

Grant Parish School Board



ESSA Schoolwide Plan

2024-2025

Georgetown High School

Schoolwide Plan Review

After reviewing the previous year's goals, copy the goal/objectives in the space provided and mark whether the goal was accomplished. Write an evaluation on progress toward the goal and what helped or hindered meeting the goal.

ELA Goal & Objectives		Goal Met
Evaluation		

Math Goal & Objectives		
Evaluation		

Family Engagement Goal & Objectives		
Evaluation		

Learning Supports Goal & Objectives			
Evaluation			

Crisis Intervention Goal & Objectives			
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Evaluation			
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ESSA SCHOOLWIDE PLAN ASSURANCES

This school assures:

I assure that the school-level personnel, including family and community representatives, are responsible for implementation of this plan, have collaborated in the writing of the plan and the plan is available to the LEA, parents, and the public, in an understandable and uniform format.

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.

This plan contains the eight required components as mandated by Every Student Succeeds Act, Title I:

- Element 1: Comprehensive Needs Assessment:
- Element 2: Strategies for Improvement
- Element 3: Student Support Services
- Element 4: Student Opportunities
- Element 5: Tiered Intervention
- Element 6: Professional Development
- Element 7: Early Childhood/Transition Activities
- Element 8: Supplement not Supplant

To demonstrate compliance, the LEA must demonstrate that the methodology used to allocate State and local funds to each Title I school ensures the school receives all of the State and local funding it would otherwise receive if it were not receiving Title I funds. This ESSA requirement went into effect December 15, 2017. (On file at the Central Office)

Principal's Signature

Date

Federal Program Director's Signature

Date

Data Comprehensive Needs Assessment & Summary: Add/Delete depending on available data.

	Data Type			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival
Administrators		<ul style="list-style-type: none"> Administrator Questionnaire and/or Interview 	<ul style="list-style-type: none"> Attendance Data 	<ul style="list-style-type: none"> Demographic Data
Teachers	Compass/Observation Scoring	<ul style="list-style-type: none"> Faculty Survey Teacher Questionnaire and/or Interview Faculty Focus Group 	<ul style="list-style-type: none"> Classroom Observations Attendance Data 	<ul style="list-style-type: none"> Demographic Data Workforce Reports/EDlink
Students	<ul style="list-style-type: none"> DIBELS/DRDP LEAP 2025 Data Innovative Assessment LEAP Connect ACT/Work Keys Data Benchmark Data IEP Progress Data Graduation Rates 	<ul style="list-style-type: none"> Student Survey Student Focus Group 	<ul style="list-style-type: none"> Discipline Data Attendance Data SEL Data 	<ul style="list-style-type: none"> School Performance Score Data Demographic Data Subgroup Component Data LDOE Data
Parents		<ul style="list-style-type: none"> Parent Survey Parent Focus Group Family Engagement Plan 	<ul style="list-style-type: none"> Attendance Data 	<ul style="list-style-type: none"> Demographic Data

School Policies

Policy	Date Revised	Copy on file at School	Copy on file at Central Office
Crisis Management for 2024-2025 (Emergency/evacuation plan posted in classroom)	7/2024	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student Handbook for 2024-2025	7/2024	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teacher/Faculty Handbook for 2024-2025	7/2024	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Family Engagement Plan for 2024-2025	7/2024	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School Compact (Brochure) for 2024-2025	7/2024	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Safe and Drug-Free Activities	7/2024	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

School Profile: Select based on your school programs, demographics and/or available resources.

Comprehensive (CIR) or Urgent Intensive (UIR) Required
 Tier I Curriculum Implementation
 Title I School Schoolwide
 PBIS
 Comprehensive Learning Supports
 Tiered Interventions
 Interventionist
 Advancement Placement
 Dual Enrollment
 CLEP Testing
 AP Testing
 Industry Based Certification
 Pre-K/Early Childhood
 Extended Day Program
 Innovative Assessment
 LEAP 360 Interim

LEAP 360 Diagnostics
 Instructional Coach
 ELA Content Leader
 Math Content Leaders
 Mentor Teachers
 Instructional Leadership Teams
 K-2 Literacy Content Leaders
 NIET Best Practices
 Online Learning Options
 ISS Option
 After School Tutoring
 Summer Learning Opportunities
 Foundations of Literacy Trained Personnel
 CLASS Trained Administrators
 CLASS Trained Teachers
 One-to-One Computer Access

SWP Committee Members

This plan should be developed and reviewed with the involvement of parents and other community stakeholders such as:

- Principal: Amy Merrell
- Assistant Principal(s): April Bonner
- Highly Skilled Educator: Morgan Austin
- District Personnel
- Tech Facilitators
- Teachers: Angela Hayes
- Parents/Guardians:
- Students:
- Other School Employees:
- Business/Community Members:

*Maintain copies of agendas and sign-in sheets of meetings and membership.

School Mission: The Mission of Georgetown High School is to provide a challenging learning environment that encourages high expectations for success through developmentally-appropriate instruction while taking into consideration individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. We strive to have our parents, teachers, and community members actively involved in our students’ learning.
School Vision: “Student Success: All Day, Every Day!”

Data/Comprehensive Needs Assessment – English Language Arts

Part 1a: Rank-order the identified areas of strength (3-5 items) from the student performance (cognitive data), behavior, attendance, dropout data, discipline data, and/or graduation index and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1. Reading and comprehending literary texts	LEAP 2025 data reports
2. Reading and comprehending informational texts	LEAP 2025 data reports
3. Decoding and blending instruction	DIBELS reports, progress monitoring data

Part 1b: Rank-order the identified areas of weakness (3-5 items) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. Written expression	LEAP 2025 data reports
2. Vocabulary	LEAP 2025 data reports
3. Oral reading fluency	DIBELS reports, progress monitoring data

ELA Goal	Students in grades PK-5 will meet the following goals as evidenced by end of the year state approved literacy screener and/or LEAP 2025 scores					
Desired Outcomes						
Objective 1	Students in PK-2nd <ul style="list-style-type: none">● of Pre-K students will correctly identify 26 out of 52 on the end of year letter recognition assessment.● 70% of Kindergarten students will score on/above benchmark on the reading composite score of DIBELS 8th EOY literacy screener.● 70% percent of 1st grade students will score on/above benchmark on the reading composite score of DIBELS 8th EOY literacy screener.● 70% of 2nd grade students will score on/above benchmark on the reading composite score of DIBELS 8th EOY literacy screener.					
Objective 2	Students in 3-5 <ul style="list-style-type: none">● 63%of third grade students will score on/above benchmark on the reading composite score of DIBELS 8th EOY literacy screener.● 50% of the 4th grade students will score mastery or above on the spring 4th LEAP 2025 ELA Assessment.● 50% of the 5th grade students will score mastery or above on the spring 5th LEAP 2025 ELA assessment.					
Activity		Responsible Person/Groups	Funding Source	Timeline		Evidence of Implementation
				Fall	Spring	
Review prior year data to establish school system goals.		ILT/ Literacy Team	district funds	x		Established goals, literacy plan
Gather beginning of the year screener and diagnostic data.		ILT/ Literacy Team/ Teachers	district funds	x		individual student and teacher goals developed, intervention plans
Planning and gather resources for use in Data Team to teach/review Science of Reading Best Practices		ILT/ Literacy Team	district funds	x		Well-developed plan for job-embedded PD in Data Team meetings for the month of September.
Review Science of Reading Best Practices Sound Walls/Word Walls		ILT/ Literacy Team	district funds	x		Implementation of provided best practice in the classroom as evidenced by walkthrough data
<ul style="list-style-type: none">● Progress monitor students utilizing grade specific literacy data● Adjust interventions based on literacy data● Create and adjust individual literacy plans for students in grades K-4 according to pupil progression plan		ILT/ Literacy Team/ Teachers	district funds	x	x	Progress monitoring schedule, Intervention lists, Literacy Data

<ul style="list-style-type: none"> Inform parents of student proficiency level in literacy and the plan to address deficiencies 					
Provide summer literacy program for students	ILT/ Literacy Team/ Teachers	District Funds		x	Posttest data from summer learning
Provide professional development around the Science of Reading and implementation of Tier 1 curriculum including small group instruction as part of core	ILT/Literacy Team		x	x	Evidence of teacher growth in walkthrough observations, coaching plans, evaluations, etc.

ELA Goal	Students in grades 6-12 will meet the following goals as evidenced by the end of the year based on Innovative Assessments, End of Course Exams and ACT scores.					
Desired Outcomes						
Objective 1	Students in grades 6-8 <ul style="list-style-type: none">Grade 6: 36% of sixth grade students will score mastery or above on the Spring 6th grade LEAP 2025 ELA Assessment/64% will meet their individual growth targets toward masteryGrade 7: 47% of seventh grade students will score mastery or above on the Spring 7th Grade LEAP 2025 ELA Assessment/Grade 8: 60% of eighth grade students will score mastery or above on the Spring 8th Grade LEAP 2025 ELA Assessment					
Objective 2	Students in 9-12 <ul style="list-style-type: none">44% of students in English I will score mastery or above on the Spring LEAP Assessment72 % of students in English II will score mastery or above on Spring LEAP Assessment					
Activity		Responsible Person/Groups	Funding Source	Timeline		Evidence of Implementation
				Fall	Spring	
Review prior year data to establish school system goals.		ILT/Literacy Team		x		Students and subgroups demonstrate growth in year-to-year data.
Gather beginning of the year screener and diagnostic data.		ILT/Literacy Team/ Teachers		x		Students and subgroups demonstrate growth in year-to-year data.
Plan and gather resources for use in Data Teams to teach		ILT/Literacy Team		x		Well-developed plan for job-embedded PD in Data Team meetings for the month of September.
Review Science of Reading Best Practices Pre-teaching Innovation		ILT/Literacy Team		x		Implementation of provided best practice in the classroom as evidenced by walkthrough data <ul style="list-style-type: none">Schedule and modality for implementation

					<ul style="list-style-type: none"> Evidence based assessments to monitor progress targeted differentiated instruction communication plan for key players
<ul style="list-style-type: none"> Progress monitor students utilizing grade specific literacy data Adjust interventions based on literacy data 	ILT/Literacy Team/Teachers		x	x	<ul style="list-style-type: none"> Progress monitoring schedule Intervention groups/plans Student Data Literacy Data
<ul style="list-style-type: none"> Create and adjust individual literacy plans for students in grades K-4 according to pupil progression plan Inform parents of student proficiency level in literacy and the plan to address deficiencies 	ILT/ Literacy Team		x	x	<ul style="list-style-type: none"> Literacy screening data Progress monitoring data Individual reading plans
Provide summer literacy program for students	ILT/Literacy Team	District, Federal		x	Pre/Post Literacy data
Provide professional development around the Science of Reading and implementation of Tier 1 curriculum including small group instruction as part of core	ILT/Literacy Team		x	x	<ul style="list-style-type: none"> Student work Centers/stations Small group instruction Interventions ELA lesson plan

Data/Comprehensive Needs Assessment – Mathematics

Part 1a: Rank-order the identified areas of strength (3-5 items) from the student performance (cognitive data), behavior, attendance, dropout data, discipline data, and/or graduation index and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1. Pedagogical content knowledge for High School teacher	EOC reports
2. HQIM utilized throughout K-8	LDOE curriculum review reports
3. Teacher professional development opportunities	Numeracy course, Eureka coaching
4.	
5.	

Part 1b: Rank-order the identified areas of weakness (3-5 items) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. Data driven instruction	LEAP 2025, lesson annotations, classroom assessments
2. Math fluency	classroom assessments, teacher observation
3. Multi-step word problems	assessment reports, teacher observation, LEAP 2025 reports
4.	
5.	

Math Goal	Students in K-5 will demonstrate improved performance in the major content of the grade as evidenced by end of module assessments, benchmark assessments, and LEAP 2025 assessment reports					
Desired Outcomes						
Objective 1	Teachers will provide small group instruction based on student needs within the math block to assist students in mastering grade level content					
Objective 2	Students will receive interventions to bridge foundational gaps in math and solidify unfinished learning					
Activity		Responsible Person/Groups	Funding Source	Timeline		Evidence of Implementation
				Fall	Spring	
Meet with teachers to discuss the structure of the math block and intervention schedule for the upcoming year		HSE/ Math teacher/ Intervention Teacher	n/a	x		Sign in sheets
Analyze previous year’s data to determine trends and make plans to address		HSE/ Teachers/ Principal	n/a	x		Sign in sheets, intervention plans, notes for future instruction
Coplan small group instruction (weekly) to address learning needs within the math block		HSE/ Teachers/	n/a	x	x	Sign in sheets, intervention plans, notes for future instruction
Coplan intervention plans (weekly) to address unfinished learning		HSE/Teachers/Intervention teacher	n/a	x	x	Sign in sheets, intervention plans, notes for future instruction

Math Goal	The teacher will increase her capacity to provide effective instruction using HQIM during the 2024/2025 school year				
Desired Outcomes					
Objective 1	Elementary teachers will participate in a numeracy course to increase awareness of mathematical concepts at the elementary levels				
Objective 2	High school teacher will participate in ongoing coaching using the Envision Curriculum				
Activity	Responsible Person/Groups	Funding Source	Timeline		Evidence of Implementation
			Fall	Spring	
Introduce the professional development opportunities to teachers	HSE/ Teachers/ Principal	district funds	x		sign in sheets
Meet with teachers (monthly) to reflect on professional learning through the course(s) and/or coaching	HSE/ teachers	n/a	x	x	teacher reflections, coaching plans
Conduct walk-thru observations (weekly) to ensure implementation of new concepts and strategies	HSE/ Principal/ Assistant	n/a	x	x	walk-thru forms

Data/Comprehensive Needs Assessment – Student Learning Supports, Transitions, Family Engagement, and Crisis Interventions

Part 1a: Rank-order the identified areas of strength (3-5 items) from the student performance (cognitive data), behavior, attendance, dropout data, discipline data, and/or graduation index and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1. Community-based school: small rural school where teachers know students and their families very well.	School Demographics/Surveys
2. Transition to School or Career	Student Pathway Data, IGPs, Career Counseling, Career Coursework
3. Family Contact	JPAMS data (parent communication log). Surveys, parent teacher conference sign-in sheets
4. Methods of Reciprocal Communication	Jtext, Website, Facebook, Calendar/digital access

Part 1b: Rank-order the identified areas of weakness (3-5 items)) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. Attendance	
2. Social/Emotional Crisis	
3. Lack of parental involvement outside of sports activities	
4. Student Apathy	

Comprehensive Learning Supports

- Climate (School Culture, Mission, Vision, etc.)
- Drop-out, Attendance, Behavior
- Student Resources for groups of students (ECD, Homeless, Foster, Sped, mental health, etc.)
- Teacher Wellness
- Technology
- Social Emotional Learning

Goal: CLS		To support students in as many social/emotional areas by providing systems that allow for students to problem solve, be held accountable for their actions and celebrate successes.				
Desired Outcomes						
Objective 1	Celebrate student successes for positive problem solving, conflict resolution and de-escalation.					
Objective 2	Hold students accountable for their actions and rehabilitate impulsive and reactionary behaviors.					
Activity		Responsible Person/Groups	Funding Source	Timeline		Evidence of Implementation
				Fall	Spring	
Comprehensive Learning Supports team will meet at least once each grading period to update watch list, review supports and plan activities.		Assistant Principal	N/A	X	X	Meeting Logs
Positive Behavior Reinforcements will be implemented by rewarding students each month for continuous positive behavior.		Teachers/ Assistant Principal	School Funds	X	X	Reward Attendance Log
Monitor Homeless students monthly and complete Homeless Tracking Forms.		School Level Contact	N/A	X	X	Homeless Tracking Form
Assign Check-In/Check-Out mentors to at risk students to encourage coping strategies and de-escalation strategies.		Counselor/ Assistant Principal	N/A	X	X	Check-In logs
Professional development learning for social and emotional supports for teachers.		Assistant Principal/ HSE/ Teachers	N/A	X	X	PD Logs
Guest speakers deliver talks on healthy social/emotional living habits and building on that for success.		Guest Speakers/ Teachers	N/A	X	X	Character Ed Schedule
Classroom and campus activities to promote self-regulation behaviors.		Assistant Principal/Teachers	N/A	X	X	Activity Log

Goal: Transitions	To improve student achievement by addressing student transitions. Select areas:					
	PreK/Day Care to Elementary Elementary to Junior High		Junior High to High School High School to College/Career			
Desired Outcomes						
Objective 1	Provide scaffolds in the pre-k classroom that teach personal responsibility and autonomy for students to prepare to enter Kindergarten and the greater elementary school.					
Objective 2	Prepare students through college and careers by providing scholarship opportunities, dual enrollment, life-skills classes and club opportunities to expose students to life responsibilities after high school.					
Activity		Responsible Person/Groups	Funding Source	Timeline		Evidence of Implementation
				Fall	Spring	
Begin the Pre-K education with simple practiced tasks such as taking turns, waiting in line, sitting in chairs and sharing.		Pre-K Teacher/ Para		X		Lesson Plans
Gradually release responsibility to pre-k students to help facilitate transitions and make decisions about class.		Pre-K Teacher/ Para			X	Lesson Plans
Allow Pre-K Students to become familiar with the Kindergarten classroom and learn all that will be expected in a Kindergarten room and practice moving through what a Kindergarten routine would look like.		Pre-K Teacher/ Para/ Kindergarten Teacher			X	Lesson Plans and Activity Logs
Teach juniors and seniors how to search for and identify scholarships that they qualify for and provide opportunities for application.		Counselor		X	X	Scholarship Data Folder
Provide engineering, electrical, agricultural, forestry and livestock opportunities through structured lessons and hands-on learning.		Ag Teacher		X	X	Lesson Plans
Build life skills by offering Financial Literacy and allowing students to practice financing skills in class.		Teacher		X	X	Lesson Plans
Build life skills by offering clubs to cultivate a sense of community and teach life-skills to students.		Teachers	Self-funded	X	X	Club member logs

Goal: Family Engagement and Community Activities	Create a school culture that is centered on involving the community at every possible chance.					
Desired Outcomes						
Objective 1	Create a strong connection between parents and teachers to support student learning and establish trust between stake-holders.					
Objective 2	Create a strong connection between parents and administration to support a safe and effective school for all students and establish trust between stake-holders.					
Activity		Responsible Person/Groups	Funding Source	Timeline		Evidence of Implementation
				Fall	Spring	
School will host a table for Title I to inform parents how Title I funds are used to support student learning.		HSE	Title I	X	X	Sign In Sheet
Teachers sent home parent involvement compacts to inform on how and when parents can be involved.		Teachers		X		School Compact, Family Engagement Plan, Sample notifications
Parents will be informed of school scores and results on benchmark testing in a timely manner.		Teachers/ Admin		X	X	Data
Parents will be invited to celebrate holidays with campus-wide parties and games.		Teachers/ Admin/ Parents/ Students		X	X	Party Schedule and Plans

Goal: Crisis Intervention		To positively impact student emotional, psychological, and physical well-being				
Desired Outcomes						
Objective 1	Provide resources and opportunities for teachers to practice drills for emergency situations					
Objective 2	Support teachers through continuing education on safe evacuative and protective measures in crisis settings					
Activity		Responsible Person/Groups	Funding Source	Timeline		Evidence of Implementation
				Fall	Spring	
Conduct Safe and Drug-Free Activities		Teacher Teams/ Administration	n/a	x	x	calendar, sign in sheets
Coordinate Standard Response Protocols (SRP) with local crisis agencies such as GPSO, local fire department, and offsite shelter and train faculty in SRP components.		Administration	n/a	x	x	agenda/sign in sheets
Conduct the following drills monthly, semiannually, or annually: Fire/weather drills, intruder and safety drills, off site evacuation drill		All school personnel	n/a	x	x	drill log
All teachers will attend safe and drug free in-service and/or online training.		All school personnel	n/a	x		agenda/sign in sheets
Faculty will complete Safe Pupil training on bullying and suicide prevention.		All school personnel	n/a	x		Safe Pupil certificates