2023 – 2024 School Improvement Plan

Submission Date: *May 24, 2023*

GENERAL TRASS HIGH SCHOOL
GRADES 9 - 12
700 MARTIN LUTHER KING JR. DRIVE
LAKE PROVIDENCE, LA 71254
Mr. Rickey Taylor
(318) 559 - 1984
rtaylor@e-carrollschools.org

School Profile
Check where applicable:

☐ Charter School

☐ Alternative School

☐ School in School Improvement

    ☐ Academically Unacceptable Schools – Year 1   ☐ School Improvement – Year 1

    ☐ Academically Unacceptable Schools – Year 2   ☐ School Improvement – Year 2

    ☐ Academically Unacceptable Schools – Year 3   ☐ Corrective Action – Year 1

    ☐ Academically Unacceptable Schools – Year 4   ☐ Corrective Action – Year 2

                                                           ☐ Restructuring

☒ Title I School

    ☒ Schoolwide   ☐ Targeted Assistance

☐ Member of Southern Association of Colleges and Schools

☐ Teacher Advancement Program (TAP)

☐ Distinguished Educator

☐ Literacy and Numeracy

☐ Grant Application

    Name of Grant: E-Grant

    Contact Person: Dr. Convietta Nelson

    Phone: 318-559-3770

    E-mail: cnelson@e-carrollschools.org

SCHOOL IMPROVEMENT PLAN CROSSWALK
Table of Contents for SIP
[Schoolwide Components NCLB Section 1114 (b)(1)(A-J)]
[School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)]

Each school operating a schoolwide program must include all ten components in their plan. All schoolwide schools in improvement status must include the ten requirements for schools in improvement.

Ten Components of a Schoolwide Program	"Tools" Pages	Ten Requirements of a School Improvement Plan	Your SIP Pages
1. A **comprehensive needs assessment** of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	23 – 25	1. An effective needs assessment	13 - 16
2. **Schoolwide Reform Strategies**	32 – 39	2. A *strategy* for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization). Scientifically Based Research (ESEA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	
3. **Instruction by Highly Qualified Teachers**	Rubric, Page 80	3. Provide an assurance that the instruction will be provided by highly qualified teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.	17 - 19

4. **High quality and ongoing professional development for –**
  ➤ Teachers
  ➤ Principals
  ➤ Paraprofessionals
	45 – 49	4.Effective Professional Development incorporates the following:
		
		• Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels
		• Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies
		• Provides opportunities for job-embedded professional development
		• Provides plans for follow-up and support to ensure teacher/student learning
		• Focuses on student needs
		• Prepares educators to demonstrate high expectations for all student learning
			18 - 19

5. **Strategies to attract high-quality highly qualified teachers to high-need schools**	**Attached to School Improvement Plans**	5. Provide a District *plan* or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.	
6. **Strategies to increase parent involvement** *(Such as family literacy services)*	**50 – 55**	6. Effective family involvement: •	**18**
7. **Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.** *(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)*	http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf	7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11. • Professional development • Teacher classroom visits • Children portfolios	

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	Curriculum Section, pages 56 – 69 Rubric, pages 78 – 81	8. What processes are in place for administrator(s) to identify teachers' professional development needs related to content, instructional strategies, and classroom assessment? The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.	18 - 19
9. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.	56 – 69	9. The Administration monitors the Taught Curriculum Teacher teams, with the SIT and School Support Team improves the Taught Curriculum	20 - 21
10. Coordination and integration of Federal, State, and local services and programs	70 – 72	10. Effective coordination of resources	

Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
CG1. Students enter Kindergarten ready to learn. **Measure:** Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening	
CG2. Students are literate by the third grade. **Measure:** Percentage of Third Graders Earning Basic and Above on *i*LEAP English Language Arts Assessment	
CG3. Students will enter fourth grade on time. **Measure:** Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade	
CG4. Students perform at or above grade level in English Language Arts by eighth grade. **Measure:** Percentage of Eighth Graders at Basic and Above on LEAP English Language Arts Assessment	
CG5. Students perform at or above grade level in math by eighth grade. **Measure:** Percentage of Eighth Graders at Basic and Above on LEAP Mathematics Assessment	
CG6. Students will graduate on time. **Measure:** Cohort Graduation Rate (Percentage of Students Graduating in Four Years)	**17, 19, & 20**
CG7. Students will enroll in post – secondary education or graduate workforce – ready. **Measure:** Percentage of First Time Freshmen (High School Graduates Enrolling in Post – Secondary Institutions)	
CG8. Students will successfully complete at least one year of post – secondary education. **Measure:** The percentage of first time freshman achieving sophomore status within two years of entering post – secondary education	
CG9. Achieve all eight Critical Goals, regardless of race or class. **Measure:** Subgroup performance of each of the Goals will be assessed to monitor progress on this goal.	

Directions on What to Submit to the LDE and
How to Complete the *SIP Template*

❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the LEA Accountability and/or Federal Programs contact. The LEA must submit via the School Improvement eGrant system.

❑ Submit the District Assurance via the eGrant.

❑ Follow each eGrant page for appropriate number of characters.

❑ Insert page numbers in the Table of Contents for Word version of template to be kept on file at school and LEA.

❑ All plans must contain a Crosswalk that identifies page numbers of activities that align with NCLB components of School Improvement and School Wide Programs.

❑ For SIPs that have been revised, indicate material that has changed on the *Action Plan* sheets with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.

❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.

❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.

❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.

❑ For original signatures, **USE BLUE INK**.

    ❑ Principal's Signature
    ❑ Superintendent's Signature

Schools submit SIPs to the district for evaluation using the state's rubric

Principal Signature: _____   **Date:** _____

Superintendent's Signature: _____   **Date:** _____

TABLE OF CONTENTS

DATA PORTFOLIO

The following items should make up the *Data Portfolio* (**to be kept on file at the school**):

o Subgroup Component Report and Principal's Report Card for the last three years.

o Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).

o Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)

o Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)

o Copy of the Data Triangulation Form

o Comprehensive Needs Assessment: Final Report

o DRA or DIBELS Reports

o Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)

o Data Notebook (for schools participating in *School Analysis Model-SAM 2000 or LANA online*)

o Cognitive Summary Data (iLEAP, LEAP/GEE, ACT, PSAT, etc.)

o Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)

o Scholastic Audit Next Steps, if applicable.

DISTRICT ASSURANCE

☐ For schools in School Improvement and in the SIG Tiers, I hereby certify that this plan was developed with the assistance of a District Assistance Team and State-level School Support Team in collaboration with the School Improvement Team.

☐ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

☐ I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

☐ I hereby certify that this plan has all of the following components:
- A statement of the school's mission
- Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
  - Data Triangulation tables
  - Data Comprehensive Needs Assessment Summary Report
- Goals and measurable objectives
- Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs
- Family and community involvement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

_____
Superintendent's signature

_____
Principal's signature

_____
District Assistance or School Support Team Leader

_____
Chair, School Improvement Team

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES
(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	☐	#	☐	☐
Extended Day Program	☐	#	☐	☐
HIPPY	☐	#	☐	☐
INTECH	☒	14	☐	☐
INTECH 2 Science	☐	#	☐	☐
INTECH Social Studies	☐	#	☐	☐
La GEAR-UP	☐	#	☐	☐
LaSIP	☒	9	☐	☐
LEAD TECH	☐	#	☐	☐
Math/Science Partnership	☐	#	☐	☐
Pre-School Program (s)	☐	#	☐	☐
School-to-Work	☐	#	☐	☐
The Strategic Instruction Model (SIM)	☒	9	☐	☐
Other: New Directions	☐	3	☐	☐
Click Here to Enter	☐	#	☐	☐

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):   • READING AND MATHEMATICS LAB
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: •

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Crisis Management (emergency/evacuation plan)	§ 339/741	MAY 2022	☒ Yes	☐ No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	MAY 2022	☒ Yes	☐ No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	MAY 2022	☒ Yes	☐ No
Security Procedures (metal detectors, etc.)	§ 339/741	MAY 2022	☒ Yes	☐ No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	MAY 2022	☒ Yes	☐ No
Student Code of Conduct	§ 1115/741	MAY 2022	☒ Yes	☐ No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	Enter Date	☐ Yes	☐ No
Transition Plan for Pre-School Children	§ 1114/Title I	Enter Date	☐ Yes	☐ No

School Partnerships (Type the name of each partner in the space provided)	
University	GRAMBLING STATE UNIVERSITY,
Technical Institute	LOUISIANA DELTA COMMUNITY COLLEGE
Feeder School(s)	GRIFFIN MIDDLE ACADEMY
Community	DELTA ECONOMIC ENERGY DISTRICT - LOUISIANA CENTER AGAINST POVERTY
Business/Industry	TERRAL RIVER SERVICE
Private Grants	Enter Partner name
Other	Enter Partner name

Data Triangulation – <u>Strengths</u>

Contributing Factors: Over 50% top growth in Math and ELA LEAP 2025 assessments
Domain: Sub domain:
Instrument(200): LEAP 2025 TEST – SPRING 202

Data Type:	Findings(500)
1. Quantitative 2. Quantitative 3. Quantitative	1. 30% OF THE ENGLISH I STUDENTS SCORED PROFICIENCY ON THE LEAP 2025 EXAM 2. 36% OF THE ENGLISH I AND ENGLISH II STUDENTS SCORED MASTERY AND ABOVE 3. 2% OF THE SENIORS SCORED 18 OR HIGHER ON THE ACT/WORK KEYS EXAM

Contributing Factors: MATH AND ENGLISH TEACHERS USED A VARIETY OF INSTRUCTIONAL STRATEGIES
Domain: Sub domain:
Instrument(200): CLASSROOM OBSERVATION DATA - WALK-THROUGH DATA

Data Type:	Findings(500)
1. Behavioral	1. WALK-THROUGH DATA INDICATED 85% STUDENT ENGAGEMENT IN MATH AND ENGLISH CLASSROOM ACTIVITIES.
2. Behavioral	2. ORDERLY CLASSROOM CONDUCIVE TO LEARNING IS 80%.
3. Behavioral	3. THE ADMINISTRATION IS VISIBLE IN THE CLASSROOM AND AROUND THE CAMPUS.

Contributing Factors: COORDINATED RESOURCES
Domain: Sub domain:
Instrument(200): CLASSROOM OBSERVATION DATA - WALK-THUROUGH DATA

Data Type:	Findings(500)
1. Cognitive	1. ONE HUNDRED (100%) PERCENT OF MATH TEACHERS OBSERVATIONS REVEALED THE USE OF LSS IN THE CLASSROOM.
2. Contextual	2. MATH CLASSES OBSERVATIONS SHOWED THAT TEACHERS USED AVAILABLE TEACHING MATERIALS TO ACHIEVE THE LESSON OBJECTIVES.
3. Attitudinal	3. PARENT SURVEYS INDICATE THAT THEY HAVE HIGH EXPECTATIONS FOR THEIR CHILD/CHILDREN'S EDUCATION.

*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User's Guide* page 62 *Table 52 Domain and Sub domain codes*

Data Triangulation – <u>Weaknesses</u>

Contributing Factors: SCHOOL CULTURE CHANGE PROGRESSION	
Domain: Sub domain:	
Instrument(200): LEAP 2025 TEST SCORES	
Data Type: 1. Quantitative 2. Quantitative	Findings(500) 1. 16% OF ENGLISH II STUDENTS SCORED BASIC OR ABOVE ON THE ENGLISH II LEAP 2025 EXAM. 2. 2% OF THE U.S. HISTORY STUDENTS SCORED BASIC OR ABOVE ON THE U.S. HISTORY LEAP 2025 EXAMS.
Contributing Factors: LOW PERCENTGE OF TEACHERS USING DIFFERENTIATED INSTRUCTION.	
Domain: 500 Sub domain: 110 510	
Instrument(200): TEACHER LESSON PLANS, COMPASS CLASSROOM OBSERVATION DATA - WALK-THUROUGH DATA	
Data Type: 1. Behavioral 2. Archival	Findings(500) 1. STUDENTS WERE WITHOUT A TEACHER FOR THE BEGINNING OF SCHOOL YEAR 2. PRINCIPAL OBSERVATIONS NOTED THAT SOME CLASSES LACK DIFFERENTIATION IN PLANNING WHILE OTHERS LACK DIFFERENTIATION IN TEACHING PRACTICES.
Contributing Factors:	
Domain: 500 Sub domain: 720 540	
Instrument(200): CLASSROOM OBSERVATIONS, LEAP 2025	
Data Type: 1. Behavioral 2. Quantitative 3. Quantitative	Findings(500) 1. MOST STUDENTS WERE UNABLE TO FOLLOW TEACHER INSTRUCTION BECAUSE OF LANGUAGE BARRIER. 2. OVER 50% OF STUDENTS SCORED IN THE NON-PROFICIENCY RANGE ON THE ENGLISH I LEAP 2025 EXAM.

*Must list at least three findings to justify Contributing Factors
Refer to *Comprehensive Needs Assessment User's Guide* page *62 Table 52* Domain and Sub domain codes

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

Part Ia: Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. 95% Of THE STUDENTS SCORED 18 OR HIGHER (Silver or higher) ON ACT WORK KEYS)	SPRING 2023 ACT/WORK KEYS TEST SCORES
2. 46% OF THE STUDENTS SCORED IN THE PROFIENT RANGE ON THE ALGEBRA LEAP 2025 TEST	SPRING 2023 LEAP 2025 TEST SCORES
3. ONE HUNDRED (100%) PERCENT OF MATH TEACHERS OBSERVATIONS REVEALED THE USE OF LSS IN THE CLASSROOM.	COMPASS OBSERVATIONAL DATA
4. COORDINATED RESOURCES (TEACHER, DISTRICT, BUILDING ADMIN. AND SOME PARENTS)	SPRING 2021 LEAP TEST SCORES, DISCIPLINE DATA, INCREASED PROFESSIONAL DEVELOPMENT
5. 42% OF THE STUDETNS SCORED PROFICIENT ON THE ENGLISH II LEAP 2025 TEST	SPRING 2023 LEAP 2025 TEST SCORES

Part IIa. List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. HIGH STAKES TESTING PREPARATION AND EFFORT	LEAP 2025 TEST SCORES
2. INCREASE IN STAFF DEVELOPMENT	RUBICS, LOCAL GENERATED SURVEYS
3. INCREASE IN TEACHER ATTENDANCE	JCAMPUS ATTENDANCE LOG
4. USE OF TECHNOLOGY IN MOST CLASSES	CLASSROOM OBSERVATION DATA - WALK-THROUGH DATA
5. HIGH EXPECTATIONS AT LOCAL AND STATE LEVELS	COMPASS, LOCAL EVALUATION RUBICS

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part Ib: Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. 33% OF STUDENTS SCORED PROFICIENT ON THE ENGLISH I LEAP 2025 EXAM.	SPRING 2023 LEAP TEST SCORES
2. 28% OF STUDENTS SCORED PROFICIENT ON THE US HISTORY LEAP 2025 TEST.	SPRING 2023 LEAP TEST SCORES
3.	
4.	
5.	

Part IIb. List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. LACK OF STUDENT ABILITY TO FOLLOW INSTRUCTION ALONG WITH CLASSROOM BEHAVIOR AND ATTENDQNCE	ASSIGNMENTS, BEHAVIORAL REFERRALS, AND ATTENDANCE RECORDS
2. IN SOME INSTANCES, TEACHING METHODS MAY NOT ADDRESS ALL LEARNERS AND LEARNERS MAY NOT RETAIN KNOWLEDGE WITH CERTAIN METHODS	PROFESSIONAL DEVELOPMENT DATA, INCONSISTENT PATTERNS IN TEST DATA, ATTENDANCE RECORDING
3.	
4.	
5.	

The identified weaknesses will lead to the goals. The contributing factors of the weaknesses will lead to the strategies.

Action Plan - Activities indicated should address all subgroups

GOAL 1	By the end of 2023-2024, at least 40% of the students will reach high standards attaining Mastery or Basic on the US History LEAP 2025.

Louisiana Critical Goal (CG): ☐CG1 ☐CG2 ☐CG3 ☐CG4 ☐CG5 ☒CG6 ☒CG7 ☒CG8 ☐CG9

Research-Based Strategy 1: ☒RTI ☐JEPD ☐DDD ☐MEL ☐CA ☒SIM ☐UDL

Provide an explanation for not selecting one of the three recommended strategies:

Indicator of Implementation (250 Characters): Up to 6	Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6
1.1 Teachers use research-based strategies to address various learning needs and data trends	1.1 Students end of unit tests, nine week report cards, semester exams, LEAP 2025, teacher/student porfolios, and classroom observations by administration. Summative evaluations include Spring 2023 LEAP 2025 test results.
1.2 Learning activities will be meaningfully connected to the curriculum.	1.2 The depth of student engagement - content, context, and cognition - will be assessed continually by teachers using effective questioning techniques, HOTS, CCSS, writing prompts, the Compass evaluation requirements and cooperative learning.
1.3 Professional development targeted for specific teachers and student needs.	1.3 As a result of multiple number of security cameras and their locations and the visibility of the administration, suspensions and expulsion rates decreased.

OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES(150 Characters):
1.1	By 2023-2024, at least 40% of the students will reach high standards attaining Mastery or Basic on the US History LEAP 2025	By 2023-2024, at least 50% of the students will reach high standards Mastery or Basic on the English I LEAP 2025 Test.

1.2	To improve teacher lesson planning and execution	Students retain knowledge for standardized tests				
Activity **(1500 Characters)**		**Responsible Person** **(100 Characters)**	**Start Date**	**Completi on Date**	**Estimat ed Cost**	**Funding Source**
Professional development designed to address lack of performance in US History. Follow-up sessions will be conducted. Ensure that standardized-type test resources are available to counter the lack of DRC test items in US History. Administration, Counselor, Paraprofessionals, and Teachers will participate in job-embedded Professional Learning Community meetings conducted monthly to discuss teaching strategies.		Dr. K. Webb, Principal Rickey Taylor	September 2023	April 2024	cost	T1 SI
Provide after school tutoring and enrichment in US History. Possibly contingent upon funding		Dr. K. Webb, Principal Rickey Taylor	September 2023	May 2024	cost	T1 SI
New Directions will conduct visits to implement literacy throughout core courses, specifically social studies and English classes.		New Directions consultants, GTHS administration	August 2023	April 2024	cost	T1 SI

Summative Evaluation (250 Characters): Classroom observations will be conducted by Secondary Curriculum Supervisor and Adminstration to observe the use of technology, Effective Questioning Techniques, and High Order Thinking Skills. Lesson Plans checked by Admin./Supervisor for implementation within one week of workshop and follow-up with feedback, bi-monthly.

Agendas, PAC minutes, sign-in sheets, parent visitation logs, flyers/handouts with signature sheets, and newspaper articles/clippings with pictures will be kept on file monthly as documentation to monitor parental involvement at General Trass High School.

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved

	date		date
	date		date

FCI-Indicates Family Community Involvement Activities   C-Indicates Curriculum Activities   PD-Indicates Professional Development

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities   CCR-Indicates College and Career Readiness Activities   L-Indicates Literacy Activities

D – Indicates Discipline Support Activities

Action Plan - Activities indicated should address all subgroups

GOAL 2	By 2023-2024, At least 40% of the students will reach high standards, attaining Mastery or Basic on the Spring 2022 English I LEAP 2025.

Louisiana Critical Goal (CG): ☐CG1 ☐CG2 ☐CG3 ☒CG4 ☒CG5 ☒CG6 ☒CG7 ☐CG8 ☒CG9

Research-Based Strategy 1: ☒RTI ☐JEPD ☐DDD ☐MEL ☐CA ☒SIM ☐UDL

Provide an explanation for not selecting one of the three recommended strategies:

Indicator of Implementation (250 Characters): Up to 6	Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6
2.1 Professional development designed to address lack of performance in English II. Follow-up sessions will be conducted. Administration, Counselor, Paraprofessionals, and Teachers will participate in job-embedded Professional Learning Community meetings conducted monthly to discuss teaching strategies.	2.1 Students end of unit tests, nine week report cards, semester exams, LEAP 2025 tests, teacher/student porfolios, and classroom observations by administration. Summative evaluations include Spring 2022 LEAP 2025 test results.
2.2 Provide after school tutoring and enrichment in English I. Possibly contingent upon funding	2.2 Students end of unit tests, nine week report cards, semester exams, LEAP 2025 tests, teacher/student porfolios, and classroom observations by administration. Summative evaluations include Spring 2022 LEAP 2025 test results.
2.3 Progress Monitoring (meet with students to discuss areas of weakness)	2.3

OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES(150 Characters):
2.1	To increase overall efficiency in standardized test scores.	By 2023-2024, at least 40% of the students will reach high standards attaining Mastery or Basic on the LEAP 2025 English II Test.
2.2	To increase student learning retention	By 2023-2024, at least 51% of the students will reach high standards attaining basic or higher on the English LEAP 2025 Test.

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Administration, Counselor, Paraprofessionals, and Teachers will participate in job-embedded Professional Learning Community meetings conducted monthly to discuss English teaching strategies.	All teachers	September 2023	May 2024	cost	T1 SI
Coordination of curriculum skills will be done daily/weekly with regular teacher and administration. Students in grades 9th thru 12th will be provided ELA assistance during the "0" hour on enhancing their literary reading/ writing/research skills following closely with the Guidebook 2.0 instructions. New Directions will provide additional tools to use to enhance literacy within the social studies classroom. Literacy, coupled with English, will encourage and provide opportunities for success in US History.	All 9th grade teachers, Lab Teacher, and Title I personnel	August 2023	May 2024	cost	T1 SI
Family involvement activities(Family Learning Nights) will be provided monthly where parents become students to learn various literacy concepts, skills, and writing techniques using the SIM Model. The parents will learn how to respond to constructive response items and be provided with activites they can use at home to encourage their children to utilize reading resources to enhance their reading/research skills.	Core teacher, Lab Teacher, Technology Supervisor, and Title I personnel	September 2023	April 2024	cost	T1 SI

Summative Evaluation (250 Characters):

Classroom observations by District Supervisors, New Directions consultants, and Administration, will provide feedback given weekly/monthly, from job-embedded meetings. Lesson plans will be checked weekly by administration for implementation of strategy indicators within one week of workshops.

Principal/Assistant Principal and consultants will review and discuss signed weekly computer-generated reports with teacher for feedback in lesson adjustments and for noting student achievement. Supervisors and Administrators will observe the "0" hour weekly for proper integration of technology to support meaningful engaged learning.

Supervisors, teachers, and administrators will observe parents engaged in literacy learning activities monthly and collect work samples for display in learning centers to increase both parental involvement and meaningful engaged learning.

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
	date		date
	date		date

FCI-Indicates Family Community Involvement Activities
STEM-Indicates Science, Technology, Engineering, and Mathematics Activities
D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities
CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development
L-Indicates Literacy Activities