Lakeview Middle School
2023-24 Schoolwide Improvement Plan

Comprehensive Needs Assessment-
Data Sources: CCPS Data Dashboard & RESA Data Warehouse

Using the data sources provided for your school, have your school improvement team conduct a full analysis of data. Here are some suggestions for discussion:

- Do you see clear areas for improvement based on a review of Milestones data?
- Do you see discrepancies between in grade level data for the same subject?
- Does your benchmark data demonstrate growth patterns throughout the year?
- How does your benchmark data compare to EOG/EOC data?
- Review other achievement data and compare to the above. Can you identify overall trends?
- Does your profile data support that your Tier 2 (reteach) instructional methods are proving to be effective?
- Can you observe measurable growth in Tier 3 student data?
- Does your master schedule support dedicated time for Tier 1, Tier 2, and Tier 3 instruction?

Trends and Patterns

After reviewing and analyzing your Needs Assessment (data from sources provided), identify 2-3 *priority* trends and patterns. These are areas which, <u>if improved, could have a positive impact on student achievement.</u> These will become your SIP goals and drive the action steps of the School Improvement Plan.

#1	From the 2021/2022 to 2022/2023 school year, Math and Social Studies improved their percentage of students scoring at a proficient level or above while ELA and Science proficiency or above percentages decreased. **Math** went from **34.7% to 34.8%** proficient or above (6th (24.9% to 18.4%), 7th (43.2% to 37.6%), 8th (29.2% to 41.8%, ALG 1 (100% to 85%)). **Social Studies** went from **29.9% to 32.7%** proficient or above. **ELA** went from **29.9% to 29.1%** proficient or above (6th (32.1% to 24.3%), 7th (30.4% to 29.3%), 8th (27.5% to 32.9%)). **Science** went from **34.9% to 24.3%** proficient or above.
#2	From the 2021/2022 to the 2022/2023 school year, the percentage of students receiving referrals increased from **22%** (163 out of 738 students) to **28.5%** (221 out of 775 students).
#3*	The percentage of students absent 18 or more days (>10%) increased from **22.1%** in 2021/2022 (171 out of 775 students) to **25.2%** in 2022/2023 (186 out of 738 students).

Identified Trend/Pattern #1 (copy from pg 2)

From the 2021/2022 to 2022/2023 school year, Math and Social Studies improved their percentage of students scoring at a proficient level or above while ELA and Science proficiency or above percentages decreased. **Math** went from **34.7% to 34.8%** proficient or above (6th (24.9% to 18.4%), 7th (43.2% to 37.6%), 8th (29.2% to 41.8%, ALG 1 (100% to 85%)). **Social Studies** went from **29.9% to 32.7%** proficient or above. **ELA** went from **29.9% to 29.1%** proficient or above (6th (32.1% to 24.3%), 7th (30.4% to 29.3%), 8th (27.5% to 32.9%)). **Science** went from **34.9% to 24.3%** proficient or above.

Root Cause Analysis for Trend 1

The team should conduct a Root Cause Analysis to determine the causes for identified trend/pattern #1.

Root Cause #1	High percentage of new teachers/teachers in a different position. We also had several 6th grade teachers with a large number of absences within the 2022/2023 school year.
Root Cause #2	Our data teams are continuing to grow in effectiveness and improving best practices, while collaborating vertically and horizontally across content and grade levels.
Root Cause #3	Due to life circumstances surrounding socio-economic and family schooling histories, most of our students lack the supportive structures to read independently.
Root Cause #4	All faculty were trained in Kagan structures March 2023. Many of the strategies learned in the training have been implemented in classrooms this school year.

Action Step #1

Describe Action Step #1	**This is the 2nd year of Implementing a Tier 2 schedule school-wide where students will be remediated on grade level essential standards to attain mastery.**
Funding Source	Title I Funds, Charter Funds, General Funds, PL Funds, Instructional Extension Funds, QBE Funds
Targeted Subgroup(s)	Any student who is Tier 2 (struggling to master grade level content)
Timeline for Implementation	2023/2024 School Year

Process for Monitoring	Data obtained from grade level content CFAs
Position/Role Responsible	Curriculum AP, Academic Coach, Grade Level Content Teachers

Action Step #2

Describe Action Step #2	**This is the 2nd year of implementation for New Teacher Professional Learning and Development for new teachers to our building.**
Funding Source	Title I Funds, Charter Funds, General Funds, PL Funds, Instructional Extension Funds, QBE Funds
Targeted Subgroup(s)	New Teachers to the building
Timeline for Implementation	2023/2024 School Year
Process for Monitoring	Monthly meetings with Academic Coach, Curriculum AP, other administration. Periodic walkthroughs in classrooms.
Position/Role Responsible	Curriculum AP, Academic Coach, other administration, new teachers

Action Step #3

Describe Action Step #3	Students will complete weekly goal sheets. Goals are set on Monday and reviewed on Friday in House rooms. Students use IC data/information to create Academic, Behavior, and Attendance goals.
Funding Source	Charter, PBIS Funds, General Funds, Donations, Fundraising, Instructional Extension
Targeted Subgroup(s)	Tier 2 and Tier 3 students
Timeline for Implementation	2023-2024 School Year
Process for Monitoring	House Teachers/Leaders
Position/Role Responsible	House Committee/Leaders

Strategic S.M.A.R.T. Goal #1

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your first school-wide strategic goal for the year.

#1	Increase the weighted percent of students scoring at Proficient Learner or above on the Georgia Milestones Assessment in all grade levels and core subjects by 3% or more. (Math will go from 34.8% to 37.8%, Science will go from 32.7% to 35.7%, Social Studies will go from 32.7% to 36.7%, and ELA will go from 29.1% to 32.1%.) Increase or typical or higher growth percentiles for ELA and Math by 3% or more. (Math will go from 60.3% to 63.3%, ELA will go from 54.7% to 57.7%)

Identified Trend/Pattern #2 (copy from pg 2)

From the 2021/2022 to the 2022/2023 school year, the percentage of students receiving referrals increased from **22%** (163 out of 738 students) to **28.5%** (221 out of 775 students).

Root Cause Analysis for Trend 2

The team should conduct a Root Cause Analysis to determine the causes for identified trend/pattern #2.

Root Cause #1	Students have insufficient coping skills when dealing with peers and adults.
Root Cause #2	Last year all 3 administrators were new in their position, and/or new to the building.
Root Cause #3	Through electronic steps, teachers more consistently tracked and marked student behaviors in our PBIS app. These steps led to consequences more defined than in years past (10 steps in all classes within a 9 weeks was ISS; this was not in implementation in 2021/2022)

Action Step #1

Describe Action Step #1	PBIS implementation plan will focus on Tier 2 support and interventions for students who receive a referral.
Funding Source	Charter, PBIS Funds, General Funds, Donations, Fundraising Instructional Extension

Targeted Subgroup(s)	Tier 2 & 3 students (at least 1 IC referral)
Timeline for Implementation	2023-2024 school year
Process for Monitoring	PBIS reward program, PBIS Climate Survey, PBIS data reports, Check in-Check out
Position/Role Responsible	PBIS team, Administration, Behavior Interventionist, Teachers

Action Step #2

Describe Action Step #2	Ongoing PBIS implementation training for faculty through monthly behavior meetings and PL.
Funding Source	Charter, PBIS Funds, General Funds, Donations, Fundraising Instructional Extension
Targeted Subgroup(s)	Faculty, PBIS Committee, Administrators
Timeline for Implementation	2023-2024 School Year
Process for Monitoring	PBIS Climate Survey, PBIS data reports, SWIS Data
Position/Role Responsible	County Office, PBIS Committee

Action Step #3

Describe Action Step #3	Students will complete weekly goal sheets. Goals are set on Monday and reviewed on Friday in House rooms. Students use IC data/information to create Academic, Behavior, and Attendance goals.
Funding Source	Charter, PBIS Funds, General Funds, Donations, Fundraising, Instructional Extension
Targeted Subgroup(s)	Tier 2 and Tier 3 students
Timeline for Implementation	2023-2024 School Year
Process for Monitoring	House Teachers/Leaders
Position/Role Responsible	House Committee/Leaders

Strategic S.M.A.R.T. Goal #2

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your second school-wide strategic goal for the year.

#2	Reduce the number of referrals per 100 students per year by 5%.
	For reference:
	From August - September 11 last year (2022/2023), the number of students receiving referrals was 41 out of 775 students (5.3%)
	From August - September 11 this school year (2023/2024), the number of students receiving referrals was 21 out of 643 students (3.3%)

Identified Trend/Pattern #3 (copy from pg 2)

The percentage of students absent 18 or more days (>10%) increased from **22.1%** in 2021/2022 (171 out of 775 students) to **25.2%** in 2022/2023 (186 out of 738 students).

Root Cause Analysis for Trend 3

The team should conduct a [Root Cause Analysis](#) to determine the causes for identified trend/pattern #3.

Root Cause #1	Relaxed attendance policies have still impacted the perception of the importance of attendance (unexcused vs. excused absences for final exam exemption, the reinstatement of CART meetings for students in regards to attendance)
Root Cause #2	The negative impacts post-COVID have contributed to changes in the students' family life circumstances surrounding socio-economic, social-emotional, and family historical experience with schooling.
Root Cause #3	Students have limited access to medical providers (i.e. doctors, mental health specialists, nurses, etc.) while the perceived need for these services continues to increase.

Action Step #1

Describe Action Step #1	Connecting students and parents with social workers, nurses, CIS, and Title 1 Parent Coordinator
Funding Source	Title 1 Funds, General Funds, County Funds
Targeted Subgroup(s)	Economically disadvantaged students.
Timeline for Implementation	Daily/Weekly
Process for Monitoring	IC Reports, Counselor Reports, Nursing Reports, DFCS Reports, CIS Reports, Title 1 Reports
Position/Role Responsible	Teachers, Social Worker, Nurse, Title 1 Parent Coordinator, Counselors, CIS, and Georgia Hope.

Action Step #2

Describe Action Step #2	Students will complete weekly goal sheets. Goals are set on Monday and reviewed on Friday in House rooms. Students use IC data/information to create Academic, Behavior, and Attendance goals.
Funding Source	Charter, PBIS Funds, General Funds, Donations, Fundraising, Instructional Extension
Targeted Subgroup(s)	Tier 2 and Tier 3 students
Timeline for Implementation	2023-2024 School Year
Process for Monitoring	House Teachers/Leaders
Position/Role Responsible	House Committee/Leaders

Action Step #3

Describe Action Step #3	Continuation of monthly attendance incentive program (more than just unexcused absences)
Funding Source	Charter, PBIS Funds, General Funds, Donations, Fundraising, Instructional Extension
Targeted Subgroup(s)	Students with chronic absences
Timeline for Implementation	2023-2024 School Year

Process for Monitoring	Attendance Committee meetings, data reports (IC), CART
Position/Role Responsible	Teachers, Attendance Committee, Attendance Clerk, PBIS Committee, Administrators, Counselors, CIS, Georgia Hope, and Social Worker

Strategic S.M.A.R.T. Goal #3*

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your third (*optional) school-wide strategic goal for the year.

#3	The percentage of students missing <10% of enrolled days will increase from 74.8% (2022/2023) to 77.8% of students by the end of the 2023-2024 school year.

Final 2023-2024 School Improvement Strategic Goals

Copy the 2-3 final SIP strategic goals created throughout this document here. These will be your school-wide SIP goals for 2023-2024.

#1	Increase the weighted percent of students scoring at Proficient Learner or above on the Georgia Milestones Assessment in all grade levels and core subjects by 3% or more. (Math will go from 34.8% to 37.8%, Science will go from 32.7% to 35.7%, Social Studies will go from 32.7% to 36.7%, and ELA will go from 29.1% to 32.1%.) Increase or typical or higher growth percentiles for ELA and Math by 3% or more. (Math will go from 60.3% to 63.3%, ELA will go from 54.7% to 57.7%)
#2	Reduce the number of referrals per 100 students per year by 5%. For reference:

	From August - September 11 last year (2022/2023), the number of students receiving referrals was 41 out of 775 students (5.3%) From August - September 11 this school year (2023/2024), the number of students receiving referrals was 21 out of 643 students (3.3%)
#3*	The percentage of students missing <10% of enrolled days will increase from 74.8% (2022/2023) to 77.8% of students by the end of the 2023-2024 school year.