



Georgia Department of Education  
 Richard Woods, Georgia's School Superintendent  
 "Educating Georgia's Future"

**Georgia Department of Education  
 Title I Schoolwide/School Improvement Plan**

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>		
<b>School Name:</b> Lakeview Middle School		<b>District Name:</b> Catoosa
<b>Principal Name:</b> Vince Phillips		<b>School Year:</b> 2016-2017
<b>School Mailing Address:</b> 416 Cross Street		
<b>Telephone:</b> 706-866-1040		
<b>District Title I Director/Coordinator Name:</b>		
<b>District Title I Director/Coordinator Mailing Address:</b>		
<b>Email Address:</b>		
<b>Telephone:</b>		
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>		<b>Focus School</b> <input type="checkbox"/>
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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### SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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**Planning Committee Members**

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Kristian Edgeman		teacher
Jonathan Eyles		teacher
Patrick Johnston		teacher
Julie Lowery		teacher
Ty Cook		teacher
Kerry Oren		teacher
Randi Smith		teacher
Lisa Thompson		teacher
Kara White		teacher
Jeff Chastain		Assistant Principal
Tracy Horton		Assistant Principal
Vince Phillips		Principal
Marilyn Ware		Parent
Jefferey Evans		Parent
Mary Lanham		Parent



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### SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

#### *Response:*

- A. Our Title I Schoolwide Plan was developed with the active and collaborative involvement of our School Leadership Team and our Title I Parents Advisory Council. Members are listed on the previous page and as follows: JEFF CHASTAIN, VINCE PHILLIPS, TRACY HORTON, KATHY MOORE, JONATHAN EYLES, KRISTIAN EDMAN, KARA WHITE, PATRICK JOHNSTON, KERRY OREN, JULIE LOWERY, RANDI SMITH, TY COOK, LISA THOMPSON, MARILYN WARE, JEFFREY EVANS, MARY LANHAM

- B. We have used the following instruments, procedures, or processes to obtain this information.

As a part of the strategic planning, the Lakeview Middle School's School Improvement Planning committees developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CCRPI, ACCESS for ELLs, Write Score Writing Assessments, Star Reading, Star Mathematics, Study Island, SLOs, Dreambox, and Reading Plus.

Georgia Milestones (currently) and the Criterion Referenced Competency Test (CRCT) (formerly)-These test have been designed to measure how well students acquire the skills and knowledge described in the state mandated content standards in reading, English/language arts, mathematics, science and social studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels.

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)- This assessment measures the individual student's progress in English language acquisition. It is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model performance indicators (MPIs) that describe the expectations educators have of ESOL students.

STAR Reading-STAR Enterprise assessments use the most sophisticated statistical and test-creation technology and psychometrics to get more value out of each testing session. Extensive item calibration determines each test item's difficulty in relations to thousands of real students, applying advanced principles of Item Response Theory (IRT) and computer adaptive testing.



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STAR Math- STAR Enterprise assessments use the most sophisticated statistical and test-creation technology and psychometrics to get more value out of each testing session. Extensive item calibration determines each test item's difficulty in relations to thousands of real students, applying advanced principles of Item Response Theory (IRT) and computer adaptive testing.

Study Island-Study Island combines a rigorous content that is highly customized to specific state standards in mathematics, reading, writing, science, and social studies with interactive features and games that engage students and reinforce and reward learning achievement. Study Island's programs enable educators to track student performance in real-time to address individual learning gaps, while allowing administrators to monitor student progress and teacher effectiveness.

Student Learning Objectives (SLOs)-District determined SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

Dreambox- Dreambox is a non-linear program that analyzes students' mathematical and logical strengths and weaknesses based on an initial diagnostic test. The program adjust instructional material based on student performance by standard, enriching in areas of strength and remediating in areas of weakness.

Reading Plus- Reading Plus is a non-linear program that analyzes students' strengths and weaknesses in reading. After completing a pre-assessment, a specially designed weekly program for each student is created to enhance students' reading efficiency through engaging texts while also reinforcing and rewarding learning achievement.

Our School Leadership Team will meet four-six times throughout the 2016-2017 school year to monitor the school's progress on the plan and update/revise plan as needed. Grade level content data teams will meet weekly with administrators and the academic coach using the Meeting of Purpose Template to guide data discussions.

C. We have taken into account the needs of migrant children by immediately identifying migrant students using the Parent Occupational Survey (POS). Migrant students travel with their parents as the parents follow seasonal work like picking vegetables and fruit or cutting timber, working poultry, dairy, and livestock. All POS forms are forwarded to Tom Tyler, Title III Coordinator, who reviews the information provided by parents and forwards appropriate forms to the Migrant Consortium Specialist. Lakeview Middle Schools and Catoosa County Schools



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are part of the Title I, Part C-Migrant consortium and this consortium will provide appropriate services to identified migrant students.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

Math and ELA Focus: Improve Math and ELA performance by 5% on the Georgia Milestone. (Students scoring 2 or higher will increase by 5%).

### 2015 College and Career Ready Performance Index (CCRPI)

District:	Catoosa County - 623	Title I School:	Yes			
School:	Lakeview Middle School - 2552	Grades:	06, 07, 08			
Choose a Report Type: <input type="radio"/> School <input checked="" type="radio"/> Middle School						
<span style="background-color: #0070C0; color: white; padding: 2px;">CCRPI Score</span> <span style="background-color: #0070C0; color: white; padding: 2px; margin-left: 5px;">Achievement</span> <span style="background-color: #0070C0; color: white; padding: 2px; margin-left: 5px;">Progress</span> <span style="background-color: #0070C0; color: white; padding: 2px; margin-left: 5px;">Achievement Gap</span> <span style="background-color: #0070C0; color: white; padding: 2px; margin-left: 5px;">ED/EL/SWD Performance</span> <span style="background-color: #0070C0; color: white; padding: 2px; margin-left: 5px;">Exceeding the Bar</span> <span style="background-color: #0070C0; color: white; padding: 2px; margin-left: 5px;">Performance Flags</span> <span style="background-color: #0070C0; color: white; padding: 2px; margin-left: 5px;">Financial Efficiency</span> <span style="background-color: #0070C0; color: white; padding: 2px; margin-left: 5px;">School Climate</span>						
<b>Achievement</b>						
	<b>Middle School Indicators</b>	<b>Benchmark for Indicator (%)</b>	<b>Performance on Indicator (%)</b>	<b>Adjusted Performance on Indicator (%)</b>	<b>Points Possible for Indicator</b>	<b>Points Earned on Indicator</b>
1	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate >= 95%)	100	52.719	NA	10	5.272
2	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate >= 95%)	100	58.775	NA	10	5.878

### Performance

<b>Legend:</b>	Subgroup met both State and Subgroup Performance Targets	Subgroup met Subgroup but not State Performance Target	Subgroup met State but not Subgroup Performance Target	Subgroup did not meet either the State or Subgroup Performance Targets	
Not Applicable	Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets	
<b>Subgroup Performance</b>	<b>English Language Arts</b>	<b>End of Grade</b>		<b>Social Studies</b>	
		<b>Mathematics</b>	<b>Science</b>		
American Indian/Alaskan					
Asian/Pacific Islander					
Black					
Hispanic					
Multi-Racial					
White					
Economically Disadvantaged					
English Learners					
Students With Disability					
7	Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones ELA EOG	100	60.811	10	6.081

Improve Lexile level proficiency in grades 6-8 by 5%.

Attendance Focus: The number of students missing more than 6 days will decrease by 5%.

9	Percent of students missing fewer than 6 days of school	77.7	60.784	78.229	10	7.823
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Technology Focus:  
According to Title 1 Parent Survey,

2. Schoolwide reform strategies that are scientifically research-based directly tied to the comprehensive needs assessment and academic standards:

*Response:*

- Implementation of DreamBox and Reading Plus, research-based programs to enhance reading and Lexile levels and mathematics skills.
- Daily Extended Learning Time (ELT) allows teachers to provide remediation and enrichment in a timely manner
- Teachers will attend professional development throughout the year to enhance their technology skills to incorporate technology standards within the classroom. LMS will also provide opportunities for parental training and opportunities to integrate technology strategies and learn how to access Parent Portal.
- Implementation of an attendance reward program as well as more opportunities for students to participate in school decision making in addition to Student Council and the Student School Leadership Team. These research-based strategies will be implemented to increase attendance and student participation, goals in the 2016-2017 SIP.
- More extensive review and analysis of student work in a focused weekly Professional Learning to develop common rubrics

Our plan this year is to increase student growth in math and reading through use of non-linear technology programs that adjust curriculum based on student performance. This will allow enrichment for areas of strength and remediation for areas of weakness. These programs will partner with enhanced and focused work by our teachers to analyze, develop, and implement effective strategies based on the development and implementation of common formative assessments. These assessment will provide teachers the data to make substantive and effective changes.

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).



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*Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are :

- Broaden the use of common formative assessments to provide teachers the tools to develop prescriptive strategies for each student
- Scheduling ELT's in a manner that will allow teachers the flexibility to identify student needs and provide interventions in a more timely manner
- Increase the use DOK (level 3-4) questions in all content areas by improving questioning strategies
- Develop the use of small groups and partners to allow students to: provide practice and application, generate ideas among each other, and proceed with instruction when experts aren't available
- Implementation of DreamBox and Reading Plus, research-based programs that adjust curriculum based on student performance to enhance reading and Lexile levels and mathematics skills of all students

- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school.
  - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations

*Response:*

Maranon, R.J. (2003) *What works in schools: Translating research into action*

Hatte, John (2012) *Visible Learning For Teachers: Maximizing Impact on Learning*

Olmstead, J.A. (1974) *Small Group Instruction: Theory and Practice*

Mayer, R.E. & Alexander, P. (2011). Handbook of Research on Learning and Instruction

Gokhale, A.A. (1995). *Collaborative learning enhances critical thinking*. Journal of Technology Education

Rowlands, K.D. (2007). *Ckeck it Out! Using checklist to support student learning*. NCTE

[https://www.aea267.k12.ia.us/.../why\\_should\\_we\\_use\\_common\\_assessm...](https://www.aea267.k12.ia.us/.../why_should_we_use_common_assessm...)





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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs; and

***Response: The School Counselor will provide college and career awareness activities and will coordinate with feeder elementary schools to coordinate and plan transition activities in the spring and early fall before school starts for our rising sixth graders. The School Counselor also provides counseling in small group and individual sessions and arranges for mentors in our school mentor program.***

- Address how the school will determine if such needs have been met; and
  - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

***Response: We will progress monitor by developing common formative assessments as well as the use Star Reading/Math to provide teachers with the necessary diagnostic tools to identify and provide timely and effective interventions as well as data from Reading Plus and DreamBox.***

### 3. Instruction by highly qualified professional staff

***Response: All teachers at Lakeview Middle School are "Highly Qualified". Teachers are not hired unless they have met the "Highly Qualified" criteria.***

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

***Response: We will include teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.***

For example . . .



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- ***Teacher, Academic Coach, And Administrators will engage in weekly data analysis meetings and develop common formative assessments as well as analyze student work.***
- ***Academic Coach will meet with grade levels to facilitate the use of Depth of Knowledge (DOKs) in developing classroom instruction and assessments.***
- ***The Parent Involvement Coordinator in cooperation with school administration, Academic Coach and classroom teachers will provide Math Nights/Math Activities., ELA Nights for parents that support parents in knowing how to support their child at home with mathematics.***

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

***Response: Human Resources Director and Department attend Job Fairs and actively recruit highly qualified teachers. Principals collaborate and coordinate to retain the most effective teachers.***

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

***Response:*** To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local educational agency assisted under this part shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

***By October 31<sup>st</sup>, we will survey our parents asking them questions regarding communication, challenges/obstacles, and needs the parents have in being a partner with the school in their child's education. We will take the results of this survey and share the feedback gathered with the faculty and staff. Then, we will work as a faculty and staff to improve communication, remove obstacles, and meet the needs of parents in their effort to be a partner with the school in their child's education.***

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . . recruiting parents (through our PIC) to become a member of our PAC and conducting surveys throughout the school year. Parents input is encouraged and made easier by some of the strategies below:
- B. We have developed a parent involvement policy included in our appendices that
  - includes strategies to increase parental involvement:



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- (a) *flexible dates/times for parent involvement activities,*
- (b) *providing child care for parent involvement activities,*
- (c) *providing parents with resources such as family literacy and math packets*
- (d) *provide assistance to parents in understanding the state's academic content standards and assessments,*

- Describes how the school will provide individual student academic assessment results, including an interpretation of those results. ***Lakeview Middle School will host GEORGIA MILESTONES ASSESSMENT night to explain to parents how to read and interpret the GEORGIA MILESTONES ASSESSMENT scores of their children*** prior to testing each spring.
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public ***via The Lakeview Middle School website, in each office at the school, and at the Catoosa County Public Schools office in Ringgold, Ga***

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

***Response: Annually, Lakeview Middle School holds a spring meeting for the purpose of preparing fifth grade students and their parents for the middle school transition. The middle school principal for our feeder pattern is the main presenter for this meeting. The parents and fifth grade students are provided a brief presentation from a former 5<sup>th</sup> grade parent and their child regarding changes parents/students can expect next year. The middle school principal then shares his/her expectations. Two weeks before school starts in the fall we provide four different 6<sup>th</sup> gr. Orientation Sessions for parents to choose to attend with their 6<sup>th</sup> grader to familiarize themselves with lockers, the building layout, and expectations.***

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

***Response: Catoosa County School teachers were included in the development of grade levels and content area SLOs. Teachers are included in decisions regarding use of academic assessment during collaborative planning. Through collaborative planning that occurs with the leadership of the Academic Coach and the administration, the teachers discuss and determine which assessments will be most beneficial for them. Through these collaborative planning efforts we have determined that we will give benchmark exams twice a year in ELA***



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*and Math to assess instruction and comprehension of the students on the material covered each 9 weeks. The staff at Lakeview Middle has also agreed to develop common formative assessments to assist teachers in the development of effective intervention strategies.*

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*Response: Response to Intervention is a process through which students who are experiencing academic, behavior, or speech difficulties may receive additional assistance, accommodations, or modifications to ensure success. Students in the RTI process receive a combination of classroom interventions, along with services from school academic and/or behavior interventionists. The process is teacher-driven and based on formative and summative performance data, which is collected on a regular basis, in a timely manner. When modifications and accommodations are not enough as documented through tiers of classroom and additional interventions, the school psychologist may screen a student for possible learning problems using appropriate diagnostic assessments. The RTI team members include teachers, parents, the RTI Interventionist, administrators, school psychologist, and other support personnel. RTI team members are notified of meetings through the use of email, mail, notes home, and phone calls. RTI meetings are scheduled during the teachers' planning times. Accommodations are made for our parents who must attend outside of typical school hours. Success of the RTI relies heavily on parent attendance and the fulfillment of all duties by team members (including documentation, administration of interventions, progress monitoring, etc.).*

*Students in need of effective, timely assistance may also be assigned to a specific Extended Learning Time (ELT) segment within the school day or be selected for after-school tutoring based on the monitoring of academic data analysis.*

- 9 (b). Description of how resources from Title I and other sources will be used.

*Response: Title I funds are not intended to serve as replacement for State/local funds. Title I funds are used ONLY to **supplement** the core academic program of reading, English language arts, mathematics, science and social studies as noted within the required needs assessment for schoolwide programs. Title I funds will be used to support the following:*

- ***Parent Involvement Coordinator (part-time) to provide assistance to parents in understanding: the state's academic standards, local and state assessments, the***



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*requirements of Title I, who to monitor their child's progress and how to work with educators to improve the achievement of their children.*

- **Hire one additional ELA teacher- to reduce classroom size to allow teachers to focus on improving Reading Lexiles and writing skills.**
- **Hire one Reading/Writing Interventionist to improve Reading Lexiles and Writing in all grade levels**
- **Computer Software– Scantron Achievement Series or Mastery Connect to develop and implement Common Formative Assessments to gather evidence of student progress, Study Island, BrainPop, Kuta, DreamBox, IXL, MobyMax, and Reading Plus**
- **Instructional Supplies (list instructional supplies you plan to purchase) index cards, paper clips, brads, staples, dividers, Post-Its, colored paper, colored cardstock, pencils, erasers, and markers for creating the math games. Notebook paper, notebooks, pens, pencils, Expo markers, posterboard, crayons, colored pencils, classroom furniture for small group remediation centers, and wide ruled notebooks for homeless students.**
- **Other Salaries & Compensation- Before and/or after school remediation to address additional needs of identified students, Summer School for students in need of remediation**
- **Registration fees for Professional Learning- Registration fees for math teachers for teacher professional learning**
- **Substitutes for Professional Learning- Substitute teachers so teachers may attend the above mentioned professional learning**
- **Non-textbook periodicals- Supplement supply of Novels such as Hatchett to replace those that are worn and Scholastic Magazines for Math, Language Arts, Science, and Social Studies.**
- **Computer Expendable Equipment (list equipment you plan to purchase, who will use it, how it will be used to support your goals, and where it will be located)**  
  
***Replacements and maintenance supplies for Google Chrome Book labs to facilitate the use of formative assessments***  
***(see Scantron Achievement Series above)***
- **Professional Learning-(describe professional learning you have planned that supports your Title I goals). Academic Coach (½ of Salary) to collaborate with teacher to provide expertise in facilitating professional development on technology integration and critical thinking/problem solving strategies**



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- ***Purchase Professional Services- "Write Score Analysis" administered early fall and winter to assess student writing needs and develop strategies for improvement prior to Ga Milestones test in the spring***
- ***Attendance Committee Incentives- (incentives planned to purchase) field trips, movies, ice cream, snow cones, gift cards, popcorn, snow cone machine and supplies, picnic area supplies (tables, awning, trash cans, outdoor games), drinks (sodas and bottled water), games, sporting equipment***

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

*Response: Catoosa County 4-H, Catoosa County Family Collaborative, Title I, Part A and Part C (Migrant), , Part A, Title III, Part A, and referral process for GED and other Adult education programs with Georgia Northwestern Technical College,*

11. Description of how individual student assessment results and interpretation will be provided to parents.

***Response: Lakeview Middle School will host GEORGIA MILESTONES ASSESSMENT meetings (January) to explain to parents how to read and interpret the GEORGIA MILESTONES ASSESSMENT scores of their children.***

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

*Response: Our school will communicate to the widest range of stakeholders the results of the disaggregated data by providing them with the Georgia Department of Education (GaDOE): Office of Student Accountability website, the Catoosa County Schools website, as well as local newspapers. The GaDOE provides a comprehensive report for each school known as the College and Career Readiness Performance Index (CCRPI). A link to the CCRPI will be placed on the school website.*

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

*Response: The GaDOE provides the disaggregation of State assessment results; therefore, the results are valid and reliable.*

14. Provisions for public reporting of disaggregated data.

***Response: The Title I Schoolwide Plan is available to all stakeholders on our website, parent resource center and community information table outside our front office. A copy remains on file in the Title I Coordinator's office, the Principal's office, a parent resource room. The***



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***SWP will be discussed at parent meetings, Open House, Title I Annual Meeting, and Local School Council meetings.***

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

***Response: This plan was developed during a one-year period in 2016 and has been updated annually since that date.***

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

***Response: The Title I Schoolwide plan was developed with the involvement of the community to be served and as a part of strategic planning. All faculty members were a part of Catoosa County Schools' revision of the strategic plan giving input to develop goals and action step as well as the SIP and Title I SWP. The Leadership Team developed the needs assessment by analyzing various types of data throughout the school year. The Leadership committee met every other month at school and during the summer to discuss the needs of the school. Next, the Leadership Team shared the data, proposed goals, and strategies with the entire faculty and parents during the end of year PAC meeting. The team received feedback and input from parents and faculty before finalizing the plan in August, 2016. Outline of plan to be reviewed during 2016 Annual Title I Meeting.***

17. Plan available to the LEA, parents, and the public.

***Response: The Title I Schoolwide Plan is available to all stakeholders on our website, parent resource center and community information table outside our front office. A copy remains on file in the Title I Coordinator's office, the Principal's office, and the Assistant Principal's office. The SWP will be discussed at all parent meetings, Open House, Title I Annual Meeting, and Local School Council meetings.***

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

***Response: Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of parents of participating students in the school speak as their primary language. The languages include, but are not limited to Spanish.***

19. Plan is subject to the school improvement provisions of Section 1116.

***Response: The plan is subject to the school improvement provisions of section 1116 and the School Wide Plan is based on the needs assessment of the school. This document provides the***



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framework for improving academic achievement. Teachers and administrators refer to this document when planning for student instruction as well as professional development.