



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

Georgia Department of Education  
Title I  
Schoolwide/School Improvement Plan

<b>School Name:</b> Lake Bridge Behavioral Health System	
<b>School Mailing Address:</b>  3500 Riverside Drive Macon, GA 31210	
<b>LEA Name:</b> Bibb County School District	
<b>LEA Title One Director/Coordinator Name:</b> Dr. Perdita Dwight, School Improvement Coordinator	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b>
<b>LEA Title One Director/Coordinator Mailing Address:</b>  484 Mulberry Street Suite 465 Macon, GA 31201	
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**SWP/SIP Template Instructions**

**Notes:**

- 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 asterisk (\*) denotes 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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**SIP Components**

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

*Response:*

A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were . . . The ways they were involved were . . .

Susan Van Wick, Ginger Snow, Rebecca Cooling, and Brandon Freeman, Pedagogues for LBBHS, with the assistance of Dr. Anthony S. Anderson, Education Director, reviewed our target goals that were set from the school wide plan based on data collected during the FY '14 school year and input from faculty and staff. Dr. Anthony S. Anderson with the assistance of the education team at the facility will implement SIP for FY '15.

B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)

A Review of our goals that were set for FY'14 plan, the faculty and administration looked at clients' performance on the CRCT, EOCT, and the Plato Accucess Tests. We met and exceeded our goals for students taking the CRCT for language Arts and Math. However, there still remains a consistent lack of achievement in the area of mathematics for our high school students that had taken the EOCT for Coordinate Algebra and Analytic Geometry. Students performed at the 100% passing rate for Physical Science and English Language Arts (Ninth grade Literature). Our high school students made limited gains in U.S. History, Economics, and Biology that indicated more instruction and assessments must be provided in these subject areas. The areas identified by the team that must be addressed to improve the academic performance of our high school students included math, social studies, and sciences as well as the procedures and forms that teachers used to create lesson plans. They also noted in their assessment of needs improvement the continuous low numbers of participation from parents/guardians and the community as a whole. We addressed this need to the degree possible in consideration of the nature of a residential facility and legal constraints on parental involvement. A review of our target goals that were set for FY'14, the staff has looked at how we could implement changes more effectively to meet facility goals for FY'15. These recommendations along with the testing data have led us to the ongoing of our SIP.

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . . ) . . .



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If and when the school admits migrant students, the staff, teachers and administration will follow the guidance of the Bibb County School District Migrant Education Program liaison and the Georgia Department of Education Migrant Education Program Consortium. LBBHS will seek assistance and implementation advice from Bibb County BOE Migrant Education Specialists.

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. For example . .

The greatest area of academic need has been in the area of math.

In the area of community and parent/guardian involvement there are several factors that contribute to the lack of participation. First, no one other than the clients has ever been really engaged in the facility's school in the past. Communication has been mainly for the purpose of setting family sessions or at the end of a clients stay to transfer records. Lastly, many of our parents/guardians, as well as the community have not been actively engaged at their child's home school, let alone the facility school. There are also legal constraints on the amount and type of parental involvement due to the facility being a residential facility and the nature of individual placement.

The root causes of individual and school academic weaknesses are individual academic needs and a combination of factors including the clients coming to us with a significant deficit in skills, sporadic attendance in school, mobility of students, lack of parental involvement, difficulties in transitioning to multiple facilities, and a lack of materials and technology for math remediation at the school.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

Because of our low census, the school has not been able to identify any subgroups in its population. Test scores and other data have been reviewed individually, across grade levels, and in accordance with core and content disciplines. Once the school has a large enough census to distinguish subgroups, we will develop data review rubrics based on this.



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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

We address the needs of the school, classes, and individual students based on disaggregation of data and analyses of the results. Individual student assessment results are used to guide instruction for all students, especially the students who are not achieving at the established GaDOE levels.

F. The data has helped us reach conclusions regarding achievement or other related data.

These factors imply that although the school has made some significant strides in its academic performance and in the utilization of technology and communications, there is still much to be accomplished. Improving involvement from parents/guardians and the community will serve foster more opportunities for our clients to grow academically and socially. Many of our clients have significant deficits in math skills including basic calculations.

G. The measurable goals/benchmarks we have established to address the needs were . . .

1. Math Remediation for all clients
2. Parent, Guardian and Community involvement in the school program
3. Teacher professional Learning in technology.
4. Interdepartmental communication

\*2. School wide reform strategies that are scientifically researched based.

*Response:*

Lake Bridge Behavioral recognizes that on-going professional development is essential to build teacher capacity with the knowledge and skills necessary to reach our diverse population. Lake Bridge will use the GaDOE new curriculum that is aligned to CCGPS. The facility will also use PLATO. PLATO is an instructional program designed to improve achievement in all core and content areas. The instructors are all trained in data driven instructional practices and are all highly qualified.



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2(a). School wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

A. *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 . . . (Strategies to be used.)

- Individualized lesson plans developed from initial testing results to address areas of weakness and to enrich areas of strengths.
- Continue delivery platform that is all on-line. The school has purchased licenses for all students attending through PLATO.
- Teachers will receive professional development to increase their skills in the utilization of on line instructional programs and content to teach math and reading remediation and enrichment with the new technology resources that they have available.
- Differentiated Instruction
- Special Education Services
- Tutorials
- Math lab tutor and after school tutoring

2(b). Are based upon effective means of raising student achievement.

B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

Lake Bridge Behavioral uses reform strategies to improve student academic achievement through instructional practices that are selected on the recommendation of the GaDOE and LEA and that are aligned to CCGPS. PLATO is an instructional program designed to improve achievement in all core and content areas. The instructors are all trained in data driven instructional practices and are highly qualified.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

C. *Response:* We will increase the amount and quality of learning time by . . . (Before/After school, summer school, Saturday school, block scheduling)

We will increase the amount and quality of learning time by providing each student with their own lesson assignments so that they can move through lessons and the curriculum at their own pace. This will alleviate the need for students to wait around while other students are trying to



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2(c). Use effective instructional methods that increase the quality and amount of learning time.

grasp concepts, while at the same time allowing those students that are struggling to be able to take the time that they need to fully comprehend the concept that they are being taught. We will also introduce after school tutoring in the Fall 2014 and Spring 2015 semesters to focus on building math skills. Additionally, we have adopted a year round school calendar to eliminate the summer learning loss that normally occurs.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

*Response:*

The school will determine if they have meet the needs of learners through the pre- and –post testing that is conducted as students admit and discharge from the schools program. This data is collected and studied by the faculty and staff to determine the quality of instruction and to identify trends in achievement. The school will progress montior student improvement on Plato and online progress reports. Because of the short tenure that each student has at the school, typically 4 to 8 weeks, the school is not completely reliant upon state mandated testing when determining the level of achievement for each student.

2(e) Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process.

*Response:* Title I funds will not be used for field trips

\*3. Instruction by highly qualified professional staff.

All academic and elective teachers at the school are highly qualified as defined by the Georgia Department of Education. Many faculty members hold certifications in multiple content areas. The school also has Para-Professionals that are assigned to each class and assist teachers in monitoring students and planning lessons.





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**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

Please see HIQ Report for LBBS. We attract highly qualified teachers many of whom hold certifications in multiple content areas. The Human Resource Department also has visited Colleges i.e. Mercier and Milledgeville and will be visiting other forth coming colleges to ensure recruitment of Highly qualified teachers and Paraprofessionals.

**\*4. Professional development for staff to enable all children in the school**

*Response:*

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. All staff will participate in math professional development offered by the Middle Georgia RESA. Staff will also participate in training on the implementation of new technology and programs purchased. On-going support and training will be provided by Bibb county BOE throughout the school year. Additionally, staff will be provided with professional development from PLATO Learning Systems as to the use and implementation of their products. Follow-up training will be provided throughout the school year.

B. We have aligned professional development with the State's academic content and student academic achievement standards . . .

All professional learning is aligned to the Georgia Common Core Performance Standards. Teachers and staff have a variety of professional development opportunities available to them. PLATO learning will be providing continual professional development and support for the teacher to maximize student benefits from the instruction. The Middle Georgia RESA provided training on best practices for using smart boards and other technology in the classroom. Bibb County BOE is providing on-going training on implementing technology in the classroom as well as on different software products throughout the school year.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

The teachers have access to BCSD professional learning opportunities and participate in appropriate professional learning provided through University Instructors in providing instruction for high needs and special needs students.



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**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**

D. We have included teachers in professional development activities regarding the use of academic assessments . . . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

All teachers and other support staff are included in our monthly faculty and staff meeting where test preparation and scores are discussed. During these meeting strategies are developed and implementation of our improvement efforts are conducted and discussed. Instruction is based on the analyses of disaggregated data and student progress monitoring.

**\*5. Strategies to increase parental involvement.**

*Response:*

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by...

We have asked for parent input in the development of our school improvement plan through surveys. We also mail a copy of our school wide improvement plan to each household at the beginning of the school year and have a copy available for any interested party in the school office.

B. We have developed a parent involvement plan to improve the interaction with the residential facility to the degree legally possible. We have put in place activities to include the parents in activities and special days for visitation. We have worked to establish more efficient communications with parents.

- includes strategies to increase parental involvement
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)

**\*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

*Response:*

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering form private schools plus students entering our school throughout the school year . . .

Lake Bridge Behavioral Health System administrators, counselors, teachers, and staff support the students in all transitions due to the nature of the home and serving as



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surrogate parents. The students frequently transfer to other schools and residential facilities within a school term. In order to facilitate a smooth transition during these moves and necessary adjustments, our team counsels the students on anticipated changes, difficult situations, on how to deal with personal issues and anxiety of moving into a new situation. We assist the students with acclimation into the new school, living, and job transitions through visits and field trips and meeting the new people who will be working with them. We take the children to activities around the community and allow them to function as much as possible in the realm of a regular family atmosphere so that moving into community venues is a normal process.

\*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

*Response:*  
 A. The ways that we include teachers in decisions regarding use of academic assessment are . . .

Teachers are an integral part of any discussion about student performance at LBBHS. All faculty and staff are part of our monthly discussion of academic assessments including state mandated assessments and facility based assessments. Each student is discussed in an open forum so that all input can be considered. Teachers base daily class instructions and PLATO participation on assessment data and progress monitoring of feedback from PLATO and all online instructional programs.

\*8. Coordination and integration of Federal, State, and local services and programs.

*Response:*  
 A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

Lake Bridge Behavioral Health Systems, under the guidance of Title I and other federal, state, and local services and programs, coordinates all funding and resources to provide the most extensive and practical education for the students. We utilize all funding and resources to avoid duplication of services, to cover every area of need, and to maximize the potential of all our available resources for the improvement of academic achievement of our students.



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8(a). List of State and local educational agency programs and other federal programs that will be included.

*Response:*

Title I, Part A funding  
School Improvement Grant  
Residential Treatment Facilities Grant

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

*Response:*

Title I funds will be used to purchase supplemental instructional supplies, and eBooks to enhance and improve student comprehension and reading skills.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

*Response:*

The plan was developed in conjunction and compliance with the federal requirements of Title I which includes those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

\*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

*Response:*

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

Tutoring after school will be used to assist students that are struggling with their academics. Student progress monitoring is an ongoing process and allows for timely assistance to address areas of weakness. All students will also receive individualized lessons based on their current level of understanding of the content. Additionally, the school will provide students with opportunities to receive real-world experience through field trips that are designed to help them use the skills that they are taught in classes.

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

*Response:*



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Upon admission to LBBHS, students are tested for their current level of achievement and an individualized program of study is developed for them. Also, throughout their stay, as deficiencies are identified, students will receive additional services and help to improve their performance. Because of the nature of extenuating circumstances leading to placement in a residential treatment facility, student progress is monitored on a continual basis to ensure academic support and to provide the maximum progress due to frequent transfers.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

*Response:*

Teachers receive professional development throughout the school year as part of our faculty and staff meetings. As needs in our student population are identified, training and professional development are scheduled to meet those challenges. The LEA professional development offerings are available to our faculty, and Central Georgia RESA provide professional development to ensure teachers maintain highly qualified status in the field of instruction.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

*Response:*

Formal open houses are held once a semester for parents and families to visit and speak with the teachers. Because of the short length of stay for our residential students, many less formal conferences are held with parents in addition to phone calls and other mailing to keep parents informed of the happenings at the school.

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

*Response:*

Test results are provided to the parents upon discharge from the program as well as during family counseling sessions at the school. Teachers provide parents with an interpretation of the test results as well as how that child's individualized program will address any challenges that the child has.

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

*Response:*

The assessment, data collection, and disaggregation of all data are conducted in compliance with Georgia Department of Education assessment guidelines in order to maintain the integrity of data results.



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

*Response:*

The assessments are state-mandated and have been selected to provide reliable and valid research data to drive instructional decisions. The assessments utilized by Lake Bridge Behavioral Health Systems are designed with fidelity to ensure validity and reliability based on research.

13. Provisions for public reporting of disaggregated data.

*Response:*

Public reporting of data on Lake Bridge Behavioral Health System is conducted through the Georgia Department of Education and the Bibb County School District Department of Assessment and Accountability.

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

*Response:* The data used to develop the plan is based on 2013-14 academic school year.

15. 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 plan was developed based on data and information from Title I, RESA, administrators, instructors, social workers, and personnel who serve as surrogate parents to the students or are involved in the education program at Lake Bridge.

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

*Response:*

A copy of the plan will be maintained in the following offices and will be available to stakeholders through Title I Office, Bibb County School District website, and the office of the Lake Bridge Behavioral Health System principal.

17. 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:*

The Title I Schoolwide plan will be translated to the degree feasible using system translators, into the language of non-English speaking parents.

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

*Response:*



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The plan was created in compliance with all provisions of Title I and Section 1116 of the federal guidelines. If selected to participate in the National Assessment of Educational Progress project, commonly known as the Nation's Report Card, Macon Behavioral Health System School will participate.