



**East Baton Rouge Parish School System
Schoolwide Plan
Glasgow Middle**

6th-8th grades

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2026 - 2027



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District Assurance

- The plan was developed in collaboration with parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that a shorter timeframe 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 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): Family and Stakeholder Engagement
- (Component 2): Comprehensive Needs Assessment
- (Component 3): Strategies for Improvement
- (Component 4): Student Support Services
- (Component 5): Student Opportunities
- (Component 6): Multi-Tiered Systems of Support for Behavior
- (Component 7): Professional Development
- (Component 8): Student Transition

- 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	
	Kyla Oliver	Assistant Principal	
	Jody Capello	Assistant Principal	
	Lauren Nobles	Dean of Students	
	Thomas, Toi	Dean of Students	
	Andrews, Shalynn	Teacher	
	Anding, Erin	Librarian	
	Armstead, Lisa	Counselor	
	Atkins, Desmond	Teacher	
	Augustus, Tamonica	Teacher	
	Bankston, William	Teacher	
	Bass, Carrie	Teacher	
	Bell, Crystal	Teacher	
	Billiot, Michael	Teacher	
	Bouquet, Jennifer	Teacher	
	Brannan, Allison	Teacher	
	Briggs, Frankie	Teacher	
	Bruno, Ronda	Teacher	
	Calvo, Maria	Teacher	
	Campo, Kourtney	Teacher	

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	Chapman, Troy	Teacher	
	Clark, Jessica	Math Coach	
	Coxie, Norma	Teacher	
	Dave, Geeta	Teacher	
	Degroat, Michelle	Teacher	
	Del Mundo, Raymart	Teacher	
	Ephrom, Alisa	Counselor	
	Goodwin, Lashawn	Teacher	
	Gray, Claudette	Teacher	
	Gray, Crystal	Teacher	
	Green, Raenesha	Teacher	
	Heard, Tyari	Teacher	
	Hebert, Kathryn	Teacher	
	Hills, Alexis	Clerk	
	Holmes, Andrew	Teacher	
	Johnson Ashley	Teacher	
	Khan, Shehla	Teacher	
	Leblanc, Niakatia	Instructional Specialist	
	Living, Tamala	Clerk	

	Lyons, Susie	Teacher	
	Martin, Melinda	Teacher	
	McFatter, Kelly	Teacher	
	McGowan, Marcy	Teacher	
	Millican, Cydni	Teacher	
	Mitchell, Marqus	Teacher	

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	Morthland, Ally	Teacher	
	Pan, Amy	Teacher	
	Payne, Brandy	Teacher	
	Peterson, Carly	Teacher	
	Pricilla, Nancy	Teacher	
	Rivet, Amy	Gifted Site Facilitator	
	Rodrigue, Ashley	Community Ambassador/ Teacher	
	Roy, Nathalie	Teacher	
	Signater, Montrea	Teacher	
	Snell, Tera	Teacher	
	Stewart, Ava	Reset Room Moderator	
	Stewart, Byron	Teacher	
	Valdezco, Paul	Teacher	
	Wagner, Bran	Teacher	

Louisiana's Goals and Priorities

Educational Priorities

- Early Childhood leading to kindergarten readiness
- Literacy instruction aligned to the Science of Reading
- Foundational math instruction advancing from conceptual understanding
- Opportunities ensuring a meaningful high school experience
- An effective teacher for every student
- Expand educational choice for students and families

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 achieve mastery on eighth-grade assessments and enter ninth 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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

The East Baton Rouge Parish School System envisions an education system that produces successful, confident, and lifelong learners who can navigate challenges and contribute meaningfully to society.

School's Mission

The mission of Glasgow Middle School is to work with students, faculty, and families to provide quality instruction and experiences that promote academic, character, and social growth.

School's Vision

We are committed to becoming a model school in which we meet the academic, social, and emotional needs of all students, enabling them to become productive and effective citizens.

Data Types

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

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		- Administrator Questionnaires - Administrator Interviews		Demographics
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- LEAP 2025 - ACT - DIBELS - DRA - Benchmark Assessments - STAR - SRI - LEAP 360	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys
<i>Parents</i>		- Parent Surveys - Parent Focus Groups - Parent Interviews	Attendance Rates (school participation)	Demographics

NOTE: Examples of each data type are provided. Other data sources may be utilized.

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at-risk students, students from diverse racial and ethnic groups, students with disabilities, English Learners (ELs), and migrant students.

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Gifted	Economically Disadvantaged	504	English Learner	Homeless
573 as of 2/11/26	309	74	50	110	89	137	323	82	67	33
Percentage	54%	13%	9%	19%	15%	24%	56%	14%	12%	6%

School Performance Score

**2025-2026
Simulated SPS Score and Letter
Grade**

40.1 C

ELPT Data

Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
6	4		16		1	
7	4		8		3	
8	1		16		5	

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
16%		25%			

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Glasgow's SPS is a 75.B (old model) and 40.1 (new model)- Opportunity to maintain our B status under the new model	2025 LDOE School Performance Scores
2.	EL Progress is rated a 57.1 A in the 2025 SPS model.	2025 LDOE School Performance Scores
3.	Glasgow has exited UIR for all subgroups except homeless. We are now a UIN school for ESS, ELL, and African American.	2022 LDOE School Performance Scores 2023 LDOE School Performance Scores 2024 LDOE School Performance Scores 2025 LDOE 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: The environment is positive and nurturing	
Instrument(s): Student Survey, Parent Survey, Staff Climate Survey	
Data Type: 1. Attitudinal 2. Attitudinal 3. Attitudinal 4. Attitudinal	Findings 1. 76% of parents say that our school provides a safe learning environment. 2. The Student Survey indicated that the teachers “make decisions to keep us safe” and that they (the students) are treated with respect 83% and 91% 3. 80% of parents say that their child has “at least one adult advocate in the school.” 4. 90% of staff say that school leaders support innovative and collaborative culture 5. Words used to describe the school with a rating of 50% or higher in the student survey were: Exciting, Fair, Safe, and Welcoming.

Contributing Factor: Classroom Instruction focuses on the needs of individual students
Instrument(s): Student Survey, Parent Survey, Staff Survey,

Data Type: 1. Attitudinal 2. Attitudinal 3. Attitudinal 4. Cognitive 5. 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.” 99% 2. 79% of parents say that their child is given multiple assessments to measure his/her understanding of what was taught. 3. Student Survey indicated that 72% of students said that teachers “make sure the students have what [they] need to learn.” 4. EL Growth component is a 57.1 A. 5. According to the EBRPSS Staff Survey, 88% of teachers agreed “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students”
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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	2025 LDOE School Performance Scores and Student Data Reports
2.	Math % mastery and above is 30.9% and is our lowest component of the SPS.	2025 LDOE SPS report
3.	Glasgow has exited UIR for all subgroups except homeless (43F) which declined in 2025. We are now a UIN school for Economically Disadvantaged, Hispanic, ESS, ELL, and African American.	2022 LDOE School Performance Scores 2023 LDOE School Performance Scores 2024 LDOE School Performance Scores 2025 LDOE 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): Student Survey, Parent Survey, Staff Survey, Walkthrough data	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral	Findings 1. Only 39% of staff Strongly Agree that, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” 2. 60% of students say they “do the same work as everyone else” and another 70% said that all they do is “listen to teachers talk” 3. Data driven small groups are consistently utilized in less than 50% of classrooms as evidenced by walkthroughs.

Contributing Factor: Timely, specific feedback should be incorporated daily into lessons.	
Instrument(s): Student Survey, Staff Survey, Walk Throughs.	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral 4. Attitudinal 5. Attitudinal	Findings 1. According to the staff survey only 29% Strongly Agree that, “ all teachers in our school provide students with specific and timely feedback about their learning.’ 2. 31% of students state the teachers check their learning goals to measure progress with 8% indicating 1:1 conversations. 3. Classroom observations saw fewer instances of specific feedback to address student weaknesses and success criteria. 4. 40% of parents say “teachers help me to understand my child’s progress” 5. 41% of students say that lessons were changed to meet their needs.

Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, SCHOOL NAME SPS will increase from 40.1 C to 44.3 B as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %
Math	38.1 C	44.3 B	Math	30.9% D	35 C
English	41.3 C	44.3 B	English	42% C	44.3 B
Math growth for the lowest 25% of students	38.6 C	44.3 B	Science	37.8 C	44.3 B
English growth for the lowest 25% of students	43.2 C	44.3 B	Social Studies	32.2 D	35 C (but we are pushing for 44.3 B)
English Language Acquisition (ELL)	57.1 A	58 A			

CORE ACADEMICS - ELA	Tier 1 Resources: MyPerspectives/ Wit and Wisdom
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
ELA Focus Area	Citing textual evidence Incorporation of all writing types and rubrics. (reword)
ELA SMART Goal:	The ELA % Mastery and above will increase from 42% to 45% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Students will work within the Tier I ELA curriculum _____. ELA teachers will utilize targeted interventions such as small-group instruction, progress monitoring through IXL diagnostic data, and focused writing instruction embedded in daily lessons. The ELA instructional coach and administration will also push into classes to provide support via small groups. The school will continue to implement a 93-minute block schedule. The first block will serve as a homebase for students each day and targeted skill review will take place daily. These skills are identified through LEAP 360 and benchmark assessments as the lowest performing standard or an area of concentrated need (such as writing). Students performing in the bottom 25% in ELA will receive additional support through small-group instruction, targeted pullouts during P.E., and	

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individualized practice using IXL and Beable. Newcomer students will be placed in targeted language development courses to strengthen English proficiency and support literacy growth.

To ensure a well-rounded education, students will engage in enrichment opportunities such as project-based learning, extended writing assignments across content areas, and access to advanced coursework for students demonstrating readiness. All students participate in the elective of their choice that supports future career pathways.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
A representative of the ELA department will attend the May 2026 Teacher Leader Summit to obtain the most recent state department professional development and will redeliver to the ELA team.	ELA Department rep who attended Teacher Leader	May 2026 with redelivery in August	Preparation and planning of materials. Student engagement		\$3500 Teacher Travel
RATE/CER PD utilizing rubrics and specific feedback Writing Plan- https://docs.google.com/document/d/17bcMhGIY-qo6kf9VZlqfmBxGZfjuk1REmnj2uQmS-C4/edit?usp=sharing	Curriculum Specialists	Aug. 2026-Dec. 2026	LEAP 2025, LEAP 360, and district CFA data		No cost to school
Teachers will use the Tier I curriculum _____ 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. Glasgow will follow all routines and strategies embedded in the instructional resources (including but not limited to): ○ Close reading	Principal. Assistant Principals, Team Leaders, ELA Instructional Specialist, Community Ambassador, and Teachers	Aug 2026- May 2027	Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback		\$8400 Copier rental and maintenance \$11,100 (novels, workbooks, materials/ supplies) \$23,200 (IXL, AR/STAR)

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○ Annotating ○ Vocabulary Building					
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. Planning meetings will begin in July.	Principal. Assistant Principals, Team Leaders, ELA Instructional Specialist, Community Ambassador, and Teachers	Aug 2026- May 2027	Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback		\$8400 Copier rental and maintenance \$23,200 (IXL, AR/STAR)
ELA teachers will utilize the Accelerated Reader program to ensure all students are reading books on their level with the goal to be on grade level.	Principal. Assistant Principals, Team Leaders, ELA Instructional Specialist, Community Ambassador, and Teachers	Aug 2026- May 2027	AR/STAR data analyzed and goals set by students. Monitoring and check-ins of goals.		\$23,200 (IXL, AR/STAR)
Teachers will continue to receive support from the administration and instructional coach to analyze data and plan for small groups based on student need.			LEAP 2025, LEAP 360, and district CFA data		
Teachers will receive PD on effective strategies to use within the classroom to 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	Principal. Assistant Principals, Team Leaders, ELA Instructional Specialist, Community Ambassador, and Teachers	Aug 2026- May 2027	Weekly PLC meetings with data discussion-sign in sheets and agenda		\$8400Copier rental and maintenance

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student based on CFA results to plan for instruction, interventions, remediation, and enrichment via small groups.					\$11,100(novel, workbooks, materials/ supplies)
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. Intervention pull-outs will be for small groups and one on one instruction. Specific core content programs will be used accordingly. - o Accelerated Reader- all students - o STAR- all students - o IXL- all students	Principal. Assistant Principals, Team Leaders, ELA Instructional Specialist, Community Ambassador, and Teachers	July 2026- June 2027	CFAs with data analysis breakdown submitted to Google Classroom AR/STAR data analyzed and goals set by students. Monitoring and check-ins of goals. LEAP 2025, LEAP 360, and district CFA data.		\$11,100 (novels, workbooks, materials/ supplies) \$8400 Copier rental and maintenance \$23,200 (IXL, AR/STAR)
Structured PLC and content planning with designated admin and instructional specialist. One on one planning/collaborative planning with teachers as needed to support progress towards mastery.	Administration ELA Instructional Specialist Gifted Site Facilitator	Aug 2026- May 2027	Tier I curriculum PLC norms and agenda aligned to ILT agenda CFA and LEAP 360 Data, student work samples		No Cost to School
Teachers will monitor student data using the Glasgow Data Tracker. This tracker will track each student's data and their mastery of standards.	Administration Math Coach ELA Instructional Specialist Gifted Site Facilitator	Aug 2026- May 2027	LEAP 2025, LEAP 360, and district CFA data.		No cost to school

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ELA teachers will develop a Unit o to be taught in the weeks prior to students getting their chromebooks at the start of the school year that focuses on ELA basics (grammar, nouns, verbs, etc). Teachers will develop in the month of July.	ELA teachers	July and August 2026	LEAP 2025		No cost to school.
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CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka²	
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?		
Math Focus Area	Implement consistent reasoning and problem solving skills. Skill to assist with skill is the RRSS Strategy	
Math SMART Goal:	The Mathematics % Mastery and above will increase from 31% to 35% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.	
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>		
Students will work within the Tier I Math curriculum Eureka². Math teachers will utilize targeted interventions such as small-group instruction, progress monitoring through IXL diagnostic data and will incorporate 30 minutes of Zearn daily. The school will continue to implement a 93-minute block schedule. The first block will serve as a homebase for students each day and targeted skill review will take place daily. These skills are identified through LEAP 360 and benchmark assessments. Writing support for constructed responses and Type 1 and 2 questions will be built into these homeroom lessons.		

Students performing in the bottom 25% in math will receive additional support through small-group instruction, targeted pullouts during P.E., and individualized practice using IXL and Zearn. The math coach and administration will also push into classes to provide support via small groups.

To ensure a well-rounded education, students will engage in enrichment opportunities such as project-based learning and access to advanced coursework for students demonstrating readiness. All students participate in the elective of their choice that supports future career pathways.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
A representative of the math department will attend the May 2026 Teacher Leader Summit to obtain the most recent state department professional development and will redeliver to the math team.	Math Department rep who attended Teacher Leader	May 2026 with redelivery in August	Preparation and planning of materials. Student engagement	Preparation and planning of materials. Student engagement	\$3500 Teacher Travel
Effective/Implementation of Small Group rotations. Support will be provided throughout the year through PLCs.	Presented by Ms. Leduff and team All teachers will attend	September 2026	Observations of small groups in action.	Observations of small groups in action.	No Cost to School
Teachers will use the Tier I curriculum Eureka ² to teach state standards. Activities that are engaging, promote academic achievement, address the Louisiana Student Standards, and meet the needs of students will be incorporated into daily instruction. Planning meetings will begin in July. Teachers and the math instructional specialist will implement the embedded instructional routines that are embedded in the curriculum such as Math Chat, Take a stand, which one doesn't belong?	Principal. Assistant Principals, Team Leaders, Math Coach, Community Ambassador, and Teachers	July 2026- May 2027	LEAP 360/ Illuminate Data, District-wide math end of module data.	LEAP 360/ Illuminate Data, District-wide math end of module data.	\$8400 Copier rental and maintenance
Teachers will receive PD on effective strategies to use within the classroom to include academic vocabulary development, RDW/RRSS, DOK, and student	Principal. Assistant Principals, Team Leaders, Math Coach,	Aug 2026- May 2027	LEAP 360 Interims, Practice Tests/ Illuminate, District-wide	LEAP 360 Interims, Practice Tests/ Illuminate, District-wide math	

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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. Implement the RRSS strategy with a strong emphasis on writing within classroom instruction. Utilize the chunking method to break problems and texts into manageable parts to support student understanding and structured written responses.	Community Ambassador, and Teachers		math end of module data. 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 Increase in LEAP 360 % mastery	end of module data. 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 Increase in LEAP 360 % mastery	\$8400 Copier rental and maintenance
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. Zearn 60-90 minutes per week in all math classes to provide leveled practice for math. Students will utilize headphones and scratch paper during Zearn to ensure students are able to focus, process their thinking, and work through problems effectively.	Principal, Assistant Principals, Team Leaders, Math Coach, Community Ambassador, and Teachers	Aug 2026- May 2027	Zearn, MathNation data analyzed and additional remediation/enrichments provided as needed.	Zearn, MathNation data analyzed and additional remediation/enrichments provided as needed.	\$8400 Copier rental and maintenance

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The Math Instructional Specialist will provide support to all teachers in regards to planning and utilizing real time data to make informed instructional decisions. The Math Instructional Specialist will model lessons and strategies to teachers and conduct professional development monthly and as needed. Teachers have also requested Saturday and afterschool workshops.	Principal. Assistant Principals, Team Leaders, Math Coach, Community Ambassador, and Teachers	Aug 2026- May 2027	Zearn, MathNation data analyzed and additional remediation/enrichments provided as needed. Increase in LEAP 360 %	Zearn, MathNation data analyzed and additional remediation/enrichments provided as needed. Increase in LEAP 360 %	\$5000 teacher planning
Teachers will utilize resources provided by the EBR Math Dept such as Daily LEAP Bell-ringer, Pacing Guides, Anchor Charts, etc.	Principal. Assistant Principals, Team Leaders, Math Coach, Community Ambassador, and Teachers	Aug 2026- May 2027	Zearn data analyzed and additional remediation/enrichments provided as needed.	Zearn data analyzed and additional remediation/enrichments provided as needed.	\$8400 Copier rental and maintenance
Teachers will conduct weekly real- world problems for students to solve. The Math Instructional Specialist will provide support to all teachers in providing consistent feedback.	Math Coach	Aug 2026- May 2027	LEAP 360 Interims, Practice Tests/ Illuminate, Illuminate Constructive response question	LEAP 360 Interims, Practice Tests/ Illuminate, Illuminate Constructive response question	No Cost to School
Structured PLC and content planning with designated admin and instructional specialist. One on one planning/collaborative planning with teachers as needed to support progress towards mastery.	Administration Math Coach ELA Instructional Specialist Gifted Site Facilitator	Aug 2026- May 2027	Tier I curriculum PLC norms and agenda aligned to ILT agenda CFA and LEAP 360 Data, student work samples	Tier I curriculum PLC norms and agenda aligned to ILT agenda CFA and LEAP 360 Data, student work samples	No Cost to School
Teachers will monitor student data using the Student Data Tracker. This tracker will record student progress on individual standards. Teachers will meet with admin bi weekly to review the data and their pacing to ensure student needs are being met. The data will support the	Administration Math Instructional Specialist, ELA Instructional Specialist,	Aug 2026- May 2027	LEAP 360 Interims, Practice Tests/ Illuminate, student work samples, CFA	LEAP 360 Interims, Practice Tests/ Illuminate, student work samples, CFA	No Cost to School

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development of small groups for both enrichment and intervention.	Gifted Site Facilitator				
The math team will identify needed math manipulatives that will be needed to further develop and enhance small groups and build conceptual understanding.	Math coach, math teachers, administration	Aug 2026- May 2027	LEAP data	LEAP data	11,100 materials and supplies

CORE ACADEMICS - Science	Tier 1 Resources: Amplify
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Science Focus Area	Teachers will increase the amount of CRE writing opportunities for students as well as hands on learning opportunities to grasp unit phenomena
Science SMART Goal:	The Science % Mastery and above will increase from 32.%2 to 45% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups.	

Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.

Students will work within the Tier I Science curriculum Amplify. Science teachers will utilize targeted interventions such as small-group instruction, progress monitoring through benchmark data and focused writing instruction (CER) embedded in daily lessons. The Science instructional coach and administration will also push into classes to provide support via small groups.

The school will continue to implement a 93-minute block schedule. The first block will serve as a homebase for students each day and targeted skill review will take place daily. These skills are identified through LEAP 360 and benchmark assessments as the lowest performing standard or an area of concentrated need (such as writing).

Students will receive targeted support through small-group instruction, targeted pullouts during P.E., and individualized practice using IXL and Beable. Newcomer students will be placed in targeted language development courses to strengthen English proficiency and support literacy growth.

To ensure a well-rounded education, students will engage in enrichment opportunities such as project-based learning, extended writing assignments across content areas, and access to advanced coursework for students demonstrating readiness. All students participate in the elective of their choice that supports future career pathways.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
A science representative will attend the May 2026 Teacher Leader Summit to obtain the most recent state department professional development and will redeliver to the science team.	Science representative and admin	May 2026 with redelivery in August		Attendance at Teacher Leader and redelivery of materials.	\$3500-Teacher Travel
Amplify Science (Grades K–8) - Implement Amplify Science as the core HQIM to support phenomena-based instruction and 3-dimensional learning. - Use Amplify’s hands-on investigations, simulations, and embedded literacy strategies to deepen conceptual understanding. - Incorporate unit assessments and student	Math/Science Instructional Specialist , teachers, administration	July 2026-May 2027		Weekly PLC meetings with data discussion- sign in sheets and agenda	\$8400 Copier rental and maintenance

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interaction data to inform tiered workstations and targeted small-group instruction. Integrate CRE writing tasks within Amplify's evidence-based argumentation routines.				Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	
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.	Math/Science Instructional Specialist , teachers, administration	July 2026-May 2027		Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback Weekly PLC meetings with data discussion- sign in sheets and agenda	\$23,200 (IXL) \$8400 Copier rental and maintenance
Teachers will utilize the district made unit assessments to monitor student mastery of topics/standards. Data will be analyzed to build in needed interventions and enrichment via small groups.	Math/Science Instructional Specialist , teachers, administration	July 2026-May 2027		Weekly PLC meetings with data discussion- sign in sheets and agenda	\$23,200 (IXL) \$8400 Copier rental and maintenance

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Administration and coaches will utilize the district pacing and Week at a Glance to monitor pacing to assist teachers as needed.	Math/Science Instructional Specialist , teachers, administration	July 2026-May 2027		Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback Weekly PLC meetings with data discussion- sign in sheets and agenda	\$23,200 (IXL) \$8400 Copier rental and maintenance
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.	Math/Science Instructional Specialist , teachers, administration	July 2026-May 2027		Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$23,200 (IXL) \$8400 Copier rental and maintenance 11,100 Materials
Additional strategies that will be utilized include academic vocabulary development, DOK, and student engagement (close reading, CER “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.	Math/Science coach, teachers, administration	July 2026-May 2027		Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for	\$23,200 (IXL) \$8400 Copier rental and maintenance

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				administrator review and feedback	
Teachers will monitor student data using the Glasgow Data Tracker. This data tracker will contain student data including previous year's LEAP, district assessments, CFAs, and standards.	Math/Science Instructional Specialist , teachers, administration	September 2026- May 2027			\$23,200 (IXL) \$8400 Copier rental and maintenance
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. Intervention pull-outs will be for small groups and one on one instruction. Specific core content programs will be used accordingly. Amplify lessons as indicated in planning guide all tiers Nearpod weekly all tiers	Math/Science Instructional Specialist , teachers, administration	July 2026- May 2027		Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$23,200 (IXL) \$8400 Copier rental and maintenance
Embedded CRE Writing in Science Instruction ○ Integrate the Claim–Reasoning–Evidence (CRE) strategy into daily science learning experiences. ○ Score constructed responses with LEAP-aligned rubrics to guide feedback cycles. ○ Model exemplar responses and deliver mini-lessons on scientific argumentation.	Math/Science Instructional Specialist , teachers, administration	July 2026- May 2027			

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Project-Based Learning for Real-World Application ○ Embed hands-on, interdisciplinary projects allowing students to tackle authentic, real-world problems. ○ Connect standards to meaningful contexts to increase engagement, relevance, and higher-order thinking. ○ Showcase student learning through presentations, Continued participation in the school, regional, and state science fair.	Science department	July 2026-May 2027			
Curriculum Specialists will provide support to Sci teachers.	Math/Science coach, teachers, administration	July 2026-May 2027			

CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopade
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Social Studies Focus Area	Teachers will increase the amount of CRE writing opportunities for students with the Social Studies classes.
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 37.8% to 50% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Students will work within the Tier I Social Studies curriculum Gallopade. Social Studies teachers will utilize targeted interventions such as small-group instruction, progress monitoring through benchmark data and focused writing instruction (CER) embedded in daily lessons. The Social Studies instructional coach and administration will also push into classes to provide support via small groups. The school will continue to implement a 93-minute block schedule. The first block will serve as a homebase for students each day and targeted skill review will take place daily. These skills are identified through LEAP 360 and benchmark assessments as the lowest performing standard or an area of concentrated need (such as writing).	

Students will receive targeted support through small-group instruction, targeted pullouts during P.E., and individualized practice using IXL and Beable. Newcomer students will be placed in targeted language development courses to strengthen English proficiency and support literacy growth.

To ensure a well-rounded education, students will engage in enrichment opportunities such as project-based learning, extended writing assignments across content areas, and access to advanced coursework for students demonstrating readiness. All students participate in the elective of their choice that supports future career pathways.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
A social studies representative will attend the May 2026 Teacher Leader Summit to obtain the most recent state department professional development and will redeliver to the social studies team.	Social Studies representative and admin	May 2026 with redelivery in August		Attendance at Teacher Leader and redelivery of materials.	\$3500-Teacher Travel
Teachers will implement the Gallopade SS curriculum with fidelity to support the SS standards and units of study.	teachers, instructional specialists, administration	July 2026-May 2027		Weekly data analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal. Data Tracker will be used. Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google	\$23,200 (IXL) \$8400 Copier rental and maintenance)

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				Classroom for administrator review and feedback	
Teachers will use 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.	teachers, instructional specialists, administration	July 2026-May 2027		Weekly data analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal. Data Tracker will be used. Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$23,200 (IXL) \$8400 Copier rental and maintenance)
- The staff will utilize the district's scope and sequence during this transitional year for SS standards and curriculum. Staff will also use the assessments and planning resources that are provided by the district. - Activities that are engaging, promote academic achievement, address the Louisiana Student Standards, and meet the needs of students will be incorporated into daily instruction.	teachers, instructional specialists, administration	July 2026-May 2027		Weekly data analyzed by teachers and discussed with individual students. Check in throughout on progress towards	\$23,200 (IXL) \$8400 Copier rental and maintenance

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				goal. Data Tracker will be used. Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	
- Additional strategies that will be utilized include academic vocabulary development, DOK, and student engagement (DBQs, close reading, CER/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. Teachers will also incorporate Inquiry-based instructional strategies increase learners’ ability to think critically about the content. - Embed opportunities for student-centered learning. - Turn and Talk - Fishbowl - Jigsaw - Gallery Walks - Debates	teachers, instructional specialists, administration	July 2025-May 2026		Weekly data analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal. Data Tracker will be used. Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$23,200 (IXL) \$8400 Copier rental and maintenance

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Teachers will monitor student data using the Glasgow Data Tracker. This data tracker will track students progress towards mastery on all assessments (CFAs, benchmark, etc). Teachers will plan for small group pull-outs/push-ins and whole class reviews based on the data from these assessments/tracker.	teachers, instructional specialists, administration	July 2026-May 2027		Bi-weekly data analyzed by teachers and discussed with individual students. Check in throughout on progress towards the goal. Data Tracker will be used. Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$23,200 (IXL) \$8400 Copier rental and maintenance
- 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. - DBQ biweekly all tiers - Nearpod weekly all tiers	teachers, instructional specialists, administration	July 2026-May 2027		Weekly data analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal. Data Tracker will be used.	\$23,200 (IXL) \$8400 Copier rental and maintenance

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o Use of Gallopade				Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	
• Use/Adapt (HQIM) questions to LEAP rubric-based questions. - o Writing should be done daily - o LDoE rubrics MUST be used and should be present for students to assess their/peer writing. - o Exemplars should be used to develop learner understanding of the expectations for answering Constructed Response and Extended Response questions.	teachers, instructional specialists, administration	July 2026-May 2027		Weekly data analyzed by teachers and discussed with individual students. Check in throughout on progress towards goal. Data Tracker will be used. Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$23,200 (IXL) \$8400 Copier rental and maintenance

Non-CORE Academics	Resources: Zearn, IXL, Beable, LEAP released rubrics.
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ACTION STEPS					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Non-core teachers will support students by incorporating nonfiction text/ Informational resources/ Text Features into weekly lessons so that students can utilize the RATE/CER method as indicated by Illuminate/LEAP 360. School-wide focus. Support from Math and ELA instructional coach will be present to review the LEAP rubrics that are to be used with the writing.	Administration, teachers, instructional coaches	August 2026- May 2027	Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback with incorporation of nonfiction text and writing.		No cost to school
Non-core teachers will work with core teachers for additional ways that non-core teachers can support student learning. Persuasive writing in speech/debate utilizing topics discussed in Social Studies and Science classes.	Administration, teachers, instructional coaches	August 2026- May 2027	Documentation in lesson plans and observed in walk-thrus.		No cost to school
Computer based classes will incorporate 20 minutes of content specific learning programs (Zearn, Beable, IXL etc)	Administration, teachers, instructional coaches	August 2026- May 2027	Documentation in lesson plans and observed in walk-thrus.		\$23, 200 IXL

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Instructional coaches will provide professional development to non core teachers in the area of teaching informational resources. This was a low scoring area on LEAP 360 exams in the 25-26 school year.	Administration, teachers, instructional coaches	August 2026- May 2027	Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback with incorporation informational resources incorporated.		No cost to school
Increase opportunity for students to attend field trips that tie directly to their unit of study. Writing activities to support the connection between the learning and the activity.	Administration, teachers	September 2026, April 2027	Unit plans with topic focus outlined. Planning calendars to pinpoint where field trips will fall.		No cost to school.

Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will provide targeted small-group instruction for identified student subgroups based on academic data. Instruction will focus on addressing skill gaps in core areas using differentiated strategies and supports.	Administration, teachers, instructional coaches	August 2026- May 2027	Documentation in lesson plans and observed in walk-thrus. Data trackers kept current of identified students.		No cost to school
School staff will regularly review academic performance data for student subgroups to identify achievement gaps and adjust instructional strategies. Data meetings will focus on monitoring progress and identifying students who need additional support.	Administration, teachers, instructional coaches	August 2026- May 2027	Data trackers kept current of identified students. Student Data Conference form.		No cost to school
The school will provide additional academic support opportunities for identified student subgroups through tutoring, intervention blocks, or extended learning opportunities during or after school.	Administration, teachers, instructional coaches	August 2026- May 2027	Data trackers kept current of identified students. Tutoring list with Steve Carter, Saturday tutoring, Push in/Pull out support list		No cost to school
The school will increase communication and engagement with families of identified student subgroups by providing regular updates on student	Administration, teachers, instructional coaches, parents	August 2026- May 2027	Newsletters Student Data Conference form		No cost to school

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progress and offering multiple opportunities for family participation. Strategies may include parent-teacher conferences, progress reports, family workshops, school communication platforms, and outreach from teachers or support staff to families of students who need additional academic support.			with parent signature. Communication logs in JCampus		
<u>Attendance:</u> The school will implement a weekly attendance monitoring process. The attendance clerk will generate weekly attendance reports identifying students with three or more absences or patterns of tardiness. The administration, counselor, or attendance team will review the report and assign staff members to contact parents or guardians. Staff will discuss attendance concerns, identify barriers such as transportation or health issues, and develop an attendance improvement plan when necessary.	Attendance Clerk, administration, teachers, parents, guidance, community ambassador	August 2026- May 2027	Weekly JCampus reports. Communication lists developed to divide and conquer in order to communicate with parents. Communication logged in JCampus		No cost to school
<u>Attendance:</u> The school will communicate regularly with families about the importance of daily attendance. Teachers and administrators will contact families when students accumulate multiple absences and provide information about attendance expectations and available support. The school will share attendance reminders through newsletters, school messaging systems, social media, or parent meetings.	Attendance Clerk, administration, teachers, parents, guidance, community ambassador	August 2026- May 2027	JCampus callouts emails, and texts. Letters submitted through emails and regular mail. Communication logged in JCampus. School Info app with reminders.		\$1,000 PFE paper, copiers

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
A representative from each content and admin will attend Teacher Leader in order to gain the most updated information for their content. Participants will share information in August with their peers	Member of each content and admin	May/August 2026	August PD Agenda for redelivery		Travel SW \$5000 Admin \$2000
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. Teachers will engage in professional development and collaborative planning focused on lesson internalization and annotation. Teachers will review upcoming lessons, identify key standards and learning targets, anticipate student misconceptions, and annotate instructional materials to prepare for effective lesson delivery.	Principal. Assistant Principals, Literacy Coach, Math Coach, Community Ambassador, Team Leaders, and Teachers	Monthly	Unit plans and weekly lesson plans uploaded to Google Classroom		Summer work days teachers \$3,000 (core teacher planning, homeroom lesson and assessment developments, writing alignment)
Teachers will participate in professional development during the summer and during weekly PLCs focused on the effective implementation of high-quality instructional materials (HQIM). Training will include understanding curriculum structure, lesson preparation, and strategies for delivering	Principal. Assistant Principals, Instructional Specialists, Team Leaders, and Teachers	Weekly	Unit plans and weekly lesson plans uploaded to Google Classroom		

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standards-aligned instruction. Teachers will collaborate during PLC meetings to review upcoming lessons, discuss instructional strategies, and share best practices for using the curriculum effectively. Teachers, instructional specialists, and administration will annotate the lessons weekly to prepare for students.					
Administrators, teachers, and other instructional leaders will participate in district and non-district workshops and conferences on utilizing research-based instructional strategies. ▪ Teacher Leader Summit ▪ Literacy Strategies to support core through PE/electives ▪ Tier I aligned lessons ▪ Technology Integration ▪ Use of Rubrics ▪ Document- Based Questions ▪ Writing (RACE (Restate, Answer, Cite Evidence, Explain), CER (Claim, Evidence, Reasoning), and RDW/RRSS problem-solving strategies in mathematics) ▪ Data Driven Small Groups ▪ Implementation of SW initiatives During weekly PLCs, 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. ○ Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by ELA	District departments Principal, Assistant Principals, Literacy Coach, Math Coach, Community Ambassador, Team Leaders, and Teachers	-July -August -Sept -October -November -December -January -February -March -April -May	Sign-in sheets Hand-outs Observations that focus on strategies PLC agendas and notes		No cost to school

Math ▪ 6th-8th: Tier 1 Curriculum, District ▪ Great Minds - o Teachers will receive coaching via a tiered approach in an effort to support, motivate, and develop a teacher by setting concrete, short term, individualized goals.					
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STUDENT SUPPORT SERVICES

Narrative

Describe schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health problems, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Louisiana Education Priorities.

Glasgow Middle faculty and staff work together to meet the social and emotional needs of all students. Counselors provide sessions with students on an as needed basis or with those that have scheduled weekly sessions. Students and counselors also conduct group sessions and conflict resolutions. Glasgow Middle partners with the YMCA for after school mentoring. In addition, we have partnerships with Front Yard Bikes for academic and behavioral mentoring. Our PBiS coordinator develops weekly homeroom lessons that align to the district's SEL focus for the month and week. These HR lessons can be via Nearpod, Bloocket, writing, or roleplaying. This time is also used as an intervention based on whole school academic needs such as constructed response writing.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
The school will implement tiered counseling services (individual, small group, and whole-class lessons) to address stress, anxiety, and coping skills.	Counselors, administration, teachers, PBiS coordinator, instructional specialists	August 2026- May 2027		Student sign in sheets and logs	No cost to school
The school will use the Multi-Tiered System of Supports (MTSS) to provide academic and	Counselors, administration, teachers, PBiS	August 2026- May 2027		Student data conferences, logs, HR lessons	No cost to school

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behavioral interventions tailored to students' needs.	coordinator, instructional specialists			and PBiS supports.	
The school will implement social-emotional learning (SEL) lessons within the curriculum to teach empathy, problem-solving, and conflict resolution.	Counselors, administration, teachers, PBiS coordinator, instructional specialists			Student data conferences, logs, HR lessons and PBiS supports.	No cost to school
The school will partner with community mentors or organizations to provide mentoring sessions that focus on goal setting, resilience, and self-awareness.	Counselors, administration, community ambassador, community partners			Community partner rosters and survey reflections	No cost to school
The school will train all staff in positive behavior interventions and supports (PBIS) to create a consistent, supportive school environment.	Counselors, administration, teachers, PBiS coordinator, instructional specialists, teachers			Student data conferences, logs, HR lessons and PBiS supports.	No cost to school
Counselors will work with classroom teachers to deliver targeted social-emotional lessons on coping strategies, conflict resolution, and emotional regulation.	Counselors, administration, teachers, PBiS coordinator, instructional specialists			Student data conferences, logs, HR lessons and PBiS supports.	No cost to school
Community Ambassador and counselors will maintain Gator Glow closet for students in need (hygiene products, uniforms, snacks, etc).	Counselors, community ambassador, community partners			Google Form to select items needed (discreet shopping)	No cost to school

MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

Using the CASEL Indicators for Schoolwide SEL, identify which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below:

SEL Instruction: Schools will select either **SEL integrated into Academics** or **Explicit SEL instruction.** School teams will work with the MTSS department and their executive directors to select the category that best fits the needs of their campuses (Note: Schools that previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area).

Supportive Environments: Schools will select either **Supportive Discipline** or **Supportive School and Classroom Climates.**

Indicator Focus Area 1:		Indicator Focus Area 2:	
S	All teachers will deliver the SEL curriculum during the first period of the day. Each teacher with a homeroom class will teach the SEL curriculum. A dedicated HR block that mimics the roster of the 2A class was created to achieve this “homebase” for students.	S	Glasgow Middle will develop a system of supportive discipline through the use of restorative practices and ensuring a strong MTSS Discipline (PBIS) system is in place campus wide.
M	We will measure success through discipline reports noting areas that were targeted through SEL lessons. Comparison of the pre/post district assessment will be done as well,	M	We will measure success through monitoring discipline data through the “Big 5” data reports monthly(discipline by infraction, time, location, student and teacher)
A	Dedicated time for SEL in the homeroom classes as well as a dedicated person to analyze PBiS data. This has allowed for the school to increase the amount of opportunities for students to interact with all aspects of PBiS.	A	Out of school suspensions for 23-24 was 38.6% and 24-25 was 25%. As of March 2026, we are at 19.3%. This goal to reduce students receiving a suspension by 10% is ambitious. It is attainable because of the action items we have put into place. Data from previous years show that we are making progress.
R	This goal is relevant because SEL is a part of our schools MTSS plan and is recognized as a key	R	This goal is relevant because students are missing a great deal of school due to disciplinary concerns. We

	component addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.		want to create a supportive environment that provides the students opportunities to learn from their mistakes and prevent future occurrences.
T	- By the end of August all students will pretest using the district SEL assessment. - By the second week of school we will begin the scope and sequence for SEL instruction - Weekly homeroom lessons will target the needed SEL components for students. - Faculty will receive training in SEL, descelation, and other items as needed.	T	- By the end of August we will have explicitly taught all behavior expectations to students - By the end of August all teachers will receive training in restorative practices - Each month we will have a focus area to work on and a discipline challenge for students to work on - Our goal is to see a reduction in discipline each month, when compared to the previous year.
I	ALL students will be a part of the lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed.	I	We will create a focus group of students to ensure we are getting their perspective on discipline policies/practices to ensure we are representing their voices.
E	Developing SEL skills in students will allow us to help them identify situations that are not fair and stand up for injustice. It will also empower them to be leaders in their classes and on campus.	E	We will monitor discipline data to ensure that discipline practices are applied equitably to all groups of students and that practices do not target or single out specific groups.
Goal Statement: During the 26-27 school year, Glasgow Middle will focus on ensuring that every student receives 20 minutes of explicit SEL instruction daily using our PBiS homeroom and the district SEL scope and sequence. As a result, we should see an increase in student SEL post test scores and decreased disciplinary actions.		Goal Statement:During the 26-27 school year Glasgow Middle will focus on implementing supportive discipline policies that seek not only to address discipline concerns, but also help the student from repeating the infraction, as a result, we should see a reduction in the number of students receiving an ISS by 10%.	

Academic & Behavioral Tiered Supports Defined

Using the information in the district plan, outline what academic and behavioral supports your school will provide. Are there any specific strategies? In addition to what is identified at the district level, please also include what individual campus supports are provided.

Academic Systems	Behavior/Social Emotional Systems
Tier I	
● Curricular resources used: Eureka², MyPerspective, Amplify & DBQ Project ● Instructional Strategies will include TLAC strategies and Differentiated Instruction ○ Scaffolding ○ Graphic Organizers ○ Flexible Grouping/ Small groups ○ Cooperative Learning	● PBIS--School wide Behavior Expectations taught first day and week of school (each day one expectation --each subject contributes ● SEL lessons daily first 20 ● ICARE prevention lessons ● Counselor lessons
Tier II	
● Using Small groups during the block to deliver targeted assistance ● The school will develop a schedule for intervention time ● Referral to after school programs ● Strategies we are going to focus on to ensure consistency in delivering Tier II ○ Use of Manipulatives ○ Use of sentence frames ○ Use of Visual Aids	● Mentoring with admin team ● check in/check out with daily point card cards ● Restorative Circles ● Reset Room SEL Lessons ● Tier II sessions with Counselor or ICare (based on topic) ● Behavior Support Plans using Insights to Behavior (individual students on a case by case basis)
Tier III	
● Focus on Explicit Vocabulary instruction (foundational gaps) ● Individual or small groups to address individual needs	● Functional Behavior Assessment with Individualized Behavior Plans ● ESS Behavior Strategist (ESS Students) ● Referral to Social Worker ● Tier III lessons or sessions

Monitoring Interventions: How will your school make sure that interventions are taking place?

- **Instructional leadership team will monitor interventions in our weekly huddle. A member of the ILT will also be in PLC's to help facilitate discussions over student data and interventions**
- **Use a schoolwide tracking system (Excel, Google Sheets, or JCampus) to record interventions and student progress.**

- **Conduct weekly or bi-weekly team meetings to review student data.**
- **Classroom teachers submit intervention logs for small groups or individual students.**
- **Admin or MTSS team conducts monthly audits to ensure fidelity of implementation.**

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction?

SEL time will be scheduled for the first 20 minutes of the day during the breakfast time as well as through the PE blocks.

How will time be scheduled for PLCs/Grade or Content Teams?

Grade level PLCs are scheduled for T/W A Day during planning periods

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?

- Schedule intervention blocks for Tier II/Tier III students during the week.
- Use after-school programs, lunch tutoring, or online modules for enrichment or remediation.
- Integrate choice-based activities during independent work periods so students can focus on their skill gaps.
- Adjust schedules each grading period based on progress monitoring data.

Behavior Expectations Matrix

Glasgow Middle Behavior Expectations (posters are on display in all identified areas of campus)

https://docs.google.com/presentation/d/1avI7S_PZqvde5wsrbn18qrNCoK889VwFD5r15aFc0w/edit?usp=sharing.

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:

- The first day of school all content areas will take one of the expectations and teach its meaning as a part of getting to know you/class building/orientation activities
- Each month we will highlight 1 expectation
 - Each week there will be a focus on behaviors that will be shared with students and parents--we will look for this behavior and praise it throughout the week
- We will align each of our expectations to corresponding SEL topics so we can “double dip” and reference the expectations when these SEL lessons are being taught throughout the school

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum, and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Each year parents are provided multiple opportunities to provide feedback on items within the SWP via surveys after in person events and during the spring district Cognia surveys. From the survey feedback, we are able to plan future parent events that are based on the needs and interests of the parents. In addition, the SWP is reviewed at the start of the year with parents. A member of our PTO is present during our annual review and planning for the next school year. Questions and concerns are also addressed during PTO meeting where the principal attends.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Parents will have access to HAC and Teacher Web-sites to see class assignments and to monitor student assignment grades.	Counselors and Front Office Staff	July 2026-June 2027			No cost to school
Orientation will be held July 2026 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.	Administration, Community Ambassador, Instructional Specialists, teachers, parents, community members, PTO	July 2026			Materials and supplies/postage \$2,983
Middle School Bootcamp for parents. Agenda will be centered around acclimating new middle school parents to ease the transition. Topics will be communicating with teachers, balancing multiple teachers, giving independence to students, reading a schedule, Who to	administration, parents, instructional coaches	July 2026			Materials and supplies \$2,983

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contact for support. These topics are generated from surveys given at the end of the year to parents.					
Open House will be held August 2026 to allow parents and opportunity to meet teachers, tour campus, meet with high school programs, community organizations and see student work	Administration, Parent Liaison, Literacy Coach, Math Coach, teachers, parents, community members, PTO	August 2026			Materials and supplies/ postage \$2,983
PTO will meet monthly to plan for school activities and student incentives	PTO, Administration	July 2026-June 2027			NO cost to school
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, Community Ambassador, PTO	July 2026-June 2027			Materials and supplies/ postage \$2,983
School Facebook page is advertised to parents and daily posts are made of events around campus as well as future opportunities.	Administration, Community Ambassador, PTO	July 2026-June 2027			NO cost to school
Additional parent workshops will be held throughout the year. Topics included from the previous year based on survey: technology addiction, mental health, to importance of sleep. Future topics- human trafficking, revisiting appropriate tech use, Resume writing for parents	Administration, Community ambassador, parent liaison, PTO	September 2026-March 2027			Materials and Supplies

How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS?

MTSS Plan Overview	We are going to include our MTSS plan in our back to school parent meeting
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Academic Programs & Interventions	Students who are being provided intervention services or plans will have a letter sent home explaining what is happening to their parents. If there is a concern, teachers will contact parents to notify them of issues and how we are planning to address them.
SEL & Behavior Interventions	Weekly SEL topics and Expectation focus areas will be shared with parents weekly through the APP and in the weekly memo. We will have a monthly activity for students who meet the targeted behavior goal for the month (no referrals, no more than 1 absence etc) Parents will be told the activity and the requirements during the first week of the month.

Community Involvement

How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.*

- We are going to seek sponsorship for student incentives who make progress or meet their goals
- We are going to share a few activities with our partners and see where they can help us
- We will work to increase community involvement in the school

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Conduct a staff certification audit at the beginning of the school year to identify current certification status and track progress toward achieving 100% certified teachers and highly qualified paraprofessionals.	Administration, executive secretary	July/August 2026		Completed list of certified teachers and those not certified with needed steps towards certification.	No cost to school
Participate in quarterly staffing meetings with the Office of Human Resources to review staffing needs, monitor certification progress, and ensure alignment with district hiring goals.	Administration	Quarterly as scheduled by HR		Accurate staffing roster with certifications	No cost to school
Administrators will participate in district recruiting opportunities to market the school to potential new teachers	Administration	July 2026-May 2027		Sign in sheets and newly hired teachers.	No cost to school
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	Administrators, Mentoring Matters Induction Leader, new teachers, mentor teachers	July 2026-May 2027		Sign In Sheets, required Mentoring Matters documentation	No cost to school

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LSU and SU will place student teacher candidates and Geaux Teach students on the campus for the 26-27 school year.	Administration, mentor teachers.	July 2026-May 2027		sign in sheets, lessons, and videos from GeauxTeach	No cost to school
Mentor Teachers will provide support to undergraduate residents and Post-Bac candidates.	Administration, mentor teachers.	July 2026-May 2027		Sign in sheets and mentor logs.	No cost to school

Transition to Next-Level School Programs

Choose Appropriate Level

Preschool to Elementary School

Elementary School to Middle School

Middle School to High School

High School to Post-Secondary

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
6 th grade enrichment program for incoming 6 th grade students and new to the school 7 th and 8 th grade students. During this 3 week program in June, 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 6 th grade team members. Students become acclimated to the campus and confidence going into the 1 st day of school is evident.	PTO, counselors, faculty, staff, administration	June 2026		completed activities, student rosters, and student surveys.	Summer Payroll \$13,500
Orientation for all grade levels during July. 6th grade orientation answers questions that are specific to those parents and students. Gator guides of current 7th and 8th grade students assist. 7th and 8th grade students are oriented with questions and information specific to those students.	PTO, counselors, faculty, staff, administration	July 2026		Sign in sheets and surveys	Materials and supplies/postage \$2,983

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Parents are provided with informational brochures and guides for transitioning to middle school, bullying, among other topics.					
Parent Night and daytime sessions are offered throughout the year topics to include are: - Active parenting - Organization - Planning for high schools - IGPs	PTO, counselors, faculty, staff, administration	August 2026- April 2027		Sign in sheets, activities, and surveys	Materials and supplies/postage \$2,983
The Parent Resource Room is maintained with pamphlets, games, and technology for parents in need.	PTO, counselors, faculty, staff, administration	July 2026- June 2027		Surveys	Materials and supplies/postage \$2,983
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.	PTO, counselors, faculty, staff, administration	August 2026- April 2027		Surveys	No cost to school

