering: Holiday Salvation Army; Crayon Drive; Food Pantry/ Drive, United Way, and Relay for Life*



Title I Schoolwide/School Improvement Plan  
2023-2024

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

- *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 has been created with the support of parents, faculty and staff. The goal at Lakeview Academy 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 writin, 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: