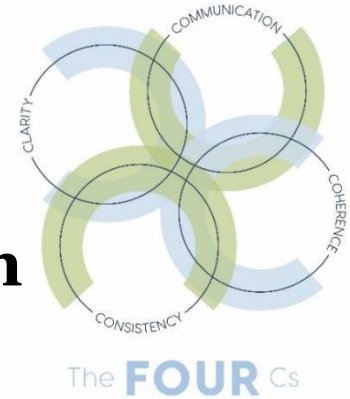




East Baton Rouge Parish School System Schoolwide Plan Glasgow Middle



6-8
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2022 - 2023



Student Achievement
Development

Exemplary Customer Service

Operational Excellence

Employee

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District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

(Component 3): High Quality and On-going Professional Development

(Component 4): Strategies to Increase Parent and Family Engagement

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

(Component 8): Coordination and Integration of Federal, State, and Local Services and Programs

(Component 9): Teacher Recruitment and Retention

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

Principal Date

Executive Director Date

Faculty and Staff Review

Date	Name	Position	Signature
	Erin Howard	Principal	
	Andrew Chapman	Assistant Principal	
	Kyla Oliver	Assistant Principal	
	Earmer Jackson	Dean of Students	
	Acevedo, Jessica	Teacher	
	Atkins, Desmond	Teacher	
	Augustus, Tamonica	Teacher	
	Bankston, William	Teacher	
	Bass, Carrie	Teacher	
	Billiot, Michael	Teacher	
	Bouquet, Jennifer	Teacher	
	Brew, Kimberly	Teacher	
	Calvo, Maria	Teacher	
	Campoblanco, Jose	Teacher	
	Cassin, Jennifer	Teacher	
	Cooper, Evan	Teacher	
	Dave, Geeta	Teacher	
	Diallo, Celestine	Teacher	
	Dyson, Lavontria	Teacher	
	Gaines, Bernard	Teacher	
	Goodwin, Lashawn	Teacher	
	Grace, Patricia	Teacher	
	Gray, Claudette	Teacher	
	Harlan, Katie	Teacher	
	Hatch, Shundra	Teacher	

	Hebert, Kathryn	Teacher	
	Hendricks, Kristie	Teacher	
	Holland, Polly	Teacher	
	Hyde, Debbie	Teacher	

Faculty and Staff Review

Date	Name	Position	Signature
	Jackson, Stacey	Teacher	
	Johnson, Eric	Teacher	
	Kelly, Madelon	Teacher	
	Leblanc, Niakatia	Teacher	
	Mansur, Weber	Teacher	
	Martin, Linda	Teacher	
	McClure, Jonathan	Teacher	
	McFatter, Kelly	Teacher	
	McGreal, Kelly	Teacher	
	Meyer, Winnie	Teacher	
	Morthland, Ally	Teacher	
	Payne, Brandy	Teacher	
	Peterson, Carly	Teacher	
	Ragsdale, Erin	Librarian	
	Rank, Christopher	Teacher	
	Rivet, Amy	Gifted Site Facilitator	
	Rodrigue, Ashley	Teacher	
	Roy, Nathalie	Teacher	
	Smith, Elisa	Teacher	

	Stewart, Byron	Teacher	
	Vedros, Scott	Teacher	
	Waldrop, Rachel	Teacher	
	Whitely, Billie	Teacher	
	Williams, Anrea	Literacy Coach	
	Bethley, Lakesha	Counselor	
	Ephrom, Alisa	Counselor	
	Stewart, Ava	Reset Room Moderator	
	Cynthia Dunlap	Math Coach	

Louisiana’s Goals and Priorities

Educational Priorities

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

Six Critical Goals

- Students enter kindergarten ready.
- Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.
- Students will graduate on time.
- Students will graduate with a college and/or career credential.
- Students will graduate eligible for a TOPS award.

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready

- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

East Baton Rouge Parish School System’s Strategic Plan

Mission

Inspiring humanity through transformational learning in the classroom and in the community.

Vision

The East Baton Rouge Parish School System will be the cornerstone of the community as a premier educational institution by inspiring, cultivating and producing a modern workforce prepared to create a robust and thriving economy.

Cornerstones

- **Student Achievement:** We will ensure every child maximizes their education and personal potential by supporting families and students from cradle to career
- **Exemplary Customer Service:** We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.
- **Operational Excellence:** We will be responsible stewards of community resources for the achievement of district priorities.
- **Employee Development:** We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

Data Portfolio: *Component 1*

Types of Comprehensive Needs Assessment Data

The types of data in the table should make up the Data Portfolio housed at school.

Stakeholder	Data Types			
	<i>Cognitive</i>	<i>Attitudinal</i>	<i>Behavioral</i>	<i>Archival / Contextual</i>
<i>Administrators</i>		<ul style="list-style-type: none"> • <i>Administrator Questionnaires</i> • <i>Administrator Interviews</i> 		<ul style="list-style-type: none"> • <i>Demographics</i>
<i>Teachers</i>		<ul style="list-style-type: none"> • <i>Teacher Focus Groups</i> • <i>Teacher Surveys</i> • <i>Teacher Interviews</i> 	<ul style="list-style-type: none"> • <i>Classroom Observations</i> • <i>Walkthroughs</i> • <i>Attendance Rate</i> 	<ul style="list-style-type: none"> • <i>Demographics</i>
<i>Students</i>	<ul style="list-style-type: none"> • <i>LEAP 2025</i> • <i>End-of-Course (EOC)</i> • <i>ACT</i> • <i>DIBELS</i> • <i>DRA</i> • <i>Benchmark Assessments</i> • <i>STAR</i> • <i>SRI</i> 	<ul style="list-style-type: none"> • <i>Student Surveys</i> • <i>Student Focus Groups</i> • <i>Student Interviews</i> 	<ul style="list-style-type: none"> • <i>Classroom Observations</i> • <i>Walkthroughs</i> • <i>Discipline Rates</i> • <i>Attendance Rates</i> 	<ul style="list-style-type: none"> • <i>School Report Cards</i> • <i>Demographics</i> • <i>Subgroup Components</i> • <i>Tableau Reports</i> • <i>Climate Surveys</i>

Parents		<ul style="list-style-type: none"> • Parent Survey • Parent Focus Group • Parent Interviews 	<ul style="list-style-type: none"> • Attendance Rates (school participation) 	<ul style="list-style-type: none"> • Demographics
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NOTE: Examples of each data type are provided. Other data sources may be utilized.

ESSA Schoolwide Plan Requirement 1: Conduct a Comprehensive Needs Assessment (CNA)

**Comprehensive Needs Assessment
SY 2022 - 2023 Schoolwide Planning**

- Strengths and Weaknesses are derived from cognitive student data: the “**what.**” Strengths and Weaknesses determine areas of focus – lead to goals objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why.**” Contributing Factors determine selected strategies – lead to specific implementation activities (the Action Plan).
- The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

Part 1: STRENGTHS

Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	During the Covid testing year, Glasgow’s SPS only dropped 3.1 points compared to other schools with double digit drops. This drop brings Glasgow from a 73.8- 70.7, but within reach of the overall B rating. The previous testing cycle had Glasgow increasing 4.9 total points to reach that 73.8. Even with the drop Glasgow remained within the previous growth range.	2019 LDOE Report Card 2021 LDOE Simulated School Performance Scores
2.	Monthly attendance remains above 90% with the exception of August and January due to high Covid quarantine numbers	JCampus Monthly Attendance Report
3.	Student Progress increased from a rating of 89.3 B (17-18) to 91.1A rating (18-19). During the Covid testing years, Student Progress dropped to an 88.5, but maintained a high B rating.	2021 LDOE Simulated School Performance Scores

Contributing Factors to Strengths based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival/contextual data of the previously identified strengths:

Contributing Factor: Classroom Instruction focuses on the needs of individual students	
Instrument(s): Student Survey, Parent Survey,	
Data Type: 1. Attitudinal 2. <i>Attitudinal</i> 3. Attitudinal	Findings 1. According to the EBRPSS Staff Survey, “our school has a continuous improvement process based on data, goals, actions, and measures for growth.” 4.64/5 2. The Parent Survey indicated that the “school has established goals and a plan for improving student learning” and that “all of my child’s teachers report on my child’s progress in easy to understand language” 5/5 3. Student Survey indicated that 70% of students said that teachers “make sure the students have what [they] need to learn. “

Contributing Factor: The environment is positive and nurturing	
Instrument(s): Student Survey, Parent Survey, Walk Through Data	
Data Type: 1. <i>Attitudinal</i> 2. <i>Attitudinal</i> 3. Behavioral	Findings 1. The Parent Survey indicated that the “school provides a safe learning environment.” 4.5/5 2. The Student Survey indicated that the teachers “help [students] to believe in [themselves]” and that “lessons will prepare {students] for their futures” 3.96/5 and 4.04/5 3. District walk-thrus indicated the culture is positive and cohesive. Administrative questionnaire also indicated the same.

Part 2: WEAKNESSES

Weaknesses - Rank-order the identified areas of weakness (3-5) from the cognitive data (student performance):

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Students scoring Mastery and Advanced is below 50% in all 12 grade level/content area combinations	2021 LEAP 2025 Reports
2.	Student Progress increased from a rating of 89.3 B (17-18) to 91.1A rating (18-19). During the Covid testing years, Student Progress dropped to an 88.5.	2021 LDOE Simulated School Performance Scores

3.	Glasgow is UIN for Economically Disadvantaged and African American Glasgow is UIR for Students with Disabilities, English Language Learners, and Hispanics.	LDOE Report Card
4.	Glasgow overall Assessment Index dropped from a 64 to a 57.8. A drop of 6.2 points.	2021 LDOE Simulated School Performance Scores

Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Contributing Factor: Higher Order Thinking/ DOK Strategies and varied instructional strategies/activities need to be incorporated into daily activities.	
Instrument(s):	
Data Type: 1. Archival 2. Attitudinal 3. Attitudinal 4. Cognitive	Findings 1. Decline in overall assessment index due to virtual learning during the 21-22 school year. 2. According to the staff survey, “all teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. 3.96/5 3. 58% of students described the school as “boring” and another 56% said that all they do is “listen to teachers talk” and “take notes.” 4. Glasgow is UIN for Economically Disadvantaged and African American Glasgow is UIR for Students with Disabilities, English Language Learners, and Hispanics.

Contributing Factor: Timely, specific feedback should be incorporated daily into lessons.	
Instrument(s):	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral 4. Cognitive	Findings 1. According to the staff survey, “ all teachers in our school provide students with specific and timely feedback about their learning.’ 3.86/5 2. 29% of students surveyed indicated that they receive one on one talks to describe the ways your teachers measure learning progress 3. Classroom observations saw fewer instances of specific feedback to address student weaknesses. 4. Glasgow overall Assessment Index dropped from a 64 to a 57.8. A drop of 6.2 points.

Action Plan

**Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8
Requirements 2 and 3**

ESSA Schoolwide Plan

Core Academics: *ELA, Math, Science, Social Studies*

<p>Weaknesses:</p>	<p>Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <i>List weaknesses for each Core Academic area and the subgroups.</i></p> <p>ELA: Only 30% of 6th grade students scored proficient (mastery or advanced) in ELA. Only 39% of 7th grade students scored proficient (mastery or advanced) in ELA Only 49% of 8th grade students scored proficient (mastery or advanced) in ELA.</p> <p>Math: Only 20% of 6th grade students scored proficient (mastery or advanced) in Math. Only 30% of 7th grade students scored proficient (mastery or advanced) in Math. Only 34% of 8th grade students scored proficient (mastery or advanced) in Math.</p> <p>Science: Only 30% of 6th grade students scored proficient (mastery or advanced) in Science. Only 33% of 7th grade students scored proficient (mastery or advanced) in Science. Only 41% of 8th grade students scored proficient (mastery or advanced) in Science.</p> <p>Social Studies: Only 25% of 6th grade students scored proficient (mastery or advanced) in Social Studies. Only 37% of 7th grade students scored proficient (mastery or advanced) in Social Studies. Only 41% of 8th grade students scored proficient (mastery or advanced) in Social Studies.</p> <p>Overall on the 2019 LEAP 2025 assessment ... The subgroup index for the African American subgroup is 53.4 D. The subgroup index for Hispanic students is 55.5 D The subgroup index for Economically Disadvantaged students is 53.2 D The subgroup index for Students with Disabilities is 43.1 F The subgroup index for English Language Learners is 54.8 D.</p> <p>As of the 2021 testing cycle, Glasgow is still considered a UIN school for Economically Disadvantaged and African American students. Glasgow is an Urgent Intervention Required school for Hispanic students, Students with Disabilities, and English Learners.</p>
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<p>Objectives:</p>	<p>An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <i>Identify objectives for each Core Academic area and the subgroups.</i></p> <p>ELA: To increase the percentage of 6th grade students scoring proficient in ELA from 30% (2021) to 35% (2022). To increase the percentage of 7th grade students scoring proficient in ELA from 39% (2021) to 44% (2022) To increase the percentage of 8th grade students scoring proficient in ELA from 45% (2021) to 50% (2022).</p> <p>Math: To increase the percentage of 6th grade students scoring proficient in Math from 20% (2021) to 25% (2022). To increase the percentage of 7th grade students scoring proficient in Math from 30% (2021) to 35% (2022). To increase the percentage of 8th grade students scoring proficient in Math from 34% (2021) to 40% (2022).</p> <p>Science: To increase the percentage of 6th grade students scoring proficient in Science from 30% (2021) to 35% (2022). To increase the percentage of 7th grade students scoring proficient in Science from 33% (2021) to 38% (2022). To increase the percentage of 8th grade students scoring proficient in Science from 41% (2021) to 46% (2022).</p> <p>Social Studies: To increase the percentage of 6th grade students scoring proficient in Social Studies 25% (2021) to 30% (2022). To increase the percentage of 7th grade students scoring proficient in Social Studies 37% (2021) to 42% (2022). To increase the percentage of 8th grade students scoring proficient in Social Studies 41% (2021) to 46% (2022).</p> <p>Subgroups:</p> <p>To increase the subgroup index of African American students on the LEAP 2025 from 53.4 (2019)- 55.4 (2022)</p> <p>To increase the subgroup index of students with disabilities on the LEAP 2025 from 43.1 (2019)- 50.0 (2022)</p> <p>To increase the subgroup index of economically disadvantaged students on the LEAP 2025 from 53.2 (2019)- 57 (2022)</p> <p>To increase the subgroup index of ELL students on the LEAP 2025 from 54.8 (2019)- 57 (2022)</p> <p>To increase the subgroup index of Hispanic students on the LEAP 2025 from 55.5(2019)- 60 (2022)</p>				
<p>Evidence-Based Strategies:</p>	<p><input checked="" type="checkbox"/> Data-Driven Decision Making</p>	<p><input checked="" type="checkbox"/> Response to Intervention</p>	<p><input checked="" type="checkbox"/> Job-Embedded PD</p>	<p><input checked="" type="checkbox"/> Technology Integration</p>	<p><input type="checkbox"/> Other :</p>

CORE ACADEMICS - ELA		Tier 1 Resources: 6th - 8 th : myPerspectives			
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> Teachers will use the Tier I curriculum my Perspectives to teach state standards as outlined by the LDOE and EBRPSS Curriculum Department. Textual resources and text complexity will be integrated to focus on building student ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking. The staff will utilize the year-long scope and sequence plans. Staff will also use the assessments and planning resources that are provided by the LDOE along with the sample units which illustrate how a teacher can move from the yearlong to the unit level. ELA teachers will utilize the Accelerated Reader program to ensure all students are reading books on level. Activities that are engaging, promote academic achievement, address the Louisiana Student Standards, and meet the needs of students will be incorporated into daily instruction. Additional strategies that will be utilized include academic vocabulary development, DOK, and student engagement (close reading, RATE, “I do, we do, you do,” spiraling, accountable talk, etc). Teachers will ensure that activities are differentiated to meet the needs of each student based on CFA results to plan for instruction, interventions, remediation, and enrichment. 		Principal, Assistant Principals, Team Leaders, Literacy Coach, Parent Liaison, and Teachers	July 2022- June 2023	<p>\$5300 Copier rental and maintenance</p> <p>\$23,200 (IXL, AR/STAR)</p> <p>\$13595 (novels, workbooks, materials/supplies)</p> <p>\$4000 Teachers after school tutoring</p> <p>\$2268 Bus drivers after school tutoring</p>	<p>Growth to Mastery analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal</p> <p>Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback</p> <p>CFAs with data analysis breakdown submitted to Google Classroom</p>

<ul style="list-style-type: none"> ● Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities that are aligned to LSS. Pull out intervention/enrichment groups and in-class interventions will be used with designated students according to their academic needs to ensure a consistent implementation of MTSS throughout the school. Content specific homerooms for both remediation and enrichment. Intervention pull-outs will be for small groups and one on one instruction. Specific core content programs will be used accordingly. <ul style="list-style-type: none"> ○ Accelerated Reader- all students ○ STAR- all students ○ Achieve 3000- all students ● All ELA, Social Studies, and Science classes will develop tasks that utilize LEAP 2025 formats as well as provide support to ELA. ● Literacy Coach will provide hands-on and one on one support to teachers in planning lessons utilizing the Tier 1 curriculum. LC will also conduct observations of teachers to provide specific feedback to assist with teaching and learning to move students forward. The Literacy Coach will provide job embedded professional development on a monthly basis. ● (CIR, UIR Academics) Mentor Teacher will provide ... to undergraduate residents and Post-Bac candidates. 				<p>Weekly PLC meetings with data discussion-sign in sheets and agenda</p> <p>AR/STAR data analyzed and goals set by students. Monitoring and check ins of goals.</p> <p>Achieve 3000 data analyzed for usage and gains.</p>
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): 6th - 8th: ANET Assessments (quarterly), Assessments Embedded in myPerspectives (as instructed by scope and sequence. Teachers will utilize Edulastic, Google Forms, or EADMS to develop CFAs. All students will take the STAR test 3 times during the school year to chart progress and will take regular AR tests.</p>				

CORE ACADEMICS - Mathematics		Tier 1 Resource: Eureka			
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> Teacher will use the Tier I curriculum Eureka to teach state standards. Springboard will be used for Algebra I and Geometry. Activities that are engaging, promote academic achievement, address the Louisiana Student Standards, and meet the needs of students will be incorporated into daily instruction. Additional strategies that will be utilized include academic vocabulary development, DOK, and student engagement (“I do, we do, you do,” spiraling). Teachers will ensure that activities are differentiated to meet the needs of each student based on CFA results to plan for instruction, interventions, remediation, and enrichment. Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities that are aligned to LSS. Pull out intervention/enrichment groups and in-class interventions will be used with designated students according to their academic needs to ensure a consistent implementation of MTSS throughout the school. Specific core content programs will be used accordingly. <ul style="list-style-type: none"> Dreambox 75 minutes per week in all math classes to provide leveled practice for math Khan Academy as needed all tiers Zearn as needed in math Nearpod as needed in all tiers Teachers will utilize the coherence map to spiral lessons that focus on foundational skills to close existing gaps. 		Principal, Assistant Principals, Team Leaders, Math Coach, Parent Liaison, and Teachers	July 2022- June 2023	\$5300 Copier rental and maintenance \$23,200 (IXL) \$13595 (novels, workbooks, materials/supplies) \$4000 Teachers after school tutoring \$2268 Bus drivers after school tutoring.	Growth to Mastery analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback CFAs with data analysis breakdown submitted to Google Classroom Weekly PLC meetings with data discussion-sign in sheets and agenda Dreambox and Zearn data analyzed and

<ul style="list-style-type: none"> • Teachers will utilize resources provided by the EBR Math Dept such as Daily LEAP Bell-ringer, Pacing Guides, etc. • All math teachers will develop LSS aligned tasks and implement as a part of their routine assessments and MTSS process. • Homeroom time will be used as a platform to remediate and enrich student’s writing in the content area skills. Students will use Spiraled lessons and Math Sprints from Eureka. • ((CIR) Math Content Leader will provide ... to • District Math Coaches will provide ... to • Math Coach will provide support to all teachers in regards to planning and utilizing real time data to make informed instructional decisions. The Math Coach will model lessons and strategies to teachers and conduct professional development monthly and as needed. • (CIR, UIR Academics) Mentor Teacher will provide ... to undergraduate residents and Post-Bac candidates. 				<p>additional remediation/enrichments provided as needed.</p>
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Assessments
 6th - 8th:ANet (quarterly), Assessments Embedded in Eureka Math (as indicated). Teachers will utilize Edulastic, Google Forms or EADMS to develop CFAs.

CORE ACADEMICS – Science		Tier 1 Resources: Amplify			
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> Teachers will use Amplify lessons to teach state standards as outlined by the LDOE and EBRPSS Department of Academics The staff will utilize the year-long scope and sequence plans. Staff will also use the assessments and planning resources that are provided by the LDOE along with the sample units which illustrate how a teacher can move from the yearlong to the unit level. Activities that are engaging, promote academic achievement, address the Louisiana Student Standards, and meet the needs of students will be incorporated into daily instruction. These will include hands-on activities like labs and provide materials specified in Amplify. Additional strategies that will be utilized include academic vocabulary development, DOK, and student engagement (close reading, RATE, “I do, we do, you do,” spiraling, accountable talk, etc). Teachers will ensure that activities are differentiated to meet the needs of each student based on CFA results to plan for instruction, interventions, remediation, and enrichment. Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities that are aligned to LSS. Pull out intervention/enrichment groups and in-class interventions will be used with designated students according to their academic needs to ensure a consistent 		Principal, Assistant Principals, Team Leaders, Literacy Coach, Parent Liaison, and Teachers	July 2022- June 2023	<p>\$5300 Copier rental and maintenance</p> <p>\$23,200 (IXL)</p> <p>\$13595 (novels, workbooks, materials/ supplies)</p> <p>\$4000 Teachers after school tutoring</p> <p>\$2268 Bus drivers after school tutoring.</p>	<p>Growth to Mastery analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal</p> <p>Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback</p> <p>CFAs with data analysis breakdown submitted to Google Classroom</p> <p>Weekly PLC meetings with data discussion-sign in sheets and agenda</p>

<p>implementation of MTSS throughout the school. Content specific homerooms for both remediation and enrichment. Intervention pull-outs will be for small groups and one on one instruction. Specific core content programs will be used accordingly.</p> <ul style="list-style-type: none"> o Amplify lessons as indicated in planning guide all tiers o Nearpod weekly all tiers • · All ELA, Social Studies, and Science classes will develop tasks that utilize LEAP 2025 formats as well as provide support to ELA. • Literacy Coach will provide ... to • (CIR, UIR Academics) Mentor Teacher will provide ... to undergraduate residents and Post-Bac candidates. 				
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Assessments

CORE ACADEMICS – Social Studies		Tier 1 Resources: DBQ			
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> Teachers will use the state companion guide to teach state standards as outlined by the LDOE and EBRPSS Curriculum Department. Textual resources and text complexity will be integrated to focus on building student ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking. The staff will utilize the district’s pacing guide plans to implement the state’s scope and sequence . Staff will also use the assessments and planning resources that are provided by the LDOE along with the sample units which illustrate how a teacher can move from the yearlong to the unit level. Activities that are engaging, promote academic achievement, address the Louisiana Student Standards, and meet the needs of students will be incorporated into daily instruction. Additional strategies that will be utilized include academic vocabulary development, DOK, and student engagement (DBQs, close reading, RATE, “I do, we do, you do,” spiraling, accountable talk, etc). Teachers will ensure that activities are differentiated to meet the needs of each student based on CFA results and DBQs to plan for instruction, interventions, remediation, and enrichment. Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities that are aligned to LSS. Pull out intervention/enrichment groups and 		Principal, Assistant Principals, Literacy Coach, Parent Liaison, Team Leaders, and Teachers	July 2022- June 2023	<p>\$5300 Copier rental and maintenance</p> <p>\$23,200 (IXL)</p> <p>\$13595 (novels, workbooks, materials/ supplies)</p> <p>\$4000 Teachers after school tutoring</p> <p>\$2268 Bus drivers after school tutoring</p>	<p>Growth to Mastery analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal</p> <p>Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback</p> <p>CFAs with data analysis breakdown submitted to Google Classroom</p> <p>Weekly PLC meetings with data discussion-sign in sheets and agenda</p>

<p>in-class interventions will be used with designated students according to their academic needs to ensure a consistent implementation of MTSS throughout the school. Content specific homerooms for both remediation and enrichment. Intervention pull-outs will be for small groups and one on one instruction. Specific core content programs will be used accordingly.</p> <ul style="list-style-type: none"> o DBQ biweekly all tiers o Nearpod weekly all tiers o Achieve 3000 once per week. <ul style="list-style-type: none"> • All ELA, Social Studies, and Science classes will develop tasks that utilize LEAP 2025 formats as well as provide support to ELA. • Literacy Coach will provide ... to • (CIR, UIR Academics) Mentor Teacher will provide ... to undergraduate residents and Post-Bac candidates. 				
<p>Assessments 6th - 8th: Weekly and Bi-Weekly CFA developed by teachers. Teachers will utilize Edulastic, Google Forms, or EADMS to develop CFAs, District Benchmark (quarterly)</p>				

Non-CORE Academics		Resources:			
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> • Non-core teachers will support students by incorporating nonfiction text into weekly lessons so that students can utilize the RATE method as indicated by Anet assessments. School-wide focus. • Non-core teachers will work with core teachers for additional ways that non-core teachers can support student learning. Examples writing and use of story elements in art animation to develop student created films. Persuasive writing in speech/debate utilizing topics discussed in Social Studies and Science classes. • Computer based classes will incorporate 20 minutes of content specific learning programs (Achieve 3000, Dreambox, etc) 		Principal, Assistant Principals, Literacy Coach, Parent Liaison, Team Leaders, and Teachers	July 2022- June 2023	<p>\$5300 Copier rental and maintenance</p> <p>\$23,200 (IXL)</p> <p>\$13595 (novels, workbooks, materials/supplies)</p>	<p>Growth to Mastery analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal</p> <p>Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback</p> <p>CFAs with data analysis breakdown submitted to canvas</p> <p>Weekly PLC meetings with data discussion-sign in sheets and agenda</p>
<p>Assessments 6th - 8th: Weekly and Bi-Weekly CFA developed by teachers. Teachers will utilize Edulastic, Google Forms, or EADMS to develop CFAs, District Benchmark (quarterly)</p>					

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics

<input type="checkbox"/> Student Achievement		<input type="checkbox"/> Exemplary Customer Service		<input type="checkbox"/> Operational Excellence		<input type="checkbox"/> Employee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)			Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation	
<p>Professional Development:</p> <ul style="list-style-type: none"> Beginning in July, core teachers will begin work on developing detailed unit plans utilizing the state standards and needed curriculum documents to assure alignment to Tier 1 resources and standards. This will be facilitated by team leaders and administration. Administrators, teachers, and other instructional leaders will participate in district and non-district workshops and conferences on utilizing research-based instructional strategies. <ul style="list-style-type: none"> Teacher Leader Summit Literacy Strategies Technology Integration Use of Rubrics Document- Based Questions Writing Implementation of SW initiatives Writing Across the Curriculum During weekly team meetings, teachers will utilize student data to collaboratively develop activities and lesson plans that incorporate varied instructional strategies into the curriculum. Teachers will receive job embedded professional development on appropriate and varied instructional strategies to be used with classroom instruction. 			Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Liaison, Team Leaders, and Teachers	Monthly -July -August -Sept -October -November -December -January -February -March -April -May	Summer work days teachers \$3,000 (core teacher planning, homeroom lesson and assessment developments, writing alignment) \$1260 Buses for Blitz	Unit plans and weekly lesson plans uploaded to Canvas Sign-in sheets Hand-outs Observations that focus on strategies PLC agendas and notes	

<ul style="list-style-type: none">• Teachers will participate in high quality Tier 1 professional development sessions which will be provided by school and district staff as well as members of the curriculum team and: ELA<ul style="list-style-type: none">o 6th-8th: Pearsons, District Math<ul style="list-style-type: none">o Great Minds• (CIR) ELA and Math Content Leaders will attend workshops on Tier 1 resources which will be redelivered and/or used for support• (CIR, UIR Academics) Mentor Teacher will attend workshops on Tier 1 resources which will be redelivered and/or used for support				
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MULTI-TIERED SYSTEM OF SUPPORT					
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Academics</p> <ul style="list-style-type: none"> Literacy Coach will provide support to all teachers in incorporating writing into their lessons and providing effective feedback. Parent Liaison and Literacy Coach will work to provide parents with resources and academic strategies to support their child’s learning at home. Parent Liaison will review grades after each grading period and halfway mark to identify potential failing students. PL will meet with those students and create an action plan to assist students in bringing those grades up. Teachers and Administration will engage in a book study to develop a growth mindset and pass that on to students via modeling in the classroom. Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities that are aligned to LSS. Pull out intervention/enrichment groups and in-class interventions will be used with designated students according to their academic needs to ensure a consistent implementation of MTSS throughout the school. Content specific homerooms for both remediation and enrichment. Intervention pull-outs will be for small groups and one on one instruction. Specific core content programs will be used accordingly. <p>Social / Behavioral</p> <ul style="list-style-type: none"> Parent Liaison will assist the attendance clerk in identifying students with the potential for excessive absences or the history of excessive absences. These students will be provided with additional support early on to identify barriers preventing them 		Administration, Literacy Coach, Parent Liaison, teachers	July 2022- June 2023	Parent Liaison position: Salary Summer work days teachers \$3,000 (core teacher planning, homeroom lesson and assessment developments, writing alignment)	Sign Is and agendas, completed activities, sample newsletters/calendars. Unit plans and weekly lesson plans uploaded to Canvas Hand-outs Observations that focus on strategies PLC agendas and notes

<p>from coming to school. The parent liaison will work with parents to support their child in coming to school on a regular basis.</p> <ul style="list-style-type: none"> ● Parent Liaison and Literacy Coach will work to provide parents with resources and academic strategies to support their child’s learning at home. ● Parent Liaison will review grades after each grading period and halfway mark to identify potential failing students. PL will meet with those students and create an action plan to assist students in bringing those grades up. ● Teachers and Administration will engage in a book study to develop a growth mindset and pass that on to students via modeling in the classroom. ● Administration and teachers will work with the Parent Liaison and Reset Room moderator to implement Restorative Practices across campus with elements of Responsive Classroom. ● Counselors will support in all areas listed above and will focus specifically on group and individual sessions as needed from the information gathered above. 				
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PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics

<input type="checkbox"/> Student Achievement		<input type="checkbox"/> Exemplary Customer Service		<input type="checkbox"/> Operational Excellence		<input type="checkbox"/> Employee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)				Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Parent and Family Engagement:</p> <ul style="list-style-type: none"> Parents will have access to HAC and Teacher Web-sites to see class assignments and to monitor student assignment grades. Each student will be given a student planner/school handbook. This communication tool will be used to ensure that parents are informed of school policies, procedures and contact persons for a variety of topics. In addition, there are dedicated school-to-home, communication pages. Students in need of more frequent check-ins will be placed on a specially designed planner that allows for more detailed daily correspondence between teacher and parent. Parents will be invited to workshops and parent sessions 4 times a year. Orientation will be held July 2022 to orient new students and previous students on school policies and have the opportunity to tour campus and ask questions in a more informal setting. Open House will be held August 2022 to allow parents and opportunity to meet teachers, tour campus, meet with high school programs, community organizations and see student work PTO will meet monthly to plan for school activities and student incentives A school newsletter/calendar will be distributed monthly to inform parents on data-driven decisions at the school level, MTSS activities, community sponsors that are supporting the campus, upcoming events, workshops/strategies to help at home, and ways they can get involved. Newsletters will be posted on the school website, Facebook page, and sent home monthly. 				Administration, Parent Liaison, Literacy Coach, teachers, parents, community members, PTO,	July 2022-June 2023	<p>Materials and supplies/postage \$2,983</p> <p>Parent Liaison Salary</p>	Sign Is and agendas, completed activities, sample newsletters/calendars.

<ul style="list-style-type: none"> School Facebook page is advertised to parents and daily posts are made of events around campus as well as future opportunities. 				
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Instruction by Certified Teachers – Certified Teacher Recruitment (Schoolwide Component 3)

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
School Objective(s):	To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development	
Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<ul style="list-style-type: none"> Administrators will participate in district recruiting opportunities to market the school to potential new teachers Mentoring Matters Induction leaders will meet with new teachers twice a month. New teachers will be assigned an on-site mentor to receive support and guidance. Mentors will coach and model lessons or strategies as needed. AP and new teacher mentors will conduct new teacher orientation session LSU will place student teacher candidates on the campus for the 22-23 school year. (CIR & UIR Academics) Schools will partner, as appropriate, with the New Teacher Project, LSU, Southern University, Southeastern University of LA, Relay and/or Teach for America in order to meet the school’s workforce needs. 	Administrators, Mentoring Matters Induction Leader, new teachers, mentor teachers	July 2022-May 2023	\$0	Sign In Sheets, required Mentoring Matters documentation

<ul style="list-style-type: none"> (CIR & UIR Academics) Mentor Teachers will provide support to undergraduate residents and Post-Bac candidates. 				
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**Transition to Next Level School Programs
(Schoolwide Component 7)**

- Choose Appropriate Level **Preschool to Elementary School**
 Elementary School to Middle School
 Middle School to High School
 High School to Post-Secondary

<input checked="" type="checkbox"/> Student Achievement	<input checked="" type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development	
Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>6th grade Blitz program for incoming 6th grade students and new to the school 7th and 8th grade students. During this 3 week program students will receive needed interventions that will help to determine placement in classes for the school year. Data is analyzed and also provided to the 6th grade team members. Students become acclimated to the campus and confidence going into the 1st day of school is evident</p> <p>Orientation for all grade levels during July.</p> <ul style="list-style-type: none"> 6th grade orientation answers questions that are specific to those parents and students. Gator guides of current 7th and 8th grade students assist. 	<p>PTO, counselors, faculty, staff, administration</p>	<p>July 2022- June 2023</p>	<p>Materials and supplies/postage \$2,983</p> <p>Blitz Payroll \$13,500</p>	<p>Sign in sheets and agendas, completed activities, student rosters, and student surveys.</p>

<ul style="list-style-type: none"> · 7th and 8th grade students are oriented with questions and information specific to those students. · Parents are provided with informational brochures and guides for transitioning to middle school, bullying, among other topics. <p>Parent Night and daytime sessions are offered throughout the year topics to include are:</p> <ul style="list-style-type: none"> o Active parenting o Organization o Planning for high schools o IGPs <p>The Parent Resource Room is maintained with pamphlets, games, and technology for parents in need.</p> <p>Throughout the school year, Glasgow students will visit elementary schools to participate in programs (BRCVPA parade, Christmas programs, etc). Glasgow will host 5th grade day to bring 5th graders to the campus and begin answering questions to students and parents about middle school.</p>				
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ESSA – Schoolwide Plan Requirements

ESSA requires three actions that are essential for effective implementation of a schoolwide program:

Schoolwide Program Requirements

1. Conduct a **comprehensive needs assessment**
2. Prepare a comprehensive **schoolwide plan**
3. Annually **evaluate** the schoolwide plan

Steps to Developing a Comprehensive Schoolwide Program Plan

1. **Collaboration:** Develop with the involvement of parents, community and school personnel
2. **Monitoring and Revising:** SW plan will remain in effect for duration of school's Title I participation
3. **Accessibility:** Make SW Plan available to LEA, parents and public in an understandable format and (as practicable) in a language parents understand
4. **Coordination:** Develop in coordination and integration with other Federal, State, and local services including ESSA programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education programs, career and technical education programs. The plan must also incorporate any Comprehensive or Targeted Support & Improvement activities required.
5. **Comprehensive Needs Assessment:** CNA must be based on academic achievement information about all students in the school, particularly the needs of those children failing/at-risk of failing to meet challenging state academic standards. The intent of this assessment is to help the school understand the subjects and skills for which teaching and learning need to be improved.