

TITLE 1 SCHOOLWIDE IMPROVEMENT PLAN ADDENDUM		
School Name: Lakeview Middle School		District Name: Catoosa County
Principal Name: Matt Culbreth		School Year: FY24
School Mailing Address: 416 Cross St.		
Telephone: 706-866-1040		
District Title I Director/Coordinator Name: Gina Haynes		
District Title I Director/Coordinator Mailing Address: 307 Cleveland Street Ringgold, GA 30736		
Email Address: ghaynes@catoosa.k12.ga.us		
Telephone: 706-965-6067		
Principal's Signature: Matt Culbreth		Date: 9/14/23
Title I Director's Signature:		Date:
Revision Date:		

Planning Committee Members:

[illegible]

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1. What evidenced based practices are in place to ensure the increasing quality of the district and school staff's knowledge and skills in core content areas?

Response:

Data Teams meet every week to develop and implement the use of Common Formative Assessments that drive instructional changes that address the four critical questions: 1) What do we want students to know; 2) How will we know when it is mastered; 3) How will we respond when they don't 4) How will we extend and enrich when they are proficient.

Also, the continued use of our Professional Learning Community, which meet weekly, to strengthen our broader understanding of the RTI process to address appropriately the needs of all students through a collaborative effort including a master schedule that dedicates the appropriate time needed, an Academic Coach providing resources and support, and an administrative team that is part of the collaborative process. One class is dedicated to Tier 2 students (those that are falling behind in their current work).

New this year: Every teacher is trained in Kagan Structures and has been charged to implement these evidence based strategies in their classrooms.

2. What processes or plans are in place to ensure that effective collaboration is occurring in your school to advance student achievement for 2023-2024?

Response:

Required Data Team meetings meet weekly (new: we all meet in the media center so that there is collective responsibility and aide as needed) and are attended by grade level content teachers, Academic Coaches, and administrators with a focus on aligning those essential standards, learning targets and SMART Goals with Unit Assessments along with the appropriate pacing guide that allows the use of adequate time built in to remediate and strengthen Tier I instruction (Tier 2 time added into schedule this year. See response to question 1). DOK level is an area of focus this year as well. A Master Schedule that addresses the time needed for Tier II & III instruction by an ELT period each day with an emphasis on Math & Reading with supporting programs such as I-Ready Math and Reading Plus/Lexia.

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3. What professional learning will be provided for the teachers in the content, pedagogy, supports, and interventions, and leadership for 2023-2024?

Response:

Professional Learning happens every week and will continue to be ongoing. It is facilitated by teacher leaders, Academic Coaches, and Administrators with a focus on the collaborative process, RTI, and Common Formative Assessments. Supplemental Professional Learning will be through Capturing Kids' Hearts Trainings, Leader In Me trainings, iReady and Reading Plus training for new teachers, DeltaMath trainings, BrainPOP Science trainings, Kagan cooperative learning trainings, Math trainings with Terry Haney, ELA trainings for new standards rollout, Institutes and Workshops that focus on the aforementioned areas to broaden and deepen the understanding of ensuring all students learn at high levels.

4. What processes or plans are in place to ensure the support of families and communities so they feel welcomed at your school in 2023-2024?

Response:

We have and will continue to employ a full-time Parent Involvement coordinator (40 hrs.) to engage our families as stakeholders in the educational process and as part of our learning community. We continue to communicate to parents our "Open Door Policy" to encourage our parents to be here without a formal meeting time. We invite, encourage and recruit parents to volunteer, attend our Academic Nights (include Houses/ESOL/County Library) throughout the year to build a rapport with all staff as it pertains to their child and be a part of our Parents Advisory Council so they may provide input into our school plans. Our Parent Involvement coordinator communicates with families by printed monthly newsletters, electronic monthly newsletters, school Facebook and Twitter page, text alerts, Remind, marquee display, and emails.

5. What processes or plans are in place to ensure a smooth transition for students from pre-k to kindergarten, fifth grade to middle school, or middle school to high school that will promote academic and emotional success?

Response:

Our transition programs include Spring visits from upcoming 6th graders to our campus to meet with school staff and personnel to tour the building. We follow that by a 6th grade Orientation night where we discuss what to expect with a transition to Middle School as well as what all LMS has to offer for students. We have an Open House for 6th graders and their parents to meet staff and follow their class schedule prior to the start of the school year. We have a house system (following the Ron Clark Academy) format to help integrate students into the middle school setting by having a multi grade level setting to support a sense of belonging and community.

We assist 8th grade students in transitioning to high school by providing high school credit opportunities as well as after school opportunities to participate in band. We conduct an 8th grade recognition ceremony at Lakeview Fort Oglethorpe High School to help introduce our students to the high school setting. The high school has their senior class enter the ceremony in their graduating cap and gowns to instill a sense of graduation to our 8th graders. Counselors from the high school visit the middle schools to talk about the career path options offered at the high school. The 8th grade students also go to the high school to register for classes in the Spring of their 8th grade year. The high school also provides opportunities for 8th grade students to participate alongside high school athletes and arts programs (Marching band, track, football weight room workouts). All feeder schools to the high school share the same mascot, and we are using some common language (feathers up with a hand symbol) to create buy-in and pride.

Title 1 Funds

Please check the activities that the school may include in its detailed program budgets for Title 1.

Curriculum for additional interventions	✓
Professional development to teach curriculum with fidelity	✓
Supplemental curriculum	✓
Multi-Tiered System of Supports (MTSS)	✓
Progress monitoring	✓
Mid-year review process with each school	
Online programs	✓
Blended learning	
Data and evaluation team	✓
Early warning systems	
College and career readiness preparation	
Preschool	
Full-day kindergarten	
Instructional materials	✓
Positive Behavioral Intervention and Supports (PBIS)	✓
Extended Instructional time during the school year	✓
Instructional interventionist	✓
Behavior specialist	✓
Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	
Instructional coaches	✓
Supplemental tutoring	✓
Preschool supports	
Technology	✓
Summer school	✓
Job-embedded professional learning	✓
Dual-concurrent enrollment programs/courses	
Efforts to reduce discipline practices that remove students from the classroom	✓

Career and technical education programs	
Credit recovery and acceleration	
Other: (describe)	

Supportive Learning Environment (Choose all that apply.)

Creating a culture of high expectations	✓
School improvement (restructuring, reform, transformation, planning & design)	✓
Bullying Prevention	✓
Home school liaison	✓
Home visit programs	✓
Assemblies (e.g., suicide prevention, bullying prevention, etc.)	✓
Parent, family, and community engagement	✓
Family surveys	✓
Restorative justice programs	
Efforts to reduce discipline practices that remove students from the classroom	✓
Building Parent Capacity	✓
Building School Staff Capacity	✓
Continuous communication and meaning consultation with parents and family members	✓
Other: (describe)	

Family and Community Engagement (Choose all that apply.)

Non-academic support (socioeconomic/emotional/cultural)	✓
Dropout prevention and student re-engagement	
Engaging parents/families (may include materials in a language families can understand, interpreters, and translators)	✓
Family literacy	
College and career awareness preparation	
Positive Behavioral Interventions and Supports (PBIS)	✓
Services to facilitate transition from preschool	
Support for children and youth experiencing homelessness	
Classes for parents and families (e.g., ELS, GED, citizenship, parenting, etc.)	
Internet safety	

Community liaison	
Parent liaison/family engagement coordinator	✓
Welcome center/community school centers	
Child care for parent engagement events	
Back-to-school kick-off	✓
PD for family engagement liaisons	
Homeless liaison	
Efforts to reduce discipline practices that remove students from the classroom	✓
Career and technical education (CTE) programs	✓
Academic Parent-Teacher Teams (APTT)	
Other: (describe)	

Professional capacity (Choose all that apply.)

Differentiated, job-embedded professional learning opportunities	✓
Provided by school or district staff	✓
Recruit and retain effective educators	
Teacher advancement initiatives	
Improvement of teacher induction program(s)	
Conference attendance (registration, travel, etc.)	✓
Curriculum specialists	
Improvement of teacher or other school leader induction program(s)	
Preparing and supporting experienced teachers to serve as mentors	✓
Preparing and supporting experienced principals to serve as mentors	
Other: (describe)	

Effective Leadership (Choose all that apply.)

Leadership Development	✓
Improvement Planning Development	
Safety and Security Training	✓
Training for monitoring and evaluating interventions	✓
Other: (describe)	

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Check off sheet

Each of the items listed below are required for the completion of the CCPS Title 1 Schoolwide plan. Please check to confirm that you have all the required parts to the Title 1 Schoolwide Plan

- ✓ 1. Front cover signature page is signed by the Principal.
- ✓ 2. Planning committee meeting signature page is completed with Signatures.
- ✓ 3. All questions are completed.
- ✓ 5. Title 1 Budget Check Box form matches your plan for FY24.
- ✓ 6. Please include a school schedule showing an intervention time is provided for students.
- ✓ 7. CCPS School Profile
- ✓ 8. CCPS School Improvement Plan

PRINCIPAL SIGNATURE

9/14/2023
DATE

TITLE 1 COORDINATOR SIGNATURE

DATE

NOTE: Data used for School Comprehensive Needs Assessment may include the following: Georgia Milestones, STAR Reading & Math, easyCBM, Symphony Math, Reading Plus, iReady Math, MAPS, Common Formative Assessments, Lexia, Parent Surveys, Climate surveys, and CCRPI.