



East Baton Rouge Parish School System Schoolwide Plan Glasgow Middle School

6-8

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2025 - 2026

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District Assurance

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

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

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

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

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

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

(Component 9): Teacher Recruitment and Retention

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

Principal	Date
Executive Director	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Erin Howard	Principal	
	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	
	Baham, Hannah	Teacher	
	Bankston, William	Teacher	
	Bass, Carrie	Teacher	
	Bell, Crystal	Teacher	
	Billiot, Michael	Teacher	
	Bouquet, Jennifer	Teacher	
	Brannan, Allison	Teacher	
	Briggs, Frankie	Teacher	
	Calvo, Maria	Teacher	
	Campo, Kourtney	Teacher	
	Chapman, Troy	Teacher	

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	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	
	Gray, Nadine	Teacher	
	Green, Raenesha	Teacher	
	Haynes, Carroll	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	
	Melton, Alexia	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	
	Snell, Tera	Teacher	
	Stewart, Ava	Reset Room Moderator	
	Stewart, Byron	Teacher	
	Valdezco, Paul	Teacher	

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

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.

Instructional Leadership Team

What are Instructional Leadership Teams (ILTs)? ILTs are led by the school principal and supported by system-level leadership in design and function. They play an important role on campuses in supporting student and educator success.

An established Instructional Leadership Team meets weekly around

- Improving classroom instruction through analysis of student and teacher data,
- Incorporating best practices for high-impact leader actions, and
- Providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.

The school's ILT comprises school administrators and designated personnel who have roles and responsibilities as ILT members. Each school should appoint the team's membership based on the context of that school. Teacher leaders, department heads, literacy mentors, math mentors, interventionists, master teachers, mentor teachers, and content leaders are all examples of personnel who may be included in an Instructional Leadership Team's composition.

School Name Long-Range Plan

(link a copy of the ILT Long-Range Plan)

ILT Members			
ILT Meeting Date and Time: Thursday each week at 8AM			
Erin Howard, Principal	Niakatia Leblanc, Instructional Specialist	Lauren Hatfield, Dean of Students	
Kyla Oliver, Assistant Principal	Jessica Acevedo-Clark, Instructional Specialist	Amy Rivet, Gifted Site Facilitator	
Jody Capello, Assistant Principal	Toi Thomas, Dean of Students		

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 2025-2026 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	Native American/ Pacific Islander	Hispanic	Students with Disabilities	Gifted	Economically Disadvantaged	504	English Learner	Homeless
	299	66	67	9	92	51	130	354	96	64	17
Percentage	56.1%	12.38%	12.57%	1.69%	17.26%	9.59%	24.4%	66%	18%	12%	3%

School Performance Score				
2018-2019 73.8 C	2021-2022 76.1 B	2022-2023 76.1 B	2023-2024 71.9 C	2024-2025
Assessment Index Score				
2018-2019 C SPS Letter Grade	2021-2022 C SPS Letter Grade	2022-2023 C SPS Letter Grade	2023-2024 D SPS Letter Grade	2024-2025 SPS Letter Grade
Progress Index Score				
2018-2019 B SPS Letter Grade	2021-2022 A SPS Letter Grade	2022-2023 A SPS Letter Grade	2023-2024 B SPS Letter Grade	2024-2025 SPS Letter Grade

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
10.4%	23.9	38.6%	36.2	7.4%	

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 71.9 C- Opportunity to regain our B status.	2024 LDOE School Performance Scores
2.	Monthly attendance remains above 90%	JCampus Monthly Attendance Report
3.	Glasgow has exited UIR for all subgroups except homeless. 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

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

Contributing Factor: Classroom Instruction focuses on the needs of individual students	
Instrument(s): Student Survey, Parent Survey, Staff Survey,	
Data Type: 1. Attitudinal 2. Attitudinal 3. Attitudinal	Findings 1. 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. 88% of parents say that their child is given multiple assessments to measure his/her understanding of what was taught. 3. Student Survey indicated that 70% of students said that teachers “make sure the students have what [they] need to learn. “

Contributing Factor: The environment is positive and nurturing	
Instrument(s): Student Survey, Parent Survey, Staff Climate Survey	
Data Type: 1. Attitudinal 2. Attitudinal 3. Attitudinal 4. Attitudinal 5. 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 79% 3. 80% of parents say that their child has “at least one adult advocate in the school.” 4. 83% of the staff feel that Glasgow fosters a comfortable, supportive work environment. 5. 92% of staff say that school leaders support innovative and collaborative culture

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	2024 LDOE School Performance Scores and Student Data Reports
2.	Glasgow is UIN for Economically Disadvantaged, African American, English Language Learners, Students with Disabilities, and Hispanics. The Homeless subgroup received a rating of 44.7 F and is in UIR.	2024 LDOE School Performance Scores
3.	Math Assessment index is a 46.4	2024 SPS Calculator
4.	Average Attendance for 23-24 was 88.5%. August- March 2025 is 90.1%	“Monthly Attendance Report” JCampus August 23-May 24 and August 24- March 25

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	
Data Type: 1. Attitudinal 2. Attitudinal 3. Cognitive 4. Behavioral	Findings 1. According to the staff survey, “all teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. 62% 2. 51% of students described the school as “boring” and another 68% said that all they do is “listen to teachers talk” and “take notes.” 3. Glasgow is UIN for Economically Disadvantaged, African American, Hispanic, ELL, and ESS. 4. 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, “ all teachers in our school provide students with specific and timely feedback about their learning.’ 55% 2. 14% of students surveyed indicated that they receive one on one talks to describe the ways your teachers measure learning progress 3. Classroom observations saw fewer instances of specific feedback to address student weaknesses. 4. 40% of parents say “teacher help me to understand my child’s progress” 5. 51% of students ay that lessons were change to meet their needs.
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Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %
Math	37.1	40%	Math	30.1	35%
English	47.6	50%	English	40.6	45%
Math growth for the lowest 25% of students	44.9	50%	Science	30.2	35%
English growth for the lowest 25% of students	33.6	40%	Social Studies	38.8	43%
English Language Acquisition (ELL)	44.7	50%			

Overall Goal: By the end of the 2025-2026 school year, Glasgow Middle’s SPS in the new accountability system will increase from 38.6 to 41.7 as measured by Louisiana’s Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources: MyPerspectives/ Wit and Wisdom		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>School Literacy Plan</u> (Elementary and K-8 Schools)			
<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 - that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. - to support analysis of what the text says explicitly as well as inferences drawn from the text		
ELA SMART Goal:	The ELA Assessment Index will increase from 64.2 to 69.2 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress: Glasgow Data Tracker			

ANALYSIS

- What is the priority?
- What student learning problem needs to be addressed to attain the goal?
- What is the root cause of this student learning problem? What data supports this hypothesis?
- What is the student impact if you attain this goal?
- What professional learning is needed for administrators, teacher leaders, and teachers?

School's Priority:**Student Learning Problem:****Root Cause & Supporting Data:****Student Impact:****Educator Professional Learning Needs:****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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
An ELA representative will attend the June 2025 Teacher Leader Summit to obtain the most recent state department professional development and will redeliver to the ELA team.	ELA representative/ Department reps who attended Teacher Leader	August 2025	Preparation and planning of materials. Student engagement		\$3500 Teacher Travel
RATE/CER PD	Curriculum Specialists	Aug. 2025-Dec. 2025	LEAP 2025, LEAP 360, and district CFA data		No cost to school
TE PD- Teachers will bring in student writing examples to view progress with TE from RATE. Specific feedback to students will be communicated. Rubrics must be	Administration, teachers, curriculum specialists	Aug 2025- May 2026	LEAP 2025, LEAP 360, and district CFA data		No cost to school

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present.					
Teachers will use the Tier I curriculum MyPerspectives 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.	Principal. Assistant Principals, Team Leaders, Literacy Coach, Parent Liaison, and Teachers	Aug 2025- May 2026	Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback		\$7000 Copier rental and maintenance \$18,672.66 (novels, workbooks, materials/ supplies) \$10,281.08 (IXL, AR/STAR)
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 meeting will begin in July.	Principal. Assistant Principals, Team Leaders, Literacy Coach, Parent Liaison, and Teachers	July 2025- May 2026	Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback		\$7,000 Copier rental and maintenance \$10,281.08 (IXL, AR/STAR)
ELA teachers will utilize the Accelerated Reader program to ensure all students are reading books on level	Principal. Assistant Principals, Team Leaders, Literacy Coach, Parent Liaison, and Teachers	Aug 2025- May 2026	AR/STAR data analyzed and goals set by students. Monitoring and check ins of goals.		\$10,281.08 (IXL, AR/STAR)

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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 student based on CFA results to plan for instruction, interventions, remediation, and enrichment via small groups.	Principal. Assistant Principals, Team Leaders, Literacy Coach, Parent Liaison, and Teachers	Aug 2025- May 2026	Weekly PLC meetings with data discussion-sign in sheets and agenda		\$7,000 Copier rental and maintenance \$18,672.66 (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. 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. - o Accelerated Reader- all students - o STAR- all students - o IXL- all students	Principal. Assistant Principals, Team Leaders, Literacy Coach, Parent Liaison, and Teachers	July 2025- June 2026	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.		\$18,672.66 (novels, workbooks, materials/supplies) \$7,000 Copier rental and maintenance \$10,281.08 (IXL, AR/STAR)

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Structured PLC and content planning. Development of focus calendars	Administration Math Coach Curriculum Specialist Gifted Site Facilitator	Aug 2025- May 2026	ANet Data, student work samples Dreambox Data, Achieve 3000		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 Literacy Coach Gifted Site Facilitator	Aug 2025- May 2026	LEAP 2025, LEAP 360, and district CFA data.		No cost to school
ELA teachers will develop a Unit o to be taught in the weeks prior to students getting their chromebooks as the start of the school year that focuses on ELA basics (grammar, nouns, verbs, etc). Teacher will develop in the month of July.	ELA teachers	July and August 2025	LEAP 2025		No cost to school.

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka²		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<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 Read Draw Write Strategy		
Math SMART Goal:	The Math Assessment Index will increase from 46.4 to 56.4 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.		
<u>AFFIRMATION</u> - Where have gains been made? Increase in small group implementation What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress: Glasgow Data Tracker			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?			
School's Priority: Increase student academic proficiency from 40-45% on Math 6-8 and 100% on Algebra and Geometry.			

Student Learning Problem: Number system standards, Expressions and Equations standards, constructed responses (Modeling and reasoning)

Root Cause & Supporting Data:

6th grade:

- 46% of the students that scored a Level II are weak in the operations with decimals strand and related standards.
- 64% of the students that scored a Level II are weak in the solve fractions problems strand and related standards.

7th grade:

- 92% of the students that scored a Level II are weak in the expressions, inequalities, and equations strand and related standards.
- 50% of the students that scored a Level II are weak in the rational numbers, multiply and divide fractions.

8th grade:

- 85% of the students that scored a Level II are weak in the expressions, inequalities, and equations strand and related standards.
- 54% of the students that scored a Level II are weak in the Operations and Rational Numbers strand and related standards.

Student Impact: By targeting our student learning problem standards, we bubble students will achieve their next performance level on LEAP 2025.

Educator Professional Learning Needs: New curriculum PD and support, small group implementation, analysis of data, unit/lesson internalization

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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
A representative of the math department will attend the June 2025 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	August 2025	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 2025	Observations of small groups in action.		No Cost to School

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Teachers will use the Tier I curriculum Eureka 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 meeting will begin in July. *This will be modified to reflect the new curriculum.	Principal. Assistant Principals, Team Leaders, Math Coach, Parent Liaison, and Teachers	July 2025- May 2026	LEAP 360/ Illuminate Data, District-wide math end of module data.		\$7,000 Copier rental and maintenance
Teachers will receive PD on effective strategies to use within the classroom to include academic vocabulary development, RDW, DOK, and student engagement (“I do, we do, you do,” spiraling). Teachers will ensure that activities are differentiated to meet the needs of each student based on CFA results to plan for instruction, interventions, remediation, and enrichment.	Principal. Assistant Principals, Team Leaders, Math Coach, Parent Liaison, and Teachers	Aug 2025- May 2026	LEAP 360 Interims, Practice Tests/ Illuminate, District-wide 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 %		\$7,000 Copier rental and maintenance
Using ongoing data, teachers will provide students with remediation,	Principal. Assistant Principals, Team	Aug 2025- May 2026	Zearn, MathNation data		

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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	Leaders, Math Coach, Parent Liaison, and Teachers		analyzed and additional remediation/enrichments provided as needed.		\$7,000 Copier rental and maintenance
Math Coach will provide support to all teachers in regards to planning and utilizing real time data to make informed instructional decisions. The Math Coach will model lessons and strategies to teachers and conduct professional development monthly and as needed. Teachers have also requested Saturday and afterschool workshops.	Principal. Assistant Principals, Team Leaders, Math Coach, Parent Liaison, and Teachers	Aug 2025- May 2026	Zearn, MathNation data analyzed and additional remediation/enrichments provided as needed. Increase in LEAP 360 %		\$7200 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, Parent Liaison, and Teachers	Aug 2025- May 2026	Zearn data analyzed and additional remediation/enrichments provided as needed.		\$7000 Copier rental and maintenance
Weekly collaborative meetings	Principal, Assistant Principals, Math Coach, and Teachers	Aug 2025- May 2026	Preparation and planning of materials. Student engagement		No Cost to School
Teachers will conduct weekly real- world problems for students to solve. Math Coach will provide support to all teachers in providing consistent feedback.	Math Coach	Aug 2025- May 2026	LEAP 360 Interims, Practice Tests/ Illuminate, Illuminate Constructive		No Cost to School

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			response question		
Structured PLC and content planning	Administration Math Coach Literacy Coach Gifted Site Facilitator	Aug 2025- May 2026	CFA and LEAP 360 Data, student work samples		No Cost to School
Teachers will monitor student data using the Glasgow Data Checklist. This folder will contain student data, work, samples, as well as the teacher's unit calendar. Teachers will meet with admin bi weekly to review the data and their pacing to ensure student needs are being met.	Administration Math Coach Literacy Coach Gifted Site Facilitator	Aug 2025- May 2026	LEAP 360 Interims, Practice Tests/ Illuminate, student work samples, CFA		No Cost to School
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	August 2025- May 2026	LEAP data		18,672.66 materials and supplies

CORE ACADEMICS - Science	Tier 1 Resources: Amplify		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<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			
Science SMART Goal:	The Science Assessment Index will increase from 51.4 to 55 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress:			
Glasgow Data Tracker			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?			
School's Priority:			

Student Learning Problem:					
Root Cause & Supporting Data:					
Student Impact:					
Educator Professional Learning Needs:					
<u>ACTION STEPS</u> 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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
A science representative will attend the May 2024 Teacher Leader Summit to obtain the most recent state department professional development and will redeliver to the science team.	Science representative and admin	June 2025		Attendance at Teacher Leader and redelivery of materials.	\$3500-Teacher Travel
Teachers will use Amplify lessons to teach state standards as outlined by the LDOE and EBRPSS Department of Academics. Amplify will be supplemented as appropriate with materials to further expand student learning.	Math/Science coach, teachers, administration	July 2025-May 2026		Weekly PLC meetings with data discussion- sign in sheets and agenda Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$10,281.08 (IXL) \$7000 Copier rental and maintenance

Glasgow Middle – Schoolwide Plan 2025-2026

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 coach, teachers, administration	July 2025-May 2026		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	\$10,281.08 (IXL) \$7000 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 coach, teachers, administration	July 2025-May 2026		Weekly PLC meetings with data discussion- sign in sheets and agenda	\$10,281.08 (IXL) \$7000 Copier rental and maintenance
Administration and coaches will utilize the district pacing and Week at a Glance to monitor pacing to assist teachers as needed.	Math/Science coach, teachers, administration	July 2025-May 2026		Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$10,281.08 (IXL) \$7000 Copier rental and maintenance

Glasgow Middle – Schoolwide Plan 2025-2026

				Weekly PLC meetings with data discussion- sign in sheets and agenda	
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 coach, teachers, administration	July 2025-May 2026		Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$10,281.08 (IXL) \$7000 Copier rental and maintenance 18,672.66 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 2025-May 2026		Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$10,281.08 (IXL) \$7000 Copier rental and maintenance
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 coach, teachers, administration	September 2025- May 2026			\$10,281.08 (IXL) \$7000 Copier rental and maintenance

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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 coach, teachers, administration	July 2025-May 2026		Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback	\$10,281.08 (IXL) \$7000 Copier rental and maintenance
Math Coach will provide support to Science teachers to increase the amount of writing in the classes.	Math/Science coach, teachers, administration	July 2025-May 2026			
Continued participation in the school, regional, and state science fair.	Science department	July 2025-May 2026			
Curriculum Specialist will provide support to Sci teachers.	Math/Science coach, teachers, administration	July 2025-May 2026			

CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopade		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<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			
Social Studies SMART Goal:	Will update with the 24-25 test results since the 2024 school year was a pilot test.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress:			
Glasgow Data Tracker			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis?			

• What is the student impact if you attain this goal? • What professional learning is needed for administrators, teacher leaders, and teachers?					
School's Priority:					
Student Learning Problem:					
Root Cause & Supporting Data:					
Student Impact:					
Educator Professional Learning Needs:					
<u>ACTION STEPS</u> 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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
• A social studies representative will attend the May 2024 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	June 2025 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 new SS standards and units of study.	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.	\$10,281.08 (IXL) \$7000 Copier rental and maintenance)

Glasgow Middle – Schoolwide Plan 2025-2026

				Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google 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 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	\$10,281.08 (IXL) \$7000 Copier rental and maintenance)

Glasgow Middle – Schoolwide Plan 2025-2026

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.	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	\$10,281.08 (IXL) \$7000 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.	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	\$10,281.08 (IXL) \$7000 Copier rental and maintenance

Glasgow Middle – Schoolwide Plan 2025-2026

				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, 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	\$10,281.08 (IXL) \$7000 Copier rental and maintenance
Teachers will monitor student data using the Glasgow Data Checklist. This folder will contain student data, work, samples, as well as the teacher’s unit calendar. Teachers will meet with admin bi weekly to review the data and their pacing to ensure student needs are being met.	teachers, instructional specialists, administration	July 2025- May 2026		Weekly data analyzed by teachers and discussed with	\$10,281.08 (IXL)

Glasgow Middle – Schoolwide Plan 2025-2026

				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	\$7000 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 - Use of Gallopade	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	\$10,281.08 (IXL) \$7000 Copier rental and maintenance

Glasgow Middle – Schoolwide Plan 2025-2026

				administrator review and feedback	
All ELA, Social Studies, and Science classes will develop tasks that utilize LEAP 2025 formats as well as provide support to ELA.	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	\$10,281.08 (IXL) \$7000 Copier rental and maintenance

Non-CORE Academics		Resources:		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development	

<u>ACTION STEPS</u> 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>Documentation (Success Criteria)</i>	<i>Funding Source</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 method as indicated by Illuminate/LEAP 360. School-wide focus.	Administration, teachers, instructional coaches	August 2025- May 2026		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.	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 2025- May 2026		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 2025- May 2026		Documentation in lesson plans and observed in walk-thrus.	\$10,281.08 IXL

Glasgow Middle – Schoolwide Plan 2025-2026

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 24-25 school year.	Administration, teachers, instructional coaches	August 2025- May 2026		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 2025, April 2026		Unit plans with topic focus outlined. Planning calendars to pinpoint where field trips will fall.	No cost to school.

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics
Student Achievement
Exemplary Customer Service
Operational Excellence
Employee Development

<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
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.	Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Liaison, Team Leaders, and Teachers	Monthly		Unit plans and weekly lesson plans uploaded to Google Classroom	Summer work days teachers \$7200 (core teacher planning, homeroom lesson and assessment developments, writing alignment)
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	District departments Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Liaison, Team Leaders, and Teachers	-July -August -Sept -October -November		Sign-in sheets Hand-outs Observations that focus on strategies PLC agendas and notes	No cost to school

Glasgow Middle – Schoolwide Plan 2025-2026

▪ Document- Based Questions ▪ Writing ▪ Data Driven Small Groups ▪ Implementation of SW initiatives ▪ Writing Across the Curriculum During weekly team meetings, teachers will utilize student data to collaboratively develop activities and lesson plans that incorporate varied instructional strategies into the curriculum. ▪ Teachers will receive job embedded professional development on appropriate and varied instructional strategies to be used with classroom instruction. ELA - o Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by ▪ 6th-8th: Pearsons, District Math ▪ 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.		-December -January -February -March -April -May			
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) - o SEL- Teachers will receive refreshers on how to use the SEL curriculum and how to integrate SEL into academics - o Academics- Math Coach and teachers will use the Math screener and report on results.	Counselors and SEL specialists Work with Math department and DOA Literacy Coach and Math	Monthly		Sign-in sheets Hand-outs Observations that focus on strategies	No cost to school

Glasgow Middle – Schoolwide Plan 2025-2026

Math, ELA, science and social studies teachers will use small groups within the 90 minute block. Math and Literacy Coaches and teachers will work to build academic vocabulary - o Behavior- All faculty and administration will work to teach and reinforce school wide expectations. Administration and teachers with a record of good classroom management will model and provide PD on general classroom management strategies - o Verbal de-escalation	Coach Lead teachers, administration			PLC agendas and notes	
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MULTI-TIERED SYSTEM OF SUPPORT**Student Achievement****Exemplary Customer Service****Operational Excellence****Employee Development****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:

For the 2025- 2026 school year, schools will be asked to select one component from two different focus areas that have been highlighted

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 and the first hour class will be extended by 15 minutes to achieve this goal.	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%. As of March 2025, we are at 28.1%. 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.

R	This goal is relevant because SEL is a part of our schools MTSS plan and is recognized as a key component addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.	R	This goal is relevant because students are missing a great deal of school due to disciplinary concerns. We 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 in rethink Ed. - 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 25-26 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 25-26 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

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 utilizing ReThinkEd.

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?

This year we are going to use half days for ILT by giving students some time to work in these areas. It is our goal to increase this in the following year, but half days will be a good place to start exploring the concept for our campus.

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					
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
<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>Documentation (Success Criteria)</i>	<i>Funding Source</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 2025-June 2026			No cost to school
Orientation will be held July 2024 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, Parent Liaison, Literacy Coach, Math Coach, teachers, parents, community members, PTO	July 2025			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 contact for support. These topics are generated from surveys given at the end of the year to parents.	administration, parents, instructional coaches	July 2025			Materials and supplies \$2,827.59
Open House will be held August 2025 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 2025			Materials and supplies/ postage \$2,827.59
PTO will meet monthly to plan for school activities and student incentives	PTO, Administration	July 2025-June 2026			NO cost to school

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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 2025-June 2026			Materials and supplies/ postage \$2,827.59
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 2025-June 2026			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 2025- March 2026			Materials and supplies/ postage \$2,827.59 Stipends- 1010.00

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
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.
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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 that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Administrators will participate in district recruiting opportunities to market the school to potential new teachers	Administration	July 2025-May 2026		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 2025-May 2026		Sign In Sheets, required Mentoring Matters documentation	No cost to school
LSU will place student teacher candidates and Geaux Teach students on the campus for the 23-24 school year.	Administration, mentor teachers.	July 2025-May 2026		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 2025-May 2026		Sign in sheets and mentor logs.	No cost to school

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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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
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<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
6 th grade Blitz 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 2025		completed activities, student rosters, and student surveys.	Blitz Payroll \$23,520.00
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 2025		Sign in sheets and surveys	Materials and supplies/postage \$2827.59

Glasgow Middle – Schoolwide Plan 2025-2026

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: - o Active parenting - o Organization - o Planning for high schools - o IGPs	PTO, counselors, faculty, staff, administration	August 2025- April 2026		Sign in sheets, activities, and surveys	Materials and supplies/postage \$2827.59
The Parent Resource Room is maintained with pamphlets, games, and technology for parents in need.	PTO, counselors, faculty, staff, administration	July 2025- June 2026		Surveys	Materials and supplies/postage \$2827.59
Throughout the school year, Glasgow students will visit elementary schools to participate in programs (BRCVPA parade, Christmas programs, etc). Glasgow will host 5 th grade day to bring 5 th graders to the campus and begin answering questions to students and parents about middle school.	PTO, counselors, faculty, staff, administration	August 2025- April 2026		Surveys	No cost to school

Academic Intervention

Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention? UIR Academic Intervention Label: Select

If the school requires academic intervention, please link your Academic Subgroup Data Sheet. [School Name Subgroup Data Sheet](#)

AUS Status - Select

Overall Vision and Goals

- In this section, you will explain the coherent, aligned vision for your school, how you determined it, and how you will know if you are moving towards that vision.

Describe the data analysis and needs assessment process that was used to inform the school's vision and goals.
Glasgow admin and teachers monitor data throughout the school year to make adjustments so that we can achieve our set goals. The goals are communicated to our parents in various methods throughout the year. We also provide ways that they can support student learning and achievement at home so that we can make sure that we achieve our growth goal. Please see the Data Tracker in the academic sections above.
Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned with the vision and needs. • <i>Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.</i>
Members of ILT as well as all teachers within their PLCs had the opportunity to read, review, and offer input for each section of the SWP to discuss specific activities within their specific content areas. Parental input from online surveys as well as members of the PTO during meetings held throughout the year to help narrow focus to guide informed decisions.
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.
Over the course of the year, our community ambassador holds events with parental support. Each of those events has an opportunity to debrief to see how it can be improved for the next year. This time is also used to see how we can continue to support parents. For example, our parent bootcamp this past summer was our first time to hold a series of 3 hour sessions to help incoming 6th grade parents adjust to middle school. We tapped former parents and PTO members as well as Glasgow staff to help create a list of topics that always come up at the start of the school year that new parents need to know (how to read a schedule, managing multiple teachers, how to give their child more independence, etc). This will continue going into the 25-26 school year, but now we have a good framework to build on. These sessions continue throughout the year and additional sessions are based on parent surveys from the previous year with topics that parents need additional assistance with. Our parental involvement budget goes towards materials for the parents to support the transition year and snacks for the sessions. We also pay stipends for our teachers and counselors to assist.

Effective Workforce

- In this section, the school will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

What is the school's theory of action around an effective workforce? Include a description of the strategies that will be utilized to strengthen educators' instructional practices. Additionally, include the role of the instructional leadership team and teacher collaborations within the theory of action. (NIET Process)

Teachers and administration will receive job-embedded professional development to strengthen instructional practices. This will be done through content specific PLCs and are rooted in the standards and state assessment guide. Teachers must learn to truly understand what a standard is expecting a student to be able to do and then how that will be assessed. Teachers will work with instructional coaches to plan out how these standards will be taught and how to support the students through small groups. Data will be used to guide these conversations and reinforce the need and the success. This will strengthen the practices of the teachers and build their instructional confidence. Administration will support these practices by observing classes and providing feedback.

What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment?

The only change that will be made to the plan above is that it will start from day one. Most of our content teams are returning and will only need a refresher into the expectations. Support in the form of push in and PLC will be provided from day 1 of the school year. The upcoming school year will have more teacher leaders taking on the role of PLC facilitator to model and discuss the use of data in their classrooms. Data trackers will be adjusted over the summer to reflect the next year's needs and will be rolled out to teachers during the first week's PD days so that data can be entered, tracked, and broken down within the first 2 weeks of school. This will allow teachers to begin small group interventions at a much earlier time.

What is your school's plan to ensure strong leadership over the next three years? This includes maintaining an effective principal, supporting other key leadership roles, and building the capacity of future leaders.

Feedback aligned to that of the Leader Rubric and Educator Rubric. Constant checks into the data to see what is driving instruction. Celebrating the small wins as much as we celebrate the big wins. Working towards a common goal is what we do best. An example of this would be "Give me 10" which supported our goal of each student growing at least 10 points from where they were on the previous year's LEAP. This consistent buy in helps to allow natural leadership to be cultivated.

What steps is your school taking to retain effective educators?

Weekly content area meetings and professional learning communities that are tailored to the needs of all parties: students, teachers, and school community. Continued support through Mentoring Matters.

How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality

professional learning (teacher collaboration) and observation and feedback cycles?

Continuous support during weekly planning sessions to ensure that lessons reflect rigor and the needed items to ensure mastery of the standard. If students did not master the standard, we assist in planning small group interventions within the classroom based on real time student data. Feedback is provided during weekly observations and planning sessions.

How is your school selecting strong, moderate, or promising evidence-based strategies for educators and determining strategies based on the conclusion of the needs assessment?

Our school has partnered with the Office of Teacher Effectiveness to implement instructional strategies for small groups. We have also had ESS Instructional Support to share ways to implement co-teaching strategies and small group best practices. Teachers were retrained in assessment guides and how to break down standards to understand what the students are truly being asked to do. Success criteria for standards was also developed so that students could understand what mastery of the standard would look like.

How is your school identifying and creating key positions to support school improvement and academic achievement?

We have built in teacher leaders on campus who serve as models for certain topics. An example of this could be implementing small groups or analyzing data. These teachers help build capacity in the school and buy in among teachers. Members of the administrative team must also be seen as instructional leaders by pushing in to support learning in the classroom. The instructional coaches serve as a line of first defense to ensure that the Tier I curriculum is utilized with fidelity and that the standards needed are truly understood by both teachers and students.

Instruction

- In this section, by investing in resources aligned to school needs, building educator capacity, and using evidence-based instructional strategies how will you ensure all students are prepared for success in college and career?

What is the school's theory of action in ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction?

During weekly PLCs and quarterly meetings, teachers will analyze state assessments guides, unpack grade level standards, achievement level descriptors to be assessed on LEAP to develop instructional strategies that can be used with Tier 1 curricula to improve student comprehension of standards. Teachers will also monitor student progress of standards mastered through Illuminate assessments, LEAP 360 practice assessments, and CFAs provided by the district as well as Tier 1 unit assessments and teacher created assignments. Teachers will also analyze student work during PLCs for continuous practice and ongoing mastery of constructed and/or extended response items as stated on core content assessment guides. Teachers will collaboratively plan to ensure high quality instructional practices are implemented daily throughout instruction.

What strategies and interventions do you plan to implement and how are they related to your school's identified needs?

-Data trackers to monitor mastery of standards for all four core content areas

- Weekly pull-outs by instructional coaches to monitor and support bubble students with targeted standards
- Regular small group implementation based on CFA and LEAP 360 data in classrooms
- Coaches push into support small groups implementation
- Nonfiction text supported through elective courses with coaches support and guidance
- After school and Saturday tutoring to support students' mastery of state standards.

How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?

- Weekly content PLCs held for collaborative planning
- Weekly grade level team meetings
- Common Formative Assessments given provided by the district and LEAP 360 interims
- Collaborative planning with teachers during PLC meetings
- Utilization of IXL to reinforce skills and standards aligned with pacing of Tier 1 curricula
- Utilization of Beable to expose students to reading material based on their interest as well as to improve reading comprehension and lexiles.
- Accelerated Reader is implemented to improve reading comprehension and improve student lexiles.
- Implementation of Zearn in math intervention classes to support mastery of standards
- Professional development opportunities presented/attended by all teachers and instructional coaches
- Teacher collaboration to work on unit internalization and unpacking of standards
- Classroom implementation of constructed and/or extended response, utilizing and analyzing LDOE content rubric.
- Student work analysis during PLC meetings.
- Weekly lesson plans and classroom observation feedback provided to individual teachers to identify needs and strengths.
- ILT will meet weekly to discuss observations and update a tiered teacher list. Instructional coach and/or Mentoring Matters program will provide tiered teacher support.
- Continuous monitoring of pacing guides with common formative assessments to ensure effective and timely implementation of all standards

How is your school planning to expand its instructional approach across all classrooms to ensure it has the greatest impact and can be sustained over time?

- Weekly PLCs will be held to support teachers with instructional approaches. PLC topics will be based on walkthrough data as well as assessment data.
- Collaboration with the Department of Teacher Effectiveness to provide professional development to teachers.
- Mentor will provide individual support to teachers based on their Mentoring Matters tier (e.g., Year 1 or 2)
- Instructional Coach will provide individual support and feedback to teachers for continued Teacher Development
- Professional Development for teachers on the utilization and implementation of new Tier I curricula
- Continued learning of standards vertical alignment and updated assessment guide to increase teaching and learning efficiency
- Continued learning of standards to ensure coherent learning through vertical progression
- Continued learning of achievement level descriptors to ensure mastery of standards

How is your school selecting strong, moderate, or promising evidence-based strategies; and determining strategies based on conclusions of the needs assessment?

- Clearly define learning targets based on student performance
- On-going use of data to drive instructional practices
- Scaffolding used to activate prior knowledge, increase mastery of skills and standards, and build metacognition
- Continue to provide evidence based strategies -RACES, CER, RDW
- Response to Intervention or RTI based on data with the implementation of small group instruction -
- Explicit instructional practices implemented and documented on lesson plans as well as standard alignment
- Differentiated instruction utilized to provided to meet the needs of all learning styles
- Positive Behavior Interventions and Supports implemented to increase positive behavior and social/emotional regulation of students inside and outside of the classroom
- Assisted Technology will be utilized to support students in order to access and progress in the Tier 1 curricula
- Independent practice used for student practice as well as to increase student performance
- Weekly content PLCs for collaboration and analyzation of data
- Weekly ILT meetings to discuss content meeting goals and outcomes, walkthroughs, data, and strategies to be observed.

System Supports

What is the school's theory of action around structural configuration and how will it reinforce and facilitate the work you are doing in effective workforce and instruction?

The master schedule is designed to allow for teachers to meet with both their content and grade level. This allows for PLCs to be targeted and focused to the areas of need for the particular content. This also allows the instructional coaches and administration to provide specific feedback to both content and individual teachers. These meetings are twice a week for 45 minutes each meeting. Additional meetings with the instructional coaches and administration for specific planning and small group development is scheduled on an as needed basis. Job embedded professional development is also scheduled during these times so that teachers can receive relevant PD related directly to the needs of their classroom and the school

What supports and interventions do you plan to implement and how are they related to your school's identified needs?

We provide push in and pull out small groups based on current student data. Instructional coaches and administration provide the support in the classrooms or in the pull out groups. We also provide support in modeling effective small groups from planning to implementation.

How is your school selecting strong, moderate, or promising evidence-based strategies?

We rely on what we see as a need for the students and as a school as a whole. If the area of need is within writing, then we have to dive deeper to understand what it is about the writing and plan from there.

How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?

We look at student data and observational data from classroom walkthroughs to determine the need.

Critical Categories

- In this section, explain the routines for how the school will determine whether the schoolwide plan is achieving its intended outcomes, including self-monitoring and continuous stakeholder engagement.

How is your school establishing or continuing internal routines?

Schoolwide routines are established at the start of the school year through Positive Behavior Intervention Supports or PBIS lessons during Homeroom to explain what it means to be Gator STRONG. Students receive school-wide behavioral expectations of routines and procedures for all areas on campus such as transitioning before/after school and between classes, how to conduct themselves in classrooms, the cafeteria, restrooms, and hallways. Students are reminded of routines regularly through the posted anchor charts of behaviors in all areas of campus.

Partnership with district iCare specialists to reinforce student needs, behaviors, as well as social and emotional learning.

The school's master schedule is designed so that students have access to the Gator STRONG class daily. This sets a tone and high expectations for students daily.

How is your school establishing or continuing routines with stakeholders?

We have implemented a fall and a spring stakeholder event for students, families, faculty and staff to participate in informative and engaging programs and activities. Events are partnered with community stakeholders such as EBR public library, local and community small businesses, colleges/universities, and Boys and Girls Club of America.

All important information is posted to the school website as well as on social media. Regular call outs are provided along with the hosting of programs in which important information is also provided verbally.

How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?

Conduct annual surveys from parents, students, and teachers. Members from the ILT then analyze survey results and discuss any changes needed. At the beginning of the school year, teachers are also given the opportunity to revise the schoolwide plan.

How is your school making the schoolwide plan available to teachers, paraprofessionals, parents, and the public in a form that is understandable and uniform, to the extent practicable and/or required by Louisiana law, provided in a language that the parents understand?

Our school has documents available in English and Spanish for all stakeholders.

Our school continuously communicates with parents through emails, phone calls, text messages, social media, and documents that are sent home. Parent and student feedback is crucial to the success of anything that is implemented.

How is your school structured for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (i.e. other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)?

We are staffed according to the EBR staffing model. Unfortunately, our federal funding (Fostering Diverse Schools grant) for 3 instructional support positions was cut. We also lost funds associated with this grant that would have supplemented many of the instructional needs. We are currently exploring ways to not lose the momentum that we have with this loss.