**DISTRICT INFORMATION:**

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| **District Name** | Griffin-Spalding County School System |
| **School Year** | 2018-2019 |

**SCHOOL IMPROVEMENT PLAN SMART GOALS:**

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| --- | --- |
| **Goal Number** | **Goal Statement** |
| 1 | To increase by 5% the number of students scoring within or above the Lexile stretch band as measured by the 2019 Georgia Milestones Assessment System |
| 2 | Increase the number of students performing at or above proficiency on Math End of Grade and End of Course assessments by 5% on the 2019 Georgia Milestones |
| 3 | Increase by 5% the number of students performing at or above proficiency in science in as measured by the 2019 Georgia Milestones |

**EVIDENCE LEVELS:**

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| --- | --- |
| **Evidence Level** | **Description** |
| **Strong Evidence – Level 1** | * + Evidence from at least one well-designed and well-implemented experimental study
	+ Show statistically significant and favorable effect of the intervention on a student outcome or other relevant outcome
	+ Not be overridden by statistically significant and unfavorable evidence on the same intervention in other studies that meet What Works Clearinghouse Evidence Standards with or without reservations or are the equivalent quality for making causal inference
	+ Have a large sample and a multi-site sample
	+ Have a sample that overlaps with the populations AND settings proposed to receive the intervention
 |
| **Moderate Evidence – Level 2** | * + Evidence from at least 1 well-designed and well-implemented quasi-experimental study; meets evidence from WWC with or without reservations
	+ Quasi-experimental design studymeans a study using a design that attempts to approximate an experimental design by identifying a comparison group that is similar to the treatment group in important respects. These studies, depending on design and implementation, can meet What Works Clearinghouse Evidence Standards with and without reservations.
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| **Promising Evidence – Level 3** | * + Evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias
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| **Rationale Evidence – Level 4** | * + A program or practice that does not have evidence qualifying for the top three levels yet demonstrates positive effects of outcomes and includes ongoing efforts to evaluate the effects of the intervention. A well-specified logic model informed by research may be provided.
	+ Logic model will be required for this level
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**LEVEL 1-3 INITIATIVES:**

Level 1-3 initiatives will be listed as strong, moderate or promising on one of the following websites:

* Best Evidence Encyclopedia
* Evidence for ESSA
* What Works Clearinghouse

The study must have evaluated the same population as the population at the school that receives the intervention, strategy or practice identified.

Website Evidence Levels:

* Evidence for ESSA – Strong, Moderate or Promising
* What Works Clearinghouse – Positive or Potentially Positive, Mixed Effects/No Discernible Effects (Do not use) or No Evidence (Do not use)
* Best Evidence Encyclopedia – Strong, Moderate or Limited

| **Name of Intervention, Strategy or Practice** | **Website** | **Evidence Level** | **Associated Improvement Index (WWC) or ESSA Rating and Average Effect Size (Evidence for ESSA)** | **Intervention Population and Subject** | **Quantitative Measurement for Success (Outcomes)** | **Outcomes** |
| --- | --- | --- | --- | --- | --- | --- |
| **Mid-Year Quantitative Results (Completed as part of Annual Review)** | **Year End Quantitative Results (Completed as part of Annual Review)** |
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**LEVEL 4 SCHOOL INITIATIVES (LOGIC MODEL):**

All logic model research can be found at the following link: <https://drive.google.com/drive/folders/1v3qI36jXy0MaeBsQp6oM1R-qCJHmH6PC>.

| **Goals** | **Activities** | **Inputs** | **Outputs** | **Outcomes** |
| --- | --- | --- | --- | --- |
| **SMART Goal****No.** | **Name of Intervention, Strategy or Practice** | **Current Research with Demonstrated Rationale (Name and link to study)** | **Intervention Population and Subject** | **Person Responsible** | **Implementation Plan of Action** | **Quantitative Measurement for Success (Outcomes)** | **When will success be measured? (List month/ date for mid-year and year end)** | **Mid-Year Quantitative Results (Completed as part of Annual Review)** | **Year End Quantitative Results (Completed as part of Annual Review)** |
| DIP Goal 1,DIP Goal 2 | Neglected Student Tutoring (Consultant) | Accelerated Learning Program (ALP) Grades 3-8, Evaluation 2002-03  | Neglected Students (Pending placement) | Nadine Booher | To provide tutoring for neglected students in reading and mathPending student placement in home | Increase in mastery on standards identified for each student based on their pretest | January 18, 2019 (Fall to Winter)June 14, 2019 (Fall to Spring) | Did not implement/ No students placed | Did not implement/ No students placed |
| DIP Goal 1,DIP Goal 2, DIP Goal 3 | Homeless Students (Salary, Books) | Accelerated Learning Program (ALP) Grades 3-8, Evaluation 2002-03  | Homeless StudentELA, Math, Science and Social Studies | Bonita Fluker | To provide tutoring for identified homeless student in ELA, math, science and social studies based on needs identified | Increase in mastery on standards identified for each student based on their pretest | January 18, 2019 (Fall to Winter)June 14, 2019 (Fall to Spring) |  |  |
| DIP Goal 1 | Creating a Culture of Reflective Practice (Consultant, Books, Substitutes) | The Effects of Teachers' Professional Development on Student Achievement in Community School District | K-12 Instructional Coaches, Aspiring Leaders, Mentor Teachers, Principals and Assistant Principals (ELA, math, science and social studies) | Ashley McLemore/ Mack Bullard | Cohort A will be provided with 3 half days of professional learning on building a network of collaborative, interdependent teams that support one another’s reflective group. Small groups will receive professional learning on one of the afternoons on refining the Operational Growth Plan and protocolsCohort B will be provided 4 days of professional learning on the Continuum of Self-Reflection, instructional coaching and the Reflective CyclePilot teachers will be provided 2 half days on self-reflection in professional growth and growing as reflective practitioners | Identified pilot teachers will increase 1 level on Standard 4: Differentiation Instruction or Standard 8: Academically Challenging Learning Environment TKES standard (mid-year to year end) | June 14, 2019 (Winter to Spring) | Not applicable due to TKES data collection cycle |  |
| Federal RequirementDIP Goal 1,DIP Goal 2, DIP Goal 3(Monitor) | District Improvement Planning (Substitutes) | The Effects of Teachers' Professional Development on Student Achievement in Community School District | Select K-12 School Staff (ELA, math, science and social studies) | Ashley McLemore | Support school teacher participation in 2 meetings for review and revision of the Comprehensive LEA Improvement Plan (CLIP) | Successful completion of the CLIP | July 2019 | Not applicable |  |
| DIP Goal 1,DIP Goal 2, DIP Goal 3 | District Parent Engagement (Salary, Interpreter, Translator, Teacher Presenters/ Writers/ Editors, Communication, Supplies, Books, Equipment, Transportation, GCEL Conference (Travel, Registration)) | Does Parental Involvement Affect Eighth-Grade Student Achievement? Structural Analysis of National Data | K-12 Teachers, Administrators, Students and Families (ELA, math, science and social studies) | Melinda Owens | To provide district opportunities to build parent capacity to increase student achievement through parent events, and business and community partnerships  | Increase in the number of parent events to build parent capacity at the district levelIncrease in the number of partnerships to support student achievementIncrease collaboration across departments, programs, community organizations, and businesses to build parent capacity | January 18, 2019 (Fall to Winter)June 14, 2019 (Fall to Spring) |  | Did not implement GCEL travel/ registration |
| DIP Goal 1 | Summer Enrichment Program (Literacy) (Salaries, Transportation, Supplies, Books) | Summer Learning Loss: The Problem and Some Solutions | Grade 3, 4, 7, 9th Grade Literature and American Literature (ELA) | Marian Sorensen | To provide extended learning in literacy for identified grade levels and courses. The elementary (3rd, 4th) and middle (7th) school program will run for 16 days in June 2019. The high school (9th Grade Literature and the American Literature) credit recovery program will run for 12 days in June 2019 and 3 days in July 2019.  | Elementary/Middle:- Percentage growth on MAP related to standards covered during the summer program and the overall RIT scores in reading and math for 3rd, 4th and 7th grades (May 2019 MAP to August 2019 MAP) (Attended vs. did not attend but invited)High:- Improvement in classroom grades and movement on end of course achievement levels for 9th Grade Literature and the American Literature courses | September 2019 | Not implemented until summer 2019 |  |