



**Lakeview Middle
School**

**2006-2007
School Improvement
Plan**



SCHOOL IMPROVEMENT PLAN

Cover Page

School Name: Lakeview Middle School

School System: Catoosa County

Name of Principal: C. R. Simmons

School Year: 2006-2007

Title I: School-Wide Program: _____

Targeted Assistance: _____

Needs Improvement Status: Status: NI NI-AYP **Year:** 0 1 **2** 3 4 5 6 7

Sanctions Implementing (Select all that apply):

School Improvement Plan (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2006.)

School Choice

Supplemental Services

Corrective Action (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2006.)

Restructuring (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2007.)

Principal's Signature: _____

Date: _____

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

Lakeview Middle School Profile for Continuous Improvement

Date Completed: August 2006

System: Catoosa County

School: Lakeview Middle School
416 Cross Street
Rossville, Georgia 30736

Contact: Kim Erwin

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Major School Initiatives

Major initiatives or reform efforts that have been implemented in the last three years

School Year	Initiative or Reform Effort
2005-2006	Making Middle Grades Work
2005-2006	GAPPS Analysis
2006-2007	Making Middle Grades Work

Professional Learning

Professional learning activities in the past two years that were focused on school improvement are listed as well as the number in attendance and where the activities were offered.

Professional Learning Activity	Year(s) Offered	Number of Participants	On-site (school) or Off-site (Central office, conference, or other)
Overview of Georgia Performance Standards	2004	60	Onsite
Unpacking of Georgia Performance Standards	2004-2005, 2005-2006	45	Central Office and Onsite
Language Arts Writing Rubric Development and Use	2004-2005	13	Onsite
Gerald Anderson – NO EXCUSES Overview	2004-2005	15	Onsite
LA Professional Learning Communities	2004-2005, 2005-2006	17	Onsite
Science Professional Learning Communities	2004-2005, 2005-2006	12	Onsite
Math Professional Learning Communities	2004-2005, 2005-2006	12	Onsite
Making Classroom Assessment Work	2005-2006	60	Central Office and Onsite

Faculty/Staff Data

Attrition Rate* of Teachers

School Year	Number	Percent of Teacher Population
2005 – 2006	3	4
2004 – 2005	22	32
2003 – 2004	2	3

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

2006-2007 Teachers

6 th grade	7 th grade	8 th grade	Gifted	Special Education	Connections	Other
10	9	10	3	14	11	5

Attrition Rate* of Administrators

School Year	Number	Percent of Administrator Staff
2005 – 2006	3	100
2004 – 2005	0	0
2003 – 2004	0	0

*Attrition Rate of administrators is defined as the percentage of administrators who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.

Student Demographic Data

Student Population

School Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female
2005-2006	769	4	90	2	3	<1	<1	53	47
2004-2005	1086	4	90	1	2	0.7	1	51	49
2003-2004	1103	3	92	1	2	0.3	1	51	49

Special Education

School Year	Program Enrollment	Percent of Student Population
2005-2006	126	16
2004-2005	150	14
2003-2004	133	12

Special Education Subgroups

School Year	% White	% Black	% Hispanic	% Other Ethnic Groups	% Male	% Female
2005-2006	15	1	<1	<1	12	5
2004-2005	17	<1	<1	<1	12	5
2003-2004	16	<1	<1	<1	12	5

Gifted Education

School Year	Program Enrollment	Percent of Student Population
2005-2006	128	17
2004-2005	154	14
2003-2004	154	14

English Language Learners

School Year	Total	% of Total Student Population
2005-2006	20	3
2004-2005	7	1
2003-2004	4	0.2

Free and Reduced Lunch

School Year	Number	Percent of Student Population
2005-2006	348	45
2004-2005	381	35
2003-2004	414	38

Attendance: % Absent More Than 15 Days

School Year	All Students	% Black	% White	% Hispanic	% Asian	% Multi-Racial	% Other	% Male	% Female	% SWD	% SES
2005-2006	6.3	4.8	6.7	5	0	0	0	6	7	11.9	10.6
2004-2005	16.1	19.6	16.1	11.8	17.9	7.7		6	8	23.4	24
2003-2004	14.6	17.6	14.6	14.3	13.8	9.1		6	7	14.7	23.7

Mobility Rate of Students

School Year	Number	Percent of Student Population
2005-2006	168	22
2004-2005	209	19
2003-2004	223	20

*For the purpose of this document, mobility rate for students is defined as the percentage of students who enter or leave school between September 1st and the last day of the school year.

Example:

- Student A begins school on the first day of school and transfers out of the system on Dec. 10. This student would be counted once.
- Student B enters the system on Jan. 5. This student would be counted once.
- Student C enters on Sept. 10 and leaves the system on March 1. The student reenters the system on March 31. This student would be counted once.
- Add all students in “mobility status” and divide by the total number of students enrolled on the last day of school. This is your mobility percent.

Student Achievement

Reading

All grade levels were assessed based on the new Georgia Performance Standards.

Percent Meeting / Exceeding Standards on 2005-2006 CRCT:

	All Students	White	Black	Hispanic	Other Ethnic Groups	SWD	SES
Grade 6	88	88	83	50	95	68	77
Grade 7	87	87	60	100	93	64	92
Grade 8	96	95	100	100	100	70	78

Percent Meeting / Exceeding Standards on CRCT:

	2005-2006	2004-2005	2003-2004
Grade 6	88	86	83
Grade 7	86	95	92
Grade 8	96	84	91

Language Arts

All grade levels were assessed based on the new Georgia Performance Standards.

Percent Meeting / Exceeding Standards on 2005-2006 CRCT:

	All Students	White	Black	Hispanic	Other Ethnic Groups	SWD	SES
Grade 6	86	84	83	100	89	53	62
Grade 7	87	87	80	100	78	44	88
Grade 8	90	90	100	80	100	59	75

Percent Meeting / Exceeding Standards on CRCT:

	2005-2006	2004-2005	2003-2004
Grade 6	86	74	73
Grade 7	87	92	90
Grade 8	90	83	85

Math

Grade 6 was assessed based on the new Georgia Performance Standards.

Grades 7 & 8 were assessed on the Georgia Quality Core Curriculum Objectives.

Percent Meeting / Exceeding Standards on 2005-2006 CRCT:

	All Students	White	Black	Hispanic	Other Ethnic Groups	SWD	SES
Grade 6	56	55	50	56	67	35	63
Grade 7	82	82	60	80	93	47	77
Grade 8	86	86	93	67	91	41	63

Percent Meeting / Exceeding Standards on CRCT:

	2005-2006	2004-2005	2003-2004
Grade 6	56	72	79
Grade 7	83	84	83
Grade 8	86	71	79

Science

Grades 6 & 7 were assessed based on the new Georgia Performance Standards.

Grade 8 was assessed on the Georgia Quality Core Curriculum Objectives.

Percent Meeting / Exceeding Standards on 2005-2006 CRCT:

	All Students	White	Black	Hispanic	Other Ethnic Groups	SWD	SES
Grade 6	60	60	33	50	82	33	70
Grade 7	67	68	40	60	73	44	79
Grade 8	81	83	79	40	75	56	65

Percent Meeting / Exceeding Standards on CRCT:

	2005-2006	2004-2005	2003-2004
Grade 6	60	85	89
Grade 7	67	92	84
Grade 8	82	84	86

Social Studies

All grades were assessed on the Georgia Quality Core Curriculum Objectives.

Percent Meeting / Exceeding Standards on 2005-2006 CRCT:

	All Students	White	Black	Hispanic	Other Ethnic Groups	SWD	SES
Grade 6	86	84	100	75	95	74	74
Grade 7	91	91	90	100	100	81	90
Grade 8	90	91	93	40	92	78	77

Percent Meeting / Exceeding Standards on CRCT:

	2005-2006	2004-2005	2003-2004
Grade 6	86	83	86
Grade 7	91	92	89
Grade 8	90	85	87

Middle Grades Writing Assessment (Grade 8)

	2005-2006	2004-2005	2003-2004
% Not on Target	6	5	9
% On Target	85	86	82
% Exceeds Target	9	9	9
Average Scaled Score	358	359	358

English Language Arts and Reading Courses offered with enrollment and pass rates for each during the 2005-2006 school year.

English Language Arts and Reading Courses Pass Rate 2005-2006		
English Language Arts and Reading Course Name	Enrollment	% of Students Passing Course
23.9110008 6 th Co-Teaching LA/Reading	22	100
23.0110000 6 th LA/Reading	190	96
23.2110000 6 th Gifted LA/Reading	21	100
23.8110000 6 th Resource LA/Reading	11	100
23.0110046 6 th LA/Reading Extensions	22	100
23.0120000 7 th LA/Reading	209	93
23.8120000 7 th Resource LA/Reading	18	100
23.9120008 7 th Co-Teaching LA/Reading	17	100
23.2120000 7 th Gifted LA/Reading	20	95
23.0120047 7 th LA/Reading Extensions	26	100
23.9130008 8 th Co-Teaching LA/Reading	11	82
23.0130000 8 th LA/Reading	224	89
23.8130000 8 th Resource LA/Reading	17	94
23.2130000 8 th Gifted LA/Reading	35	100
23.0130048 8 th LA/Reading Extensions	14	93

Mathematics courses offered with enrollment and pass rates for each during the 2005-2006 school year.

Mathematics Courses Pass Rate 2005-2006		
Mathematics Course Name	Enrollment	% of Students Passing Course
27.9210008 6 th Co-Teaching Math	13	100
27.0210000 6 th Math	213	96
27.2210000 6 th Gifted Math	20	95
27.8210000 6 th Resource Math	12	100
27.9220008 7 th Co-Teaching Math	12	92
27.0220000 7 th Math	198	90
27.8220000 7 th Resource Math	17	100
27.0240000 7 th Pre-Algebra	17	94
27.2240000 7 th Gifted Pre-Algebra	25	92
27.9230008 8 th Co-Teaching Pre-Algebra	6	100
27.0240000 8 th Pre-Algebra	221	88
27.0250000 8 th Algebra I	30	100
27.8230000 8 th Resource Pre-Algebra	14	100
27.2250000 8 th Gifted Algebra I	18	94
27.0230001 8 th Math Extensions	12	100

Retention Rates

Percents reflect the number of the retained students compared to the total number of students in each category/grade.

School Year	Total Number	% in 6 th	% in 7 th	% in 8 th
2005-2006	8	<1	1	1
2004-2005	14	<1	1	1
2003-2004	21	<1	1	1

Retention Rates by Subgroup

Retention Rates	% White	% Black	% Hispanic	% Other Ethnic Groups	% Male	% Female
2005-2006	1	0	0	3	<1	2
2004-2005	1	<1	0	0	1	(5) Too Small
2003-2004	2	<1	0	0	1	(10) 1

AYP Report

2005-2006 YEAR REPORT	Mathematics	English Language Arts
Met 95% participation	100	100
Met AMO for all students without second look	No	No
Met AMO for all students with second look (confidence interval, multiyear average, safe harbor)	Yes	Yes
Met AMO for all subgroups without second look	No	No
Met AMO for all subgroups with a second look (confidence interval, multiyear average, safe harbor)	Yes	Yes
Did not meet AMO for the following subgroup(s)		
Met second indicator for all students	Yes	Yes

2004-2005 YEAR REPORT	Mathematics	English Language Arts
Met 95% participation	100	100
Met AMO for all students without second look	No	No
Met AMO for all students with second look (confidence interval, multiyear average, safe harbor)	Yes	Yes
Met AMO for all subgroups without second look	No	No
Met AMO for all subgroups with a second look (confidence interval, multiyear average, safe harbor)	No	Yes
Did not meet AMO for the following subgroup(s)		
Met second indicator for all students	No	

School Improvement Goal # 1:

The percent of students scoring at Level 1 (Does Not Meet) on the Reading section of the CRCT will decrease.

The percent of students scoring at Level 2 & 3 (Meets / Exceeds) on the Reading section of the CRCT will increase.

The total number of Students with Disabilities scoring Level 1 on the CRCT will decrease.

Annual Measurable Objective(s):

Students will raise achievement for Reading

- Grade 6 from 12% Does Not Meet on the CRCT to 9%
- Grade 7 from 13% Does Not Meet on the CRCT to 10%
- Grade 8 from 4% Does Not Meet on the CRCT to 3%

Students will raise achievement for Reading

- Grade 6 from 88% Meets / Exceeds on the CRCT to 91%
- Grade 7 from 87% Meets / Exceeds on the CRCT to 90%
- Grade 8 from 96% Meets / Exceeds on the CRCT to 97%

The total number of Students with Disabilities scoring Level 1 on the CRCT will decrease by 10% at all grade levels.

System Strategic Plan Goal(s)	NSSE Desired Result(s)	Making Middle Grades Work	Needs Assessment(s) Used
<p><input checked="" type="checkbox"/> A quality educational experience that enhances student achievement will be provided for all students.</p> <p><input type="checkbox"/> Effective, highly qualified teachers, leaders, and staff will be employed.</p> <p><input type="checkbox"/> Support structures will be in place to ensure students achieve emotional and physical well-being in order to achieve academic success.</p> <p><input type="checkbox"/> Technology access proficiency in use, support, and integration will be increased.</p> <p><input type="checkbox"/> Support services designed to enhance student learning</p> <p><input type="checkbox"/> Organizational efficiency / effectiveness</p>	<p><input checked="" type="checkbox"/> Learning to Learn</p> <p><input type="checkbox"/> Expanding and Integrating Knowledge</p> <p><input type="checkbox"/> Communication Skills</p> <p><input type="checkbox"/> Thinking & Reasoning Skills</p> <p><input type="checkbox"/> Interpersonal Skills</p> <p><input type="checkbox"/> Personal & Social Responsibility</p>	<p><input checked="" type="checkbox"/> An academic core that is aligned to what students must know, understand and be able to do to succeed in college preparatory English, mathematics, and science</p> <p><input checked="" type="checkbox"/> A belief that all students matter</p> <p><input checked="" type="checkbox"/> High expectations and a system for extra help and time</p> <p><input checked="" type="checkbox"/> Classroom practices that engage students in their learning</p> <p><input checked="" type="checkbox"/> Teachers working together</p> <p><input type="checkbox"/> Support from parents</p> <p><input type="checkbox"/> Qualified teachers</p> <p><input checked="" type="checkbox"/> Use of data</p> <p><input type="checkbox"/> Use of technology for learning</p> <p><input type="checkbox"/> Strong leadership</p>	<p>CRCT</p>

Actions/ Strategies/ Interventions	Timeline for Implementation	Needed Professional Development/ Resources	Estimated Costs and Funding Sources	Person(s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
(1) Analyze 2005-2006 CRCT Results	August 2006-June 2007	Pearson Inform Training		Administrators, System Coordinator of Data Management	Copy of student scores	Students in Level 1 (Does Not Meet) will decrease by: 6 th grade by 3%, 7 th grade by 3%, 8 th grade by 1%
(2) Teachers will use research-based best practices.	August 2005-June 2007 Daily and on-going	Making Classroom Assessment Work Differentiated Instruction	Staff development funds Title II funds	Administrators, Department Chairs	Classroom observations, Lesson Plans Classroom observations, Lesson Plans	Improvement of students' Reading scores as indicated by progress toward meeting the GPS benchmark and CRCT assessment
(3) Use Corrective Reading program with Reading Extension Connection class students	August 2006-June 2007	SRA Corrective Reading Training	RESA	Administrators, Title II teacher	Pre and Post Tests for results	Improvement of students' Reading scores as indicated by progress toward meeting the GPS benchmark and CRCT assessments
(4) Implement Extended Learning Time for Reading and Math	September 2006-June 2007	SRA Corrective Reading Training, Reading for Real training Text for Level 3 readers		Administrators, ELT Directors	Scores from common assessments given every 4 ½ weeks for student placement	Number of students needing remediation will decrease each 4 ½ weeks
(5) Use Corrective Reading program for students with disabilities during their Social Studies resource class	August 2006-June 2007	SRA Corrective Reading Training	RESA	Administrators, Resource teachers	Pre and Post Tests for results	Improvement of students' Reading scores as indicated by progress toward meeting the GPS benchmark and CRCT assessments

(6) Provide an after school program for struggling students with an instructional focus on reading, language arts, and math	September 2006-June 2007		State 4-8 funds, State IEP funds	Administrator, After school Director	Attendance roster, Lesson plans, classroom observations	Progress toward meeting GPS as well as student achievement, as shown on benchmark and CRCT assessment
(7) Provide common planning time for grade level teachers, including special ed co teachers	August 2006-June 2007			Administrators	Lesson plans, classroom observations, CRCT scores, Agendas and minutes from planning meetings	Progress toward meeting GPS as well as student achievement, as shown on benchmark and CRCT assessment

School Improvement Goal # 2:

The percent of students scoring at Level 1 (Does Not Meet) on the Language Arts section of the CRCT will decrease.

The percent of students scoring at Level 2 & 3 (Meets / Exceeds) on the Language Arts section of the CRCT will increase.

The total number of Students with Disabilities scoring Level 1 on the CRCT will decrease.

Annual Measurable Objective(s):

Students will raise achievement for Language Arts

- Grade 6 from 14% Does Not Meet on the CRCT to 11%
- Grade 7 from 13% Does Not Meet on the CRCT to 10%
- Grade 8 from 10% Does Not Meet on the CRCT to 9%

Students will raise achievement for Language Arts

- Grade 6 from 86% Meets / Exceeds on the CRCT to 89%
- Grade 7 from 87% Meets / Exceeds on the CRCT to 90%
- Grade 8 from 90% Meets / Exceeds on the CRCT to 91%

The total number of Students with Disabilities scoring Level 1 on the CRCT will decrease by 10% at all grade levels.

System Strategic Plan Goal(s)	NSSE Desired Result(s)	Making Middle Grades Work	Needs Assessment(s) Used
<p><input checked="" type="checkbox"/> A quality educational experience that enhances student achievement will be provided for all students.</p> <p><input type="checkbox"/> Effective, highly qualified teachers, leaders, and staff will be employed.</p> <p><input type="checkbox"/> Support structures will be in place to ensure students achieve emotional and physical well-being in order to achieve academic success.</p> <p><input checked="" type="checkbox"/> Technology access proficiency in use, support, and integration will be increased.</p> <p><input type="checkbox"/> Support services designed to enhance student learning</p> <p><input type="checkbox"/> Organizational efficiency / effectiveness</p>	<p><input checked="" type="checkbox"/> Learning to Learn</p> <p><input type="checkbox"/> Expanding and Integrating Knowledge</p> <p><input type="checkbox"/> Communication Skills</p> <p><input type="checkbox"/> Thinking & Reasoning Skills</p> <p><input type="checkbox"/> Interpersonal Skills</p> <p><input type="checkbox"/> Personal & Social Responsibility</p>	<p><input checked="" type="checkbox"/> An academic core that is aligned to what students must know, understand and be able to do to succeed in college preparatory English, mathematics, and science</p> <p><input checked="" type="checkbox"/> A belief that all students matter</p> <p><input checked="" type="checkbox"/> High expectations and a system for extra help and time</p> <p><input checked="" type="checkbox"/> Classroom practices that engage students in their learning</p> <p><input checked="" type="checkbox"/> Teachers working together</p> <p><input type="checkbox"/> Support from parents</p> <p><input type="checkbox"/> Qualified teachers</p> <p><input checked="" type="checkbox"/> Use of data</p> <p><input type="checkbox"/> Use of technology for learning</p> <p><input type="checkbox"/> Strong leadership</p>	<p>CRCT</p>

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Development/ Resources	Estimated Costs and Funding Sources	Person(s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
(1) Analyze 2005-2006 CRCT Results	August 2006-June 2007	Pearson Inform Training		Administrators, System Coordinator of Data Management	Copy of student scores	Students in Level 1 (Does Not Meet) will decrease by: 6 th grade by 3%, 7 th grade by 3%, 8 th grade by 1%
(2) Teachers will use research-based best practices.	August 2005-June 2007 Daily and on-going	Making Classroom Assessment Work Differentiated Instruction	Staff development funds Title II funds	Administrators, Department Chairs	Classroom observations, Lesson Plans Classroom observations, Lesson Plans	Improvement of students' Reading scores as indicated by progress toward meeting the GPS benchmark and CRCT assessment
(3) Provide an after school program for struggling students with an instructional focus on reading, language arts, and math	September 2006-June 2007		State 4-8 funds, State IEP funds	Administrator, After school Director	Attendance roster, Lesson plans, classroom observations	Progress toward meeting GPS as well as student achievement, as shown on benchmark and CRCT assessment
(4) Provide common planning time for grade level teachers, including special ed co teachers	August 2006-June 2007			Administrators	Lesson plans, classroom observations, CRCT scores, Agendas and minutes from planning meetings	Progress toward meeting GPS as well as student achievement, as shown on benchmark and CRCT assessment

School Improvement Goal # 3:

The percent of students scoring at Level 1 (Does Not Meet) on the Math section of the CRCT will decrease.

The percent of students scoring at Level 2 & 3 (Meets / Exceeds) on the Math section of the CRCT will increase.

The total number of Students with Disabilities scoring Level 1 on the CRCT will decrease.

Annual Measurable Objective(s):

Students will raise achievement for Math

- Grade 6 from 44% Does Not Meet on the CRCT to 30%
- Grade 7 from 18% Does Not Meet on the CRCT to 13%
- Grade 8 from 14% Does Not Meet on the CRCT to 11%

Students will raise achievement for Math

- Grade 6 from 56% Meets / Exceeds on the CRCT to 70%
- Grade 7 from 82% Meets / Exceeds on the CRCT to 87%
- Grade 8 from 86% Meets / Exceeds on the CRCT to 89%

The total number of Students with Disabilities scoring Level 1 on the CRCT will decrease by 10% at all grade levels.

System Strategic Plan Goal(s)	NSSE Desired Result(s)	Making Middle Grades Work	Needs Assessment(s) Used
<p><input checked="" type="checkbox"/> A quality educational experience that enhances student achievement will be provided for all students.</p> <p><input type="checkbox"/> Effective, highly qualified teachers, leaders, and staff will be employed.</p> <p><input type="checkbox"/> Support structures will be in place to ensure students achieve emotional and physical well-being in order to achieve academic success.</p> <p><input type="checkbox"/> Technology access proficiency in use, support, and integration will be increased.</p> <p><input type="checkbox"/> Support services designed to enhance student learning</p> <p><input type="checkbox"/> Organizational efficiency / effectiveness</p>	<p><input checked="" type="checkbox"/> Learning to Learn</p> <p><input type="checkbox"/> Expanding and Integrating Knowledge</p> <p><input type="checkbox"/> Communication Skills</p> <p><input checked="" type="checkbox"/> Thinking & Reasoning Skills</p> <p><input type="checkbox"/> Interpersonal Skills</p> <p><input type="checkbox"/> Personal & Social Responsibility</p>	<p><input checked="" type="checkbox"/> An academic core that is aligned to what students must know, understand and be able to do to succeed in college preparatory English, mathematics, and science</p> <p><input checked="" type="checkbox"/> A belief that all students matter</p> <p><input checked="" type="checkbox"/> High expectations and a system for extra help and time</p> <p><input checked="" type="checkbox"/> Classroom practices that engage students in their learning</p> <p><input checked="" type="checkbox"/> Teachers working together</p> <p><input type="checkbox"/> Support from parents</p> <p><input type="checkbox"/> Qualified teachers</p> <p><input checked="" type="checkbox"/> Use of data</p> <p><input type="checkbox"/> Use of technology for learning</p> <p><input type="checkbox"/> Strong leadership</p>	<p>CRCT</p>

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Development/ Resources	Estimated Costs and Funding Sources	Person(s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
(1) Analyze 2005-2006 CRCT Results	August 2006-June 2007	Pearson Inform Training		Administrators, System Coordinator of Data Management	Copy of student scores	Students in Level 1 (Does Not Meet) will decrease by: 6 th grade by 14%, 7 th grade by 5%, 8 th grade by 3%
(2) Teachers will use research-based best practices.	August 2005-June 2007 Daily and on-going	Making Classroom Assessment Work Differentiated Instruction	Staff development funds Title II funds	Administrators, Department Chairs	Classroom observations, Lesson Plans Classroom observations, Lesson Plans	Improvement of students' Reading scores as indicated by progress toward meeting the GPS benchmark and CRCT assessment
(3) Implement Extended Learning Time for Reading and Math	September 2006-June 2007	SRA Corrective Reading Training, Reading for Real training Text for Level 3 readers		Administrators, ELT Directors	Scores from common assessments given every 4 ½ weeks for student placement	Number of students needing remediation will decrease each 4 ½ weeks
(4) Provide an after school program for struggling students with an instructional focus on reading, language arts, and math	September 2006-June 2007		State 4-8 funds, State IEP funds	Administrator, After school Director	Attendance roster, Lesson plans, classroom observations	Progress toward meeting GPS as well as student achievement, as shown on benchmark and CRCT assessment
(5) Provide common planning time for grade level teachers, including special ed co teachers	August 2006-June 2007			Administrators	Lesson plans, classroom observations, CRCT scores, Agendas and minutes from planning meetings	Progress toward meeting GPS as well as student achievement, as shown on benchmark and CRCT assessment

**Lakeview Middle School
Special Education (Math) Improvement Plan
2006-2007**

Goal

Lakeview Middle School will decrease the percentage of special education students scoring Level 1 (below 300) on the annually administered state math criterion referenced test (CRCT) by 10%.

Action Plan

Strategies/Interventions	Timeline	Needed Professional Development / Resources	Person(s) Responsible	Evaluation
Teachers will analyze 2005-2006 CRCT results	August 2—6-June 2007	CRCT scores Pearson Inform Training for new teachers	Administrators, Special Education Department Head	Teachers will create an action plan for their special education caseload showing each student's needs based on CRCT scores
Teachers will use research-based best practices	August 2006-June 2007	Materials / manipulatives for hands-on lessons Training for new teachers for implementing hands-on math lessons	Administrators, Special Education Department Head, Math Department Chair, Academic Coach	Lesson plans Classroom observations
Teachers will meet bi-weekly to analyze student work	August 2006-June 2007	Training for analyzing student work for new teachers	Administrators, Academic Coach	Meeting agendas and minutes
Teachers will participate in professional learning for co-teaching instructional strategies	August 2006-June 2007	GLRS Co-teaching academy GLRS Consultant Training	Administrators, GLRS staff	Classroom Observations, Lesson Plans

School Improvement Goal # 4:

Students will take responsibility for their own actions.

Annual Measurable Objective(s):

Student attendance will decrease from 6.3% missing more than 15 days during SY2006 to 4% missing more than 15 days during SY2007.

System Strategic Plan Goal(s)	NSSE Desired Result(s)	Making Middle Grades Work	Needs Assessment(s) Used
<p><input type="checkbox"/> A quality educational experience that enhances student achievement will be provided for all students.</p> <p><input type="checkbox"/> Effective, highly qualified teachers, leaders, and staff will be employed.</p> <p><input checked="" type="checkbox"/> Support structures will be in place to ensure students achieve emotional and physical well-being in order to achieve academic success.</p> <p><input type="checkbox"/> Technology access proficiency in use, support, and integration will be increased.</p> <p><input checked="" type="checkbox"/> Support services designed to enhance student learning</p> <p><input type="checkbox"/> Organizational efficiency / effectiveness</p>	<p><input type="checkbox"/> Learning to Learn</p> <p><input type="checkbox"/> Expanding and Integrating Knowledge</p> <p><input type="checkbox"/> Communication Skills</p> <p><input type="checkbox"/> Thinking & Reasoning Skills</p> <p><input type="checkbox"/> Interpersonal Skills</p> <p><input checked="" type="checkbox"/> Personal & Social Responsibility</p>	<p><input type="checkbox"/> An academic core that is aligned to what students must know, understand and be able to do to succeed in college preparatory English, mathematics, and science</p> <p><input checked="" type="checkbox"/> A belief that all students matter</p> <p><input type="checkbox"/> High expectations and a system for extra help and time</p> <p><input type="checkbox"/> Classroom practices that engage students in their learning</p> <p><input checked="" type="checkbox"/> Teachers working together</p> <p><input checked="" type="checkbox"/> Support from parents</p> <p><input type="checkbox"/> Qualified teachers</p> <p><input checked="" type="checkbox"/> Use of data</p> <p><input type="checkbox"/> Use of technology for learning</p> <p><input type="checkbox"/> Strong leadership</p>	<p>SASI Report</p> <p>Teacher Attendance Book</p> <p>Teacher Attendance Record</p> <p>Notebook</p>

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Development/ Resources	Estimated Costs and Funding Sources	Person(s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
(1) Daily attendance is taken in all classes	August 2006-June 2007		SASI Roll book	Teachers	Attendance Records	Student achievement will increase as attendance improves
(2) The team will meet and verify 20 day report	On-going every 20 school days		SASI 20 day report	Administrators, Attendance Clerk, Team teachers	20 day reports Attendance records	Student achievement will increase as attendance improves
(3) Parents of absent students will be called daily	On-going SY2007		Connections teachers	Connection teachers	Documentation of parent contact	Student achievement will increase as attendance improves
(4) Referral to Lakeview Middle School Attendance Review Team	After 3 unexcused absences or 7 total absences SY2007		Administrator, Social Worker, Dept. of Juvenile Justice, Parents	Administrators	Agenda Participants Minutes	Student achievement will increase as attendance improves
(5) Referral to Juvenile Justice	In the event MSART is unsuccessful		Court System	Administrators, Resource Officer, Social Worker	Referral	Student achievement will increase as attendance improves
(6) Rewards for good attendance	Weekly SY2007, Every 9 weeks SY2007		Renaissance, Business Partners	Administrators, Homeroom teachers	Data collection of students attending incentive program	Student achievement will increase as attendance improves

Leadership Perception of School

Lakeview Middle School students are residents of the northwest area of Catoosa County, Georgia, a fast-growing residential community that is predominately white. The socioeconomic level of the community is lower-middle class, although an increase of low-income families is being observed. Lakeview serves a rapidly growing residential area near the Tennessee border. The population of the community has increased by about 156 percent since 1970 and is expected to increase substantially over the next two years.

LMS serves 750 students in grades six through eight. The student population is 91 percent Caucasian and nine percent other (African-American, Asian American and Hispanic/Latino). Forty-five percent of LMS students qualify for free/reduced-cost lunch, 18 percent qualify, as students with disabilities and 16 percent are gifted students served through the Horizon Program. The number of students absent more than 15 days was 14 percent in 2003-2004 but improved to only 6 percent for 2004-2005.

Lakeview has one principal, two assistant principals, two counselors and a faculty of 64 full-time teachers, which includes 14 special education; three certified in gifted education, and 11 exploratory/fine and related arts teachers. Seventy-eight percent of Lakeview teachers have advanced degrees. LMS operates on a five-block schedule with 70-minute periods. Teachers and students are grouped by teams and each grade level has three academic teams. Connections classes include keyboarding, technology, home economics, computers, music appreciation, Spanish, reading, band, and health and physical education.

LMS met Adequate Yearly Progress (AYP) in 2005-2006 but remains identified as Needs Improvement because the school did not meet AYP in the same subject for two consecutive years. The school did not make AYP for the 03-04 and 04-05 school years because of math CRCT scores for special education students and because of the second indicator, attendance. In our special education math area we are low in number sense and statistics and probability. One of the root causes of not scoring may be the reading ability of our special education students when reading is applied to mathematics.

Lakeview Middle School has begun the Making Middle Grades Work initiative for this school year. Based on classroom observations and teacher collaborative meetings, these strategies are having a positive effect on classroom learning. We are also focusing our academic coach on the area of math and have built an extended learning period into the daily schedule to improve reading and math achievement.

Describe the school's overall strengths and opportunities for improvement.

Strengths:

1. Advanced math classes are offered at grades 7 & 8
2. A reading connection class is offered for grades 6-8 for Level 1 reading students
3. An extended learning time will be provided daily for 40 minutes to provide remediation and/or enrichment for all students in reading and math.
4. Students meet once a month with an adviser to discuss character traits, test taking strategies, study skills, current events, etc. Students remain with the same adviser for all three years.
5. An after school program is offered for students needed extra help.
6. Rewards are offered for good attendance and grades
7. A Middle School Attendance Review Team is in place to help with the reduction of attendance problems. This group includes an administrator, social worker, counselor, and a representative from the Department of Juvenile Justice, the parents and the student.
8. Grade level teachers have common planning time for collaboration and planning

Opportunities for improvement / areas of need:

1. Achievement in math for students with disabilities
2. Parental Involvement
3. Consistent use of effective instructional strategies and techniques at each grade level
4. Differentiated instruction in all classes

Describe the procedures used for collaborative planning for instruction within the school.

Grade level teams plan together one day per week. Student Support Teams (SST) and parent conferences are scheduled for this joint planning time. Minutes from the School Leadership Team meetings are shared and discussed at this time, and student-related concerns are discussed. Grade level content teachers meet as small learning communities biweekly to discuss instructional issues, work on Georgia Performance Standards (GPS) and join in book studies. Faculty meetings are held once a month after school as are Grade Level meetings, Committee meetings and Department meetings. Monthly curriculum meetings are held with each content department by administrators to keep faculty up to date on issues effecting instruction.

Parent Involvement Plan

Parents are an essential part of the formula for a student's success at Lakeview Middle School. Parents who feel respected and welcome in the school, and become actively involved with their child's education increase the chances for their child's academic success.

There are many ways for parents to be informed and stay involved:

- Parents receive information about important school information in a newsletter sent home with students each grading period. Other information is disseminated from the school to parents and the community in the form of newspaper articles, special programs, web page, letters from individual teachers, and the sign in front of the school.
- Report cards are sent home at the end of each grading period. Mid-term reports are given to all students, providing communication to all parents regarding their child's progress every 4 ½ weeks.
- An open house is held before the beginning of school each year. During the first nine weeks, evening parent involvement programs are held by each grade. Parents break up into small groups, hosted by teachers within the grade, where some particular aspects of involvement, such as how to help your child improve his/her study habits, how to help your child improve his/her reading comprehension might be expected.
- A student planner, or agenda, is provided and used as a means of communication between home and school.
- A syllabus is sent to parents by each teacher at the beginning of the year describing the course, methods of grading, what assignments to expect.
- School conference days, held at least twice a year, are from noon to 4 p.m. Teachers are also available before school, after school, and during planning times to meet with parents.
- Renaissance Parents Organization, the LMS parent organization, meets once each nine weeks to plan and volunteer for upcoming events.
- CRCT test scores are published in the county newspaper and the school system newsletter. Our annual school review will also be published in the school newsletter. The assistant principal and school counselors are available for interpreting test scores.
- Parents participate in decisions relating to the education of their children through questionnaires and meetings designed to obtain their input.
- Eighth grade students take a trip to Lakeview Ft. Oglethorpe High School to learn about high school options. Both parents and students attend an open house to register students for the next year. This helps parents better understand and plan for their child's transition from middle to high school.
- Adult literacy training information is posted in the county newsletter.

Parental involvement at Lakeview Middle School allows parent to influence and make contributions to what may be their most time-consuming and rewarding task...the education of their children.

Safety Net Purpose and Programs

The Safety Net Program at Lakeview Middle School identifies students working below standard in their grade level. Students will be identified using course grades and benchmark assessments given at the beginning of the second semester. This safety net plan is designed to give students additional remediation.

Student Support Team

Teachers conference with students and parents about grades, quality of work, behavior that impedes learning, organizational skills and study habits. Teachers stay in touch with parents so they can help their students' efforts.

After-School Tutoring

Lakeview Middle School has a formal program whereby students attend and get additional help in math, language arts and reading. A special education teacher works with special education students each day during the after-school program. Tutoring lasts an hour and a half, Monday through Thursday. Teams also offer after-school or morning tutoring to students who are having difficulty.

Reading Connection Class

Students scoring Level 1 on the CRCT can attend a reading connection class for extra remediation. This class uses the SRA Corrective Reading program to help students reach grade level in their reading abilities.

Extended Learning Time

An extended learning time is offered daily for 40 minutes. Level 1 students are offered remediation on Monday and Wednesday using the SRA Corrective Reading program. Level 2 students learn more about the use reading strategies by working through the Reading for Real series. Enrichment in reading is provided to Level 3 students who exceeded standards on the CRCT by using non-fiction texts, newspapers, novels, etc.

Math remediation is provided by math teachers on Tuesday and Thursday to students not passing common assessments given every 4 ½ weeks. Students making a passing score on these assessments will participate in enrichment projects by other content teachers.

Fridays are reserved for various activities such as Adviser/Advisee, Clubs, Renaissance Time, etc.