



Title I Schoolwide/School Improvement Plan
2024-2025

School Name: Lakeview Academy	
School Mailing Address: 220 N ABC Street Milledgeville, GA 31061	
LEA Name: Baldwin County School District	
LEA Title One Director/Coordinator Name: <i>Dr. Noris Price, Superintendent</i>	
LEA Title One Director/Coordinator Signature: <i>Noris Price</i>	Date: <i>10/1/2024</i>
LEA Title One Director/Coordinator Mailing Address: 110 North ABC Street Milledgeville, Georgia 31061	
Email Address: <i>Noris.price@baldwin.k12.ga.us</i>	
Telephone: (478) 457-3303	
Fax: (478) 457-3327	



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Planning Committee Members:

NAME	POSITION/ROLE	Signature
Shawne Holder	Principal	
Heather Chancellor	Assistant Principal	
Keith Pruett	Instructional Coach	
Keata Anderson	Media Specialist	
Beth Craddock	3rd Grade Teacher	
Amie Dietz	3rd Grade Teacher	
Diondrea Whipple	4th Grade Montessori	
Kori Rucker	4th Grade Teacher	
Jessi Caron	4th Grade Teacher	
Angela Adside	5th Grade Teacher	
Josh Prentice	5th Grade Teacher	
Rosemary Lowndes	OE Teacher	
Schlonda Spikes	PEC Teacher	
Hannah Rauscher	PEC Teacher	
Candice Collins	Family Liaison/ Counselor	
LaShonda Hurst	Behavior Specialist	
Charlene Dunn	Coach/PE	



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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 challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, 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.

Data Analysis from FY24 GMAS and

X FY24 LVA Multi Year Data (GMAS, MAP, iReady.xlsx) to determine goals and needs.

- Root cause analysis (based on FY24 data above):
 - a. Why are students performing below the state average in reading?
 - Lack of differentiated instruction to address student deficits
 - Lack of fidelity of implementation of the units/research-based instructional strategies
 - Lack of knowledge of how to teach reading foundations
 - b. Why are 5th-grade students performing below the state average in science?
 - Not teaching science using reading strategies.
 - Not teaching science each day.
 - Lack of rigorous assessments used to judge student performance.
 - c. Why did students perform so poorly in the writing domain in third, fourth, and fifth grades?
 - Lack of explicit writing instruction in the units of study.
 - Explicit instruction did not start until after January
 - Lack of professional learning in the area of writing.
- Action Steps:
 - Parental engagement through community nights and parent conferences
 - Ensure that science instruction is scheduled and taught with fidelity



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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 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:

- Utilize DI for (remediation and enrichment) students based on data from formative assessments and classroom performance.
 - Professional learning for individuals who need support teaching differentiated instruction
- Continue providing opportunities for teacher training on LETRS, Orton, Wilson, Heggarty's Bridge the Gap and other research-based instructional strategies
- Optimize student learning and growth by implementing the Wilson Reading System for our EIP students (students who fall in the first to twelfth percentile on MAP and/ or iReady).
- Incorporate explicit instruction of writing into the units of study for the entire school year.
 - Provide professional learning on teaching the writing process.
 - Implement a framework for writing and assessing writing
 - Teach writing explicitly using the Trait Crate and Writescore lessons.
 - Utilize WriteScore as a gauge to judge our students' writing before Milestones
- Early Intervention Program services to support at-risk students using the Wilson Reading System.



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- Implement the Wilson Reading System for students who fall in a certain percentile or are flagged in our dyslexia screener (MAP Fluency and iReady).
- Utilize iReady for remediation and enrichment (teacher toolbox)
 - Use of the iReady MyPath.
 - Use of Magnetic Reading
- Use MAP Fluency as a dyslexia screener
- Participate in professional learning communities (Monday, Tuesday and Thursday)
 - PLC Guiding Questions
 - Data analysis
 - Utilize technology to disaggregate data and create CFAs (Illuminate, Beacon, iReady)
 - Utilize protocols to analyze student work
 - Ensure assessments align with the content taught and have an appropriate level of rigor
 - Incorporate open-ended responses in instruction and assessments
- Provide opportunities for students to participate and compete in Black History Month essay contests, Tech Fair, Spelling Bee, Young Georgia Authors, and Reading Bowl
- Community Nights for Parent and Family Engagement Initiatives (Math, Literacy, STEAM)
- Literacy Consultant to support PL needs
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness.
 - The instructional Coach will monitor lesson plans for effective differentiated instruction
 - The instructional Coach will conduct coaching cycles for identified teachers
 - Continue using the literacy walk-through sheet to monitor the implementation of high-quality instruction
- Exploratory staff to assist with augmenting.
- Community in Schools provides tutors to selected students based on data and parental consent.
- Utilize an ISN (interactive student notebooks) to support mastery of content.
- Professional Learning visits to colleagues' classrooms.

Math:

- Utilize DI for (remediation and enrichment) students based on data from formative assessments and classroom performance.
 - Professional learning for individuals who need support teaching differentiated instruction
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness.
 - The instructional Coach will monitor lesson plans for effective differentiated instruction
 - The instructional Coach will conduct coaching cycles for identified teachers
- Utilize iReady for remediation and enrichment (teacher toolbox)
 - Use of the iReady MyPath.
 - Use of iReady Workbooks



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- Implement the use of manipulatives and other research-based instructional strategies
- Utilize an ISN (interactive student notebooks) to support mastery of content.
- Participate in professional learning communities (Monday, Tuesday, and Thursday)
 - PLC Guiding Questions
 - Data analysis
 - Utilize technology to disaggregate data and create CFAs (Illuminate, Beacon, iReady)
 - Utilize protocols to analyze student work
 - Ensure assessments align with the content taught and have an appropriate level of rigor
 - Incorporate open-ended responses in instruction and assessments
- Professional Learning visits to colleagues' classrooms.
- Community Nights for Parent and Family Engagement Initiatives
- Math Consultant to support PL needs
- Exploratory staff to assist with augmenting.
- Communities in Schools program provides math and literacy tutoring based on assessment data and parent consent.

Science:

- Implement new science units
- Consultants from Oconee RESA for science instruction using CER (Claim, Evidence, and Reasoning)
- Utilize Progress Learning for science common assessments.
- Incorporate more science-based informational text, that are aligned with the science standards, into the curriculum

Social Studies:

- Integrate grade-level social studies content into the literacy block/units of study
- Continue to support our GaDOE Social Studies Champion

Student Attendance/tardies:

- Meet with parents of students who have a history of excessive tardies/absences to discuss attendance contract
- Monitor attendance weekly by attendance monitor.
- Send the appropriate correspondence to parents when students miss 3 unexcused days and an attendance referral is sent to the truancy officer after 5 unexcused days.
- The Counselor will request a meeting with parents when students have missed > 8 days
- Reward students quarterly for perfect attendance.
- Attendance reports are discussed during the monthly SILT team meeting.
- Refer students to the counselor for absences, additional parental contact, and referrals to the truancy officer.

Positive Behavior Intervention and Supports

We implement 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



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with attributes, locations, and expectations. Students earn Eagle bucks via Class Dojo, by exhibiting these expectations, the Dojo percentage earns them a ticket to participate in a monthly incentive. Additionally, students are selected from each homeroom class every month as Eaglet of the Month for displaying a pre-selected character trait.

During the FY25 school year, LVA will begin the three-year process of becoming a *Leader in Me School*. This opportunity is being provided through a grant along with collaboration with Franklin Covey. This program fosters leadership and self-efficacy. Students will be taught the Leader in Me Curriculum during our Eagle Engagement/morning meeting.

Transition

Transition visits take place in the spring to assist 2nd-grade students with the transition to 3rd grade, as well as, 5th-grade students transitioning to OHMS.

Professional Learning

LVA includes all teachers, administrators, and paraprofessionals 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. Two days a week are set aside for collaboration with teammates among the grade level.

- Monday- Individual planning
- Tuesday- PLC/Collaborative planning on grade level
- Wednesday- Individual Planning
- Thursday- Collaborative planning in data room/PL as needed
- Friday- Data Day

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 techniques, methodologies for increasing student engagement, standards-based classrooms, and classroom management. New staff members receive essential training during orientation, monthly from the BOE staff, and through a mentor teacher at the school site.

Special education teachers and paraprofessionals participate in weekly collaboration meetings to plan with grade-level teammates and collaborate with grade-level teachers.

Common planning periods are set aside for instructional planning. Our instructional coach offers optional professional learning based on identified needs or teacher requests. Teachers not assigned to these



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optional sessions may attend. Continued training on the following occurs during the Monday and Tuesday 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
- Utilizing manipulatives

In addition to school-level professional learning, administrators, academic coaches, and teacher leaders attend professional learning provided by state professional organizations (GACIS, GAEL, GAESP, RESA) on current legislation, state requirements, and curriculum changes.

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

- **Address the regular 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.**
- **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:

In addition to the annual review of our Schoolwide Plan, the plan is tied to our school improvement plan and will be monitored for fidelity of implementation at our monthly Local School Governance Team meetings and School Improvement Leadership Team Meetings.

Academic, attendance, and discipline data will be monitored to ensure the effectiveness of the identified initiatives outlined in our school-wide plan.

4. Schoolwide Plan Development: Sec. 1114(2)B)(I - IV)

- **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;**



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- 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 a 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 monthly. Revisions will be made as needed.

Lakeview Academy has developed a school compact with parents, teachers, and students that includes those things of particular importance to the academic improvement of students such as: communicating with the child's teacher regularly, 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.

The schoolwide plan and the compacts are available on our school website and printed copies are 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.



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Response:

LVA recognizes the importance of parental involvement to provide a quality education to the children of Baldwin County. The LVA parent and family engagement plan outlines how parents can participate in their child's educational journey. Revisions to the plan are made in the spring based on stakeholder feedback. Parents are provided with a copy of the updated plan at the beginning of each school year in their home language. 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:

- Communities in Schools (CIS) Site Coordinator) to support parent and community engagement
- Learning activities and interactive sites are posted weekly/ monthly via social media and/or Class Dojo.
- Grade-level newsletters are sent home each week in communication folders.
- Community nights: PTO meetings, Science Night, Testing Preparation
- Family Engagement: Resource Center provided for supporting parents with accessing technology and access to free laundry facility
- Fine Arts productions for students to showcase their talents
- Spirit Nights at local businesses,
- Volunteer opportunities
- PTO
- Local School Governance Team

Link School Improvement Plan here:

[School Improvement Plan](#)