



School Improvement Plan

Griffin Middle Academy 2023 - 2024

6, 7, & 8th Grades
1205 Charles D. Jones Blvd.
Lake Providence, Louisiana 71254
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Submission Date: *April 28, 2023*

School Profile

Check where applicable:

Charter School

Alternative School

School in School Improvement

Academically Unacceptable Schools – Year 1

Academically Unacceptable Schools – Year 2

Academically Unacceptable Schools – Year 3

Academically Unacceptable Schools – Year 4

School Improvement – Year 1

School Improvement – Year 2

Corrective Action – Year 1

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: Title I School Improvement

Contact Person: Christopher H. Smith

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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 its plan. In addition, 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 that includes children's achievement concerning the State academic content standards and the State student academic achievement standards.	23 – 25	1. An effective needs assessment	16 - 17
2. Schoolwide Reform Strategies	32 – 39	2. A <i>strategy</i> 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) involves applying rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	18 - 33

<p>3. Instruction by Highly Qualified Teachers</p>	<p>Rubric, Page 80</p>	<p>3. Assure that highly qualified teachers will provide the instruction. 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.</p>	<p>18 - 33</p>
<p>4. High quality and ongoing professional development for –</p> <ul style="list-style-type: none"> ➤ Teachers ➤ Principal ➤ Paraprofessionals 	<p>45 – 49</p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> • It 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. 	<p>18, 26</p>
<p>5. Strategies to attract high-quality, highly qualified teachers to high-need schools</p>	<p>Attached to School Improvement Plans</p>	<p>5. Provide a <i>District plan</i> or policy for Teacher Quality Strategies (plan for attracting high-quality teachers) Identify the revision date on the School Policy chart, page 15 of SIP.</p>	
<p>6. Strategies to increase parent involvement <i>(Such as family literacy services)</i></p>	<p>50 – 55</p>	<p>6. Effective family involvement:</p>	<p>18, 26</p>

<p>7. Plans for assisting preschool children transition from early childhood programs to local elementary school programs. <i>(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</i></p>	<p>http://www.ed.gov/policy/elsec/guide/preschoolguidance.pdf</p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> • Professional development • Teacher classroom visits • Children portfolios 	<p>N/A</p>
<p>8. Measures to include teachers in the decisions regarding using academic assessments to provide information on, and improve, the achievement of individual students and the overall instructional program.</p>	<p>Curriculum Section pages 56 – 69</p> <p>Rubric pages 78 – 81</p>	<p>8. What processes are in place for administrator(s) to identify teachers' professional development needs related to the content, instructional strategies, and classroom assessment?</p> <p>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.</p>	<p>21, 22, 29, 30</p>
<p>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</p>	<p>56 – 69</p>	<p>9. The Administration monitors the Taught Curriculum</p> <p>Teacher teams, with the SIT and School Support Team, improve the Taught Curriculum.</p>	<p>21, 29</p>
<p>10. Coordination and integration of Federal, state, and local services and programs</p>	<p>70 – 72</p>	<p>10. Effective coordination of resources</p>	<p>18 - 33</p>

Critical Goal (CG)	Your SIP Page Number
CG1. Students enter Kindergarten ready to learn. Measure: Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening	N/A
CG2. Students are literate by the third grade. Measure: Percentage of Third Graders Earning Basic and Above on LEAP English Language Arts Assessment	N/A
CG3. Students will enter fourth grade on time. Measure: Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade	N/A
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	18
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	26
CG6. Students will graduate on time. Measure: Cohort Graduation Rate (Percentage of Students Graduating in Four Years)	
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)	N/A
CG8. Students will successfully complete at least one year of post-secondary education. Measure: The percentage of first-time freshmen achieving sophomore status within two years of entering post-secondary education	N/A
CG9. Achieve all eight Critical Goals, regardless of race or class. Measure: The subgroup performance of each goal 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. In addition, the LEA must submit via the School Improvement eGrant system.
- Submit the District Assurance via the eGrant.
- Follow each eGrant page for an appropriate number of characters.
- Insert page numbers in the Table of Contents for the Word version of the 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 Schoolwide 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.
 - Write the word completed in parenthesis following the strikethroughs for any completed activity.
 - 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. In addition, include the title of the grant and the contact person's name, email address, and phone number 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's Signature: _____
Superintendent's Signature: _____

Date: _____
Date: _____

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DATA PORTFOLIO

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

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) It may be completed online. If the Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA or DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (LEAP 2025/GEE, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

DISTRICT ASSURANCE

- For schools in School Improvement and 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 implementing 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 preschool children to local elementary school programs
 - Family and community involvement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure the 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 certify that the information 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	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program (After-School Tutoring programs)?	<input checked="" type="checkbox"/>	<u>15</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool Program (s)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: LASIG	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):

- Click Here to Enter

List the Distance Learning (i.e., web-based, satellite) courses provided for your students:

- Click Here to Enter

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date Revised	Copy on file at school?	
			Yes	No
Crisis Management (emergency/evacuation plan)	§ 339/741	Oct. 2017	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	May 2018	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	May 2018	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	Aug 2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	Aug 2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	May 2018	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high-quality teachers)	§ 1114/Title I	Feb 2019	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Transition Plan for Preschool Children	§ 1114/Title I	N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	University of Louisiana at Monroe
Technical Institute	
Feeder School(s)	B. Thomas, K. Powell
Community	Tiya Grey, Doris James, Terrice Newson
Business/Industry	Family Dollar Store, Sonic Drive-In, Jay's Barber Shop
Private Grants	
Other	

School Improvement Plan

Data Triangulation – Strengths

Contributing Factors: ELA – Writing, Language Arts in Sixth-grade students.

Domain: Curriculum, Instruction, and Assessment (500)

Sub Domain: Curriculum Content (520)

Instrument (200): Benchmark data; Sixth (6) Grade LEAP 2025 scores Spring 2022

Data Type: Findings (500)

- 1. **Cognitive** 1. The average performance of the 6th grade was 717 (scale score).
- 2. **Behavioral** 2. Classroom observations indicated that teachers organize available space, materials, and/or equipment to facilitate learning.
- 3. **Attitudinal** 3. 100% of teachers report utilizing assessment data for instruction and various MEL teaching strategies and learning activities.

Contributing Factors: Reading Subcategory – Vocabulary in Seventh-grade Students

Domain: Curriculum, Instruction, and Assessment (500)

Sub Domain: Curriculum Content (520); Other - Curriculum, Instruction, Assessment (550)

Instrument (200): Benchmark data; Seventh (7) Grade LEAP 2025 scores Spring 2022

Data Type: Findings (500)

- 1. **Archival** 1. Interviews of students, parents, teachers, staff, and school leadership indicate student achievement is highly valued ,
- 2. **Cognitive** 2. as indicated by the
- 3. **Behavioral** 2. The average performance of the 7th grade was 711 (scale score).
- 4. **Attitudinal** 3. The classroom observations indicated that the teachers modeled MEL strategies.
- 4. Administrators report that the school's curriculum is aligned with Louisiana Student Standards.

Contributing Factors: Teachers have high expectations for students.

Domain: School Culture (200)

Sub Domain: Student Expectations (210)

Instrument (200): Student Questionnaires; LEAP 2025 Testing Data

Data Type: Findings (500)

- 1. **Cognitive** 1. Twenty-nine percent of 7th grade students at this school scored Mastery or Advanced in ELA.
- 2. **Attitudinal** 2. Students indicated that their teachers expect everyone to succeed.
- 3. **Attitudinal** 3. Administrators indicated that their teachers have high expectations for students.

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

Data Triangulation – Weakness

Contributing Factors: Social Studies – History in Sixth-grade students.

Domain: Curriculum, Instruction, and Assessment (500)

Sub Domain: Curriculum Content (520); Other - curriculum, Instruction, Assessment (550)

Instrument (200): LEAP 2025 Data Spring 2022

Data Type: Findings (500)

1. Cognitive 1. The average performance of students in the 6th-grade score is 93% below basic.
2. Behavioral 2. The classroom observations indicated that instruction needs to be aligned with the scope and sequence of the state's social studies curriculum.
3. Attitudinal 3. Teachers indicated that some curriculum content issues remain unaddressed.

Contributing Factors: Math – Geometry (Congruence & Similarity/Pythagorean Theorem) in Eighth-grade students.

Domain: Curriculum, Instruction, and Assessment (500)

Sub Domain: Curriculum Content (520); Other - curriculum, Instruction, Assessment (550)

Instrument (200): LEAP 2025 Data Spring 2022

Data Type: Findings (500)

1. Cognitive 1. Eighty-six percent of the 8th-grade students scored at either Approaching Basic or Unsatisfactory.
2. Behavioral 2. The classroom observations indicated that additional focus should be placed on application skills of the content of the math curriculum.
3. Attitudinal 3. Teachers indicated that some curriculum content issues remain unaddressed.

Contributing Factors: Parents are less involved in the instructional program for their children than is expected for this school.

Domain: Family and Community Relationships (300)

Sub Domain: School Involvement (320)

Instrument (200): Sign Ins; Parents, Students, and Administrative Questionnaires, Surveys

Data Type: Findings (500)

1. Attitudinal 1. Parents indicated they did not frequently visit their child's school to support instructional activities.
2. Attitudinal 2. Administrators indicated less collaboration between parents and staff for school improvement purposes than other questionnaire items.
3. Attitudinal 3. Students indicated their parents had not visited Griffin Middle Academy for after-school activities.

*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User's Guide* page 62 Table 52 Domain and Subdomain 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 (100 characters per box)
1. ELA – Writing and Language	Spring 2022 scores: LEAP 2025
2. Math – Ratio and Proportion	Spring 2022 scores: LEAP 2025
3. School Culture – Teachers have high expectations for students	Questionnaires; LEAP 2025 Testing Data
4.	
5.	

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 (100 characters per box)
1. Using Benchmark Testing results to drive classroom instruction	Data wall and lesson plans
2. Use of MEL strategies and technology among teachers	Classroom observations
3. Staff Development	Sign-in sheets
4.	
5.	

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 (100 characters per box)
1. ELA- Reading and Responding	LEAP 2025 test results
2. Math – Geometry	LEAP 2025 test results
3. Family and Community Relationships	Questionnaires; Parental Outreaches; Sign-Ins
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 (100 characters per box)
1. Lack of content issue being unaddressed.	Teacher interview
2. Lack of Differentiated Instructions	Teacher Observations
3. Lack of parental involvement	Questionnaires; Sign-Ins
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 school year 2023 – 2024, all students will reach high standards, attaining proficiency or better in reading/language arts.

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

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

Explain 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 Engage in departmental and/or professional learning community team meetings to discuss areas of weakness, plan strategies to reduce the weak areas, and provide a variety of activities aligned with expected improvement outcomes at least four times a year to monitor the accomplishment of schoolwide goals. (DDD)(MEL)

1.1 Beginning every nine weeks, principal, departmental, and/or professional learning community teams will analyze test data to determine the areas of students' weaknesses, develop data walls, and determine if the strategies used are sufficient. The principal and/or consultants will provide follow-up coaching/mentoring.

1.2 Engage in professional development (district and school embedded) that consistently employs the same instructional strategies expected in the classroom. (JEPD)(MEL)

1.2 To assess the degree of implementation of the instructional strategies, the principal will review lesson plans, conduct daily and weekly walk-throughs, and assist teachers and paraprofessionals in analyzing students' work. In addition, follow-up coaching/mentoring will be provided by the principal and/or consultants.

1.3 Engage parental and community involvement in the education strategies planned to accomplish schoolwide goals and expectations. Move as a school "beyond the bake sale."

1.3 Principals, supervisors, and teachers will collect and analyze attendance monthly to assess the impact on participation. The principal, consultants, and supervisors will provide support/follow-up.

1.4 Engage in professional development around classroom assessments (district and school embedded).

1.4 Principals, administrative assistants, supervisors, and teachers will continue to monitor the implementation of Tier 1 curricula.

1.5 Engage in professional development training with iReady, Eureka, Guidebooks, and iQWST.

1.5 Principals, administrative assistants, supervisors, and teachers will analyze data to ensure implementation and assess the impact on participation. The principal, consultants, and supervisors will provide support/follow-up.

<p>1.6 Engage in implementing and using ANet interim assessments</p>	<p>1.6 Principals, administrative assistants, supervisors, and teachers will analyze data to ensure implementation and assess the impact on participation. Principals, consultants, and supervisors will provide support/follow-up.</p>
<p>1.7 Implement PBIS concepts/expectations skills/rules following the PBIS Plan daily to ensure an understanding of the expectation of positive behavior.</p>	<p>1.7 Principals, supervisors, consultants, and teachers will analyze attendance, discipline, and assessment (Referrals, classroom observations, JCampus, etc.) data twice a month to assess the impact on achievement. The principal, consultants, and supervisors will provide support/follow-up.</p>

<p>OBJECTIVES: Up to 3</p>	<p>DESIRED OUTCOMES:</p>
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<p>1.1</p>	<p>Sixth (6th) grade students will <u>decrease</u> the social studies index (93% to 47% of students scoring unsatisfactory) by spring testing in 2024.</p>	<p>Decrease by half the number of students scoring unsatisfactory in 6th grade social studies on the spring 2024 administration of the LEAP 2025.</p>
<p>1.2</p>	<p>Seventh (7th) grade students will <u>decrease</u> the social studies index (86% to 43% of students scoring unsatisfactory) by spring testing in 2024.</p>	<p>Decrease by half the number of students scoring unsatisfactory in 7th grade social studies on the spring 2024 administration of the LEAP 2025.</p>
<p>1.3</p>	<p>Eighth (8th) grade students will <u>decrease</u> the social studies index (from 90% to 45% of the students scoring unsatisfactory) by the spring testing date in 2024.</p>	<p>Decrease by half the number of students scoring unsatisfactory in math in the spring 2024 administration of the LEAP 2025.</p>

<p>Activity (500 Characters)</p>	<p>Responsible Person (100 Characters)</p>	<p>Start Date</p>	<p>Completion Date</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
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1. a) The administrators, teachers, counselor, paraprofessionals, and support staff of Griffin Middle Academy will attend and participate in a 3-day in-service training from August 7 – 9, 2023, for the upcoming school term to ensure effective implementation of Louisiana Student Standards (LSS) strategies. Additional professional development days will be added throughout the year to ensure ongoing training in LSS.

- In-Service Training – August 10 and August 11, 2023 – GMA Administrative Staff**

(Initiatives – Professional Development Activities)

(SIP Component – High Quality and Ongoing Professional Development)

**GMA Principal/
Administrative
Staff**

July 31, 2023

**August 4,
2023**

\$5,400

Title 1

<p>1. b) August 2023 to May 2024 school term, the principal, teachers, counselor, consultants, supervisors, and teachers will collaboratively review and analyze student data (<u>weekly test (ANet/iReady/Edulastic), statewide assessments, benchmark assessments, etc.</u>) at the <u>end of each nine weeks</u> to ensure all teachers are teaching literacy strategies per the Louisiana Student Standards (LSS) <u>daily</u> to increase student knowledge and skill in comprehending text. In addition, teachers will enhance these strategies through the use of the following:</p> <ul style="list-style-type: none"> • Accelerated Reader Program (Teachers and Paraprofessionals – Weekly) • CMC Lab (Content Master Center) – (Teacher and Paraprofessional- Weekly) • Ready Louisiana Reading and Math – (Teachers and Paraprofessional – Weekly) • ELA and Math Labs • LSS Online Assessment Practices (Teachers and Paraprofessionals – Weekly) • ANet/iReady/Edulastic Online Assessment (Teachers – Weekly) <p><u>(Initiatives – Literacy Activities, Instructional Activity)</u> <u>(SIP Component – Comprehensive Needs Assessment; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Measures to Include Teachers in Decisions)</u></p>	Principal Teachers Consultants Supervisors Teachers	August 2023	May 2024	Cost TBD	Title I
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1.c) In August 2023, teachers will conduct a pre-test, benchmark/interim, and post-test to follow the schoolwide data analysis in 1. b to discuss and plan the strategies to address the targeted skills/concepts. In addition, at the beginning of each nine weeks, principal, departmental, and/or grade-level teams will analyze test data to determine the areas of students' weaknesses, develop data walls, and determine if the strategies used are sufficient and/or effective. The principal and/or consultants will provide follow-up coaching/mentoring.

- **Professional Learning Communities – (Principal, Asst. Principal, PLC Chairs, content instructional staff)**
- **Data Analysis/strategies – (Principal, Lead teachers) – each nine weeks**
- **Grade Level Meetings – (Grade Level Team Leaders, Principal) - Weekly**

**(Initiatives – Literacy Activities; Curriculum Activities)
 (10 SIP COMPONENTS – Comprehensive Needs Assessment;
 Instruction by Highly Qualified Teachers; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Measures to Include Teachers in Decisions; Coordination and Integration of all Funds.)**

Principal,
 Teachers,
 Consultants

August 2023

May 2024

Cost TBD

<p>2. During the 2023 – 24 school year, consultants, embedded PD, and state conferences will provide teachers with professional development on Google Classroom, classroom management, differentiated instruction, high-order thinking strategies, etc., for the Louisiana Student Standards (LSS) – (follow up to 1. a) to ensure LSS activities and/or strategies are implemented effectively. Administrators, counselors, teachers, and paraprofessionals will participate.</p> <ul style="list-style-type: none"> • Embedded, Sign-In and Observations • (Principal, Teachers, Monthly) <p>(Initiatives – Professional Development Activity; Curriculum Activities) (10 SIP COMPONENTS – Comprehensive Needs Assessment; Instruction by Highly Qualified Teachers; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Measures to Include Teachers in Decisions; Coordination and Integration of all Funds.)</p>	Principal, Consultants, Teachers, District PD, Supervisors	August 2023	May 2024	\$12,000 est.	Title I Title 2
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3. Administrators, counselors, teachers, and paraprofessionals will collaborate during team planning periods about the parent contacts implemented during the 2023 – 24 school year. Once a month and/or end of nine weeks, parent night activities will be planned to communicate with parents about academics, parent workshops, and/or school activities. Also, student progress reports scheduled for the fifth week of each nine weeks (given to parents during Open House Meetings) will be developed to ensure parents know their children's performance. Communication with parents will be done via teacher phone contacts, written correspondence, flyers, and/or an automated phone system. (Tentative Schedule)

- **OPEN HOUSE/Election of Officers – August 2023 – Parent Committee/Grade Level Team Leaders**
- **Literacy Night/Report Cards – October 2023 – Parent Committee/Grade Level Team Leaders**
- **Numeracy Night/Report Cards – November 2023 – Parent Committee/Grade Level Team Leaders**
- **LEAP 2025 Testing Tips/Informational Session/Report Cards – February 2024 – Parent Committee/Grade Level Team Leaders**
- **Progress Reports – September, November 2023 and February, March 2024 – Parent Committee/Grade Level Team Leaders**
- **Testing Results – August 2024 – 8th Grade Teachers/Parent Committee/Grade Level Team Leaders**

(Initiatives – Family Community Involvement Activities; Curriculum Activities)

(10 SIP COMPONENTS – Comprehensive Needs Assessment; Instruction by Highly Qualified Teachers; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Strategies to Increase Parental Involvement; Measures to Include Teachers in Decisions; Coordination and Integrations of all Funds.

Principal,
Counselor,
Teachers,
Paraprofessionals

August 2023

May 2024

Cost TBD

Title I

<p>1. Administrators, counselors, teachers, and paraprofessionals will implement and model PBIS concepts/expectations, skills/rules per the PBIS lesson plans each month to ensure students understand the expectation of positive behavior. In addition, JAG classes ensure additional assistance in implementing positive behavior strategies to help students transition into lifelong learners and productive citizens.</p> <ul style="list-style-type: none"> • GMA Expectations (Principal, Teachers, Staff, Students) – Daily • Grade Level Meetings Strategies – (Grade Level Team Leaders) – Monthly • Lesson Plans (Principal, Teachers) – Monthly • Referrals/Behavior Reports – (Principal, Counselor, Teachers) – Weekly • PBIS Store – (Principal, PBIS Team) – End of Each Month <p>(Initiatives – Discipline Support Activities; Transition Activities) (10 SIP COMPONENTS – Comprehensive Needs Assessment; Instruction by Highly Qualified Teachers; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Measures to Include Teachers in Decisions)</p>	Principal, Counselor, Teachers, Paraprofessionals, JAG Teacher	August 2023	May 2024	Cost TBD	Title I JAG Grant
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Formative Evaluation (250 Characters): Nine-week test; Benchmark test; Referrals; Online Reports (JCampus, LEAP 360, ANet Results, Professional Development), data will be evaluated every nine weeks and/or as often as necessary by Administrators, Consultants, Supervisors, and Teachers to determine if students are mastering 50% of each assessment.

Summative Evaluation (250 Characters): Analyzing the end of the year 2023-2024 LEAP 2025 test results and compare them to the 2022-2023 LEAP 2025 test results by Administrators, Consultants, Supervisors, and Teachers to determine if students have mastered 50% or increased or decreased in areas of weakness.

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

FCI-Indicates Family Community Involvement Activities

**D-Indicates Discipline Support Activities
C-Indicates Curriculum Activities**

**L-Indicates Literacy Activities
N-Indicates Numeracy Activities**

Action Plan – Activities indicated should address all subgroups

GOAL 2		By the school year 2023 – 24, all students will reach high standards, attaining proficiency or better in Math.	
Louisiana Critical Goal (CG): <input type="checkbox"/> CG1 <input type="checkbox"/> CG2 <input type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input checked="" type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9			
Research-Based Strategy 1: <input type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input checked="" type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL			
Explain 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 Engage in professional learning communities and/or grade-level team meetings to discuss areas of weakness, plan strategies to reduce the weak areas, and provide a variety of activities aligned with expected improvement outcomes at least four times a year to monitor the accomplishment of schoolwide goals. (DDD)(MEL)		1.1 Beginning every nine weeks, principal, professional learning communities, and/or grade-level teams will analyze test data to determine the areas of students' weaknesses, develop data walls, and determine if the strategies used are sufficient. The principal and/or consultants will provide follow-up coaching/mentoring.	
2.2 Engage in professional development that consistently employs the same instructional strategies expected in the classroom. (JEPD)(MEL)		1.2 To assess the degree of implementation of the instructional strategies, weekly, the principal will review lesson plans, conduct a walk-through, and assist teachers and paraprofessionals in analyzing students' work. In addition, follow-up coaching/mentoring will be provided by the principal and/or consultants.	
2.3 Engage parental and community involvement in the education strategies planned to accomplish schoolwide goals and expectations.		1.3 Principals, supervisors, and teachers will collect and analyze attendance once a month to assess the impact on participation. The principal, consultants, and supervisors will provide support/follow-up.	
2.4 Implement PBIS concepts/expectations skills/rules per the PBIS Plan daily to ensure an understanding of the expectation of positive behavior.		1.4 Principals, supervisors, consultants, and teachers will analyze attendance, discipline, and assessment (Referrals, classroom observations, JCampus, etc.) data twice a month to assess the impact on achievement. Principals, consultants, and supervisors will provide support/follow-up.	

OBJECTIVES: Up to 3	DESIRED OUTCOMES:
<p>2.1 Eighth (8th) grade students will <u>decrease</u> the school's weak performance rating (approaching basic and unsatisfactory) from 90% to 45% in overall math performance by the testing date in 2024.</p>	<p>Increase the number of eighth-grade (8th) students scoring basic and above in math performance on the LEAP 2025 test.</p>

2.2

Sixth (6th) grade students will decrease the school's weak performance rating (approaching basic and unsatisfactory) in history from 93% to 47% by the testing date in 2024.

Increase the number of sixth-grade (6th) students scoring basic and above in social studies performance on the LEAP 2025 test.

Activity (500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p>1.a) The administrators, teachers, counselors, paraprofessionals, and support staff will attend and participate in a three-day in-service training from August 7 – 9, 2023, for the upcoming school term (SY2023-24) to ensure the effective implementation of Louisiana Student Standards (LSS) strategies. Additional professional development days will be added throughout the year to ensure ongoing training in LSS.</p> <ul style="list-style-type: none"> • Griffin Middle Academy Staff Development – August 7 – August 9, 2023 • In-Service Training – August 10 – 11, 2023 – District Staff <p>(Initiatives – Professional Development Activities) (SIP Component – High Quality and Ongoing Professional Development)</p>	<p>East Carroll Parish Public School District</p>	<p>August 2023</p>	<p>May 2024</p>	<p>\$5400.00</p>	<p>Title 1, School Improvement</p>

<p>1.b) August 2023 to May 2024 school term, the principal, teachers, counselor, consultants, supervisors, and teachers will collaboratively review and analyze student data (weekly test [ANet]), statewide assessments, benchmark assessments, etc.) at the end of each nine weeks to ensure all that daily teachers are teaching math strategies per Louisiana Student Standards in order to increase student knowledge and skill in comprehending texts. Teachers will enhance these strategies using ANet, iReady, Edulastic Programs, Embedded tutoring and enrichment, technology and other programs, etc.</p> <ul style="list-style-type: none"> • iReady Progress Monitoring – (Teachers and Paraprofessionals – Weekly) • CMC Lab (Content Mastery Center- Teachers and Paraprofessionals – Weekly) • LSS Online Assessment Practice (Teachers and Paraprofessionals – Monthly) • ANet Testing Bank Assessment Practice (Teachers and Paraprofessionals – Weekly) • Edulastic and other programs, etc. (Teachers and Paraprofessionals – Weekly) <p>(Initiatives – Numeracy Activities, Instructional Activity) (SIP Component – Comprehensive Needs Assessment; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Measures to Include Teachers in Decisions)</p>	<p>Principal, Teachers, Consultants, Supervisors, Teachers</p>	<p>August 2023</p>	<p>May 2024</p>	<p>Cost TBD</p>	<p>Title I, School Improvement</p>
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<p>1.c) In August 2023, teachers will conduct a pre-test, benchmark, and post-test to follow the schoolwide data analysis in 1.b to discuss and plan the strategies to address the targeted skills/concepts. In addition, beginning of each nine weeks, principal, departmental, and/or grade-level teams will analyze test data to determine the areas of student's weaknesses, develop data walls, and determine if the strategies used are sufficient and/or effective. The principal and/or consultants will provide follow-up coaching/mentoring.</p> <ul style="list-style-type: none"> Data Analysis/strategies – (Generation Ready Consultants, ANet Coach, principal, teachers – every nine weeks) Professional Learning Community Strategies – (Content-Level Team Leaders, Principal, Assistant Principal) – Daily <p>(Initiatives – Numeracy Activities; Curriculum Activities) (10 SIP COMPONENTS – Comprehensive Needs Assessment; Instruction by Highly Qualified Teachers; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Measures to Include Teachers in Decisions; Coordination and Integration of all Funds).</p>	<p>Principal, Teachers, Consultants</p>	<p>August 2023</p>	<p>May 2024</p>	<p>Cost TBD</p>	
<p>2. During the 2023 – 24 school year, consultants, embedded PD, and state conferences will provide teachers with professional development on classroom management, differentiated instruction, high-order thinking strategies, etc., for the curriculum (LSS) – (follow up to 1.a) to ensure LSS activities and/or strategies are implemented effectively. Administrators, counselors, teachers, and paraprofessionals will participate.</p> <ul style="list-style-type: none"> Embedded PD - <u>Sign-In</u> (Principal, Teachers - Monthly) <p>(Initiatives – Professional Development Activity; Curriculum Activities) (10 SIP COMPONENTS – Comprehensive Needs Assessment; Instruction by Highly Qualified Teachers; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Measures to Include Teachers in Decisions; Coordination and Integration of all Funds)</p>	<p>Principal, Consultants, Teachers, PD Sign-Ins, Supervisors</p>	<p>August 2023</p>	<p>May 2024</p>	<p>Cost TBD</p>	<p>Title 1 Title 2 Louisiana School Improvement Grant</p>

<p>3. Administrators, counselors, teachers, and paraprofessionals will collaborate during team planning periods about the parent contacts implemented during the 2023 – 24 school year. Once a month and/or end of nine weeks, parent night activities will be planned to communicate with parents about academics, progress reports, parent workshops, and/or school activities. Communication with parents will be done via teacher phone contacts, written correspondence, flyers, and/or an automated phone system.</p> <ul style="list-style-type: none"> • OPEN HOUSE/Election of Officers – <u>August 2023</u> – Parent Committee/Grade Level Team Leaders • ELA/Social Studies/Report Cards – <u>October 2023</u> – Parent Committee/Grade Level Team Leaders • Math/Science/Report Cards – <u>November 2023</u> – Parent Committee/Grade Level Team Leaders • ELA/Social Studies/Report Cards – <u>January 2024</u> – Parent Committee/Grade Level Team Leaders • Math/Science/Testing Tips /Report Cards – <u>February 2024</u> – Parent Committee/Grade Level Team Leaders • Progress Report – <u>April 2024</u> – Parent Committee/Grade Level Team Leaders • Testing Results – <u>May 2024</u> – 8th Grade Teachers/Parent Committee/Grade Level Team Leaders <p>(Initiatives – Family Community Involvement Activities; Curriculum Activities) (10 SIP COMPONENTS – Comprehensive Needs Assessment; Instruction by Highly Qualified Teachers; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Strategies to Increase Parental Involvement; Measures to Include Teachers in Decisions; Coordination and Integrations of all Funds.</p>	Principal, Counselor, Teachers, Paraprofessionals	August 2023	May 2024	Cost TBD	Title I
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<p>4. Administrators, counselors, teachers, and paraprofessionals will implement and model PBIS concepts/expectations, skills/rules per the daily PBIS lesson plans to ensure students understand the expectation of positive behavior. In addition, JAG classes ensure additional assistance in implementing positive behavior strategies to help students transition into lifelong learners and productive citizens.</p> <ul style="list-style-type: none"> • GMA Expectations (Principal, Teachers, Staff, Students)- Daily • Grade Level Meetings Strategies – (Grade Level Team Leaders) - Daily • Lesson Plans (Principal, Teachers) – Monthly • Referrals/Behavior Reports – (Principal, Counselor, Teachers)- Weekly • PBIS Store – (Principal, PBIS Team) – Middle of Each Month <p>(Initiatives – Discipline Support Activities; Transition Activities) (10 SIP COMPONENTS – Comprehensive Needs Assessment; Instruction by Highly Qualified Teachers; Activities to Ensure Additional Assistance; Schoolwide Reform Strategies; High Quality and Ongoing Professional Development; Measures to Include Teachers in Decisions)</p>	<p>Principal, Counselor, Teachers, Paraprofessionals JAG Teacher</p>	<p>August 2023</p>	<p>May 2024</p>	<p>Cost TBD</p>	<p>JAG Grant</p>
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Formative Evaluation (250 Characters): Nine-week test; Benchmark test; Referrals; Online Reports (JCampus, ANet, iReady, Edulastic Results, Professional Development), data will be evaluated every nine weeks and/or as often as necessary by Administrators, Consultants, Supervisors, and Teachers to determine if students are mastering 60% of each assessment.

Summative Evaluation (250 Characters): Analyzing the end of the year 2023 – 24 LEAP 2025 test results and compare them to the 2022 - 2023 LEAP 2025 test results by Administrators, Consultants, Supervisors, and Teachers to determine if students have mastered 60% or increased or decreased in areas of weakness.

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

FCI-Indicates Family Community Involvement Activities
D-Indicates Discipline Support Activities

C-Indicates Curriculum Activities
L-Indicates Literacy Activities

N-Indicates Numeracy Activities