2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

GAYLE SLOAN MIDDLE SCHOOL

St. Tammany Parish

This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- **Data Analysis Guiding Questions**

STRENGTHS	WEAKNESSES
2024-25	
STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.	
All Students	
ELA Sixth Grade assessment index grew 6.6, proficiency grew 7.2% Fourth Grade Math assessment index grew 8 points, 6.3% proficient Sixth Grade assessment index grew 1.1 points SCIENCE, Fourth grade percent proficient increased 3.8% Fifth grade science assessment increased by 8.9 points, and percent proficient increased 8.3% Fifth and Sixth grade increased in vocabulary	As a school, we decreased 11% strong in the area of written expression ELA Fifth dropped 2.7 assessment index, but grew proficiency 6% ELA Fourth dropped 8.7 assessment index, - 7.1 % proficient Fifth Grade math assessment index dropped 9.2 points, - 4.3% Sixth Grade math percent proficient decreased 6.6% Fourth, Fifth, and Sixth showed weakness across all grade levels in the area of Reasoning Scientifically. SCIENCE, Fourth grade assessment index dropped 1.4 points Six Grade science assessment index decreased 2.3 points, percent proficient decreased 7.2% Major Content decreased in both fifth and sixth grade
At-Risk Student Groups	

(SWE and ESL data must be included as well as any other potential labeled student group)	
African American/Black subgroup in ELA assessment index increased from 75.2 to 83.2; Math assessment index 53.3 to 63.2; Science increased from 41.9 to 64.2. Students with Exceptionalities in ELA assessment index increased from 63.6 to 69.4; Math increased from 46.7 to 62.8; Science increased from 54.1 to 71.5.	EL subgroup in ELA index decreased from 16 points to 7.7; Math decreased from 21.3 to 6.2; Science decreased from 33.3 to 6.2
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
School goals increased 14 points on the MRA Community engagement increased 12 points Staff leadership personal effectiveness increased 11 points The amount of formal state form write ups decreased from 2023.	Academic Self Efficacy dropped 3 points Interpersonal development decreased 1 point
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
Whole School- SCIENCE- Assessment Index grew from 88.5 to 89.3	-Whole School- ELA Assessment index decreased from 95.2 to 93.6 Math Assessment index decreased from 88.9 to 80.6 -School Performance Score decreased from rank of 16, score of 87.5 to rank of 18, score of 87.3 -K8 and High School Assessment index decreased from 90.1 to 89 -K8 and High School Progress Index decreased from 103.8 to 100.3 -ELA Achievement Levels decreased: 4th grade, 69% to 63% 5th grade, 76% to 74% 6th grade, 83% to 76% -Math Achievement Levels decreased: 4th grade, 73% to 60% 5th grade 53% to 49%

	6th grade, maintained 68% to 68%
At-Risk Student Groups **(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)**	
EL Subgroup overall score increased from 43.4 to 48.6 SWE Subgroup overall score increased from 69.4 to 70.8 EL Subgroup increased in the following: Science Assessment Index 6.2 to 41.4 ELA Assessment Index 7.7 to 31.4 Math Assessment Index 6.2 to 17.1	SWE Subgroup decreased in the following: Math Assessment Index 62.8 to 60 Science Assessment Index 71.5 to 62.7
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
MRA Survey Increased in All components as follows: Overall Score 76 to 78 Leadership Component 77 to 78 Culture Component 77 to 80 Academic Component 76 to 78 MRA Survey Sub Components Increased as follows: Family and Community Engagement 73 to 77 Academic Self Efficacy (Culture SAP goal) 75 to 76	MRA Survey Sub Components decreased as follows: Interpersonal Effectiveness 79 to 77 Instructional Efficacy 78 to 77
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups **(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)**	

SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	

LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*
- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

School Improvement Focus Area (Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	**Leadership Goal** (Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)
2024-25	
Students determine which of the four methods is to be used when providing clear reasoning supported by text-based evidence throughout all content areas.	Principal's leadership goal for the 24-25 school year falls within the domain of School Mission, Vision, and Strategic Goal Setting. The descriptor identified as an area for growth is 'effectively utilizes student data and student work to create and/or revise action plans a few times during the school year'. This descriptor is found within the Goal-Setting and Monitoring Indicator.

2025-26	
<u>2025-2026 School Wide Focus Points</u> 1. WIG 1: All Sloan Middle students (100%) will participate in THIRTY minutes of Targeted Support 5 days a week. 2. WIG 2: All Sloan Middle Students (100%) will be exposed to an updated focus wall, to refer to visually, during every instructional class, every day.	**<u>Principal's Leadership Goal for the 25-26 School year falls under the domain of Instructional Leadership.</u>** The indicator identified as an area for growth is the Meeting Student Needs descriptor. Under the Meeting Student Needs Descriptor the leader will work to increase proficiency with: ● Develops teachers' abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional support. ● Creates and implements a systematic monitoring process where all educators monitor, evaluate, and review student progress to ensure the academic needs of all students are being met. ● Develops teachers to adjust instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that all students master the content. ● Creates and implements systems that develop teachers in implementing instructional practices that meet the needs of all learners. ● Develops teachers' abilities to implement systems so all students access rigorous, on grade-level instruction.
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

Use the LRP template below throughout the school year to strategically plan out ILT meetings.

Date of ILT	Outcome	Materials	Follow-Up
8.26.2024	Data analysis; SAP goals for 24-27	LEAP 2025 Data from 2024	PLC notes, meeting 9.30.2024
9.30.2024	Plan agendas for Vertical PLC's	PLC notes from September	PLC notes from vertical PLC
10.28.2024	Review notes from Vertical PLC & plan agendas for December PLC	PLC documents in Google Classroom; snapshot tool	Admin plans for classroom snapshots for the remainder of semester.
12.16.2024	Analysis of checkpoints for fall, plan for January PLC; Analysis of classroom snapshots	PLC documents in Google Classroom	PLC notes, meeting in January
1.27.2025	Review notes from Jan. PLC, plan for March Vertical PLCs	PLC documents in Google Classroom; snapshot tool	ILT members will complete snapshots through Feb.
3.24.2025	Review notes from Vertical PLC	PLC documents in Google Classroom	Create presentation to share snapshot data with faculty
4.28.2025	Analysis of Checkpoints; Snapshot data; Adjusting SAP if needed	PLC documents in Google Classroom	May close out; prepare SAP for the following year based on preliminary data.

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound***
  - ***Is the goal relevant? Does it align with the school needs assessment?***
  - ***Is the goal measurable? How will you progress monitor?***
  - ***Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?***
  - ***What new learning and/or support is needed to meet the goal?***

Schoolwide Goal

From Fall 2024 to Fall 2027, Gayle Sloan Middle School will increase the SPS from 96.5 to 100 through a focus on using clear reasoning, supported by text-based evidence in all content areas.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
96.5	**GOAL: 97.5** **EARNED: 94.9**		
	Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

2024-25 Components of SPS

Assessment Index (AI)

- **What is your current AI in –**
  - **ELA? 95.2**
  - **Math? 88.9**
  - **Science? 88.5**
  - **Social Studies? Not reported**

Progress Index (PI)

- **What is your current PI in –**
  - **ELA? 75.7%**
  - **Math? 64.4%**
  - **Overall?**

○ **Overall? 90.9** ● **Where are there opportunities for growth? Increase in proficiency with SWE population due to the increase in personnel servicing those students; Increase in science with year 2 implementation of Amplify Science; Intervention pieces in both Math and ELA have significant room to improve.**	● **Where are there opportunities for growth? Fifth grade math; Fourth grade ELA; Sixth Grade science**
Interests and Opportunities (I/O) ● **What is your current I/O? 100%** ● **Where are there opportunities for growth?**	**DCAI (Jr. Highs ONLY)** **NOT APPLICABLE** ● **What is your current DCAI?** ● **Where are there opportunities for growth?**
ACT Index (High Schools ONLY) **NOT APPLICABLE** ● **What is your current ACT index?** ● **Where are there opportunities for growth?**	**Strength of Diploma Index (SOD) (High Schools ONLY)** **NOT APPLICABLE** ● **What is your current SOD?** **How many students/What percent earned-** ○ **160?** ○ **150?** ○ **115?** ○ **110?** ○ **100?** ● **Where are there opportunities for growth?**

Graduation Rate (High Schools ONLY) NOT APPLICABLE ● What is your current grad rate? ● Where are there opportunities for growth?	**Graduation Rate Index (High Schools ONLY) NOT APPLICABLE** ● What is your current grad rate index?
2025-26 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ ELA? 93.6 ○ Math? 87.3 ○ Science? 89.3 ○ Social Studies? 89.7 ○ Overall? 90.1 ● Where are there opportunities for growth? Opportunities for growth lie in: 1. Utilizing our District EL Coach and EL teacher to increase teacher support via PLC and small group collaboration in supporting our EL students. 2. Utilizing our District Behavior Coach to increase teacher support via PLC and small group collaboration to support student behavior 3. Utilizing District Curriculum specialists to support teachers via PLC and small group collaboration with increasing proficiency and knowledge of content with curriculum	**Growth Index (GI)** ● What is your current GI in – ○ ELA? 49.4 ○ Math? 48.9 ○ Lowest 25% in ELA? 67.5 ○ Lowest 25% in Math? 54.4 ○ ELL population? - ○ Overall with Revised Formula? 58.5 ● Where are there opportunities for growth? 1. Utilizing our TRT to support teacher proficiency with Illuminate in identifying lowest 25% 2. Utilizing checkpoint and benchmark data to monitor student growth and performance, particularly with lowest 25% 3. Utilizing PLC time and small group collaboration to plan for strategies, differentiation, scaffolding, and modifying of assignments and assessments with our EL subgroup, SWE subgroup, and lowest 25%

Thrive Index (TI) (High Schools ONLY) NOT APPLICABLE ● **What is your current overall TI?** ● **Where are there opportunities for growth?**	**Readiness on Nationally Recognized Exams (High Schools ONLY)** **NOT APPLICABLE** ● **What is your current percentage of students earning at least-** ○ **ACT of 20?** ○ **SAT of 1040?** ○ **CLT of 67?** ○ **WorkKeys Gold?** ○ **ASVAB (AFQT) of 59%?** ○ **Overall?** ● **Where are there opportunities for growth?**
University Accelerator (High Schools ONLY) NOT APPLICABLE ● **What is your current overall percentage?** ● **Where are there opportunities for growth?**	**Career Accelerator (High Schools ONLY) NOT APPLICABLE** ● **What is your current overall percentage?** **How many students/What percent earned-** ○ **Basic bundle + internship?** ○ **Advanced credential + internship?** ○ **2 years of FF-aligned registered apprenticeship?** ○ **Certificate of technical studies in high wage/high demand industy?** ● **Where are there opportunities for growth?**
Service Accelerator (High Schools ONLY) NOT APPLICABLE ● **What is your current overall percentage?** **How many students/What percent have-** ○ **Signed military acceptance letter?** ○ **Service Academy acceptance?**	**Graduation Rate (High Schools ONLY) NOT APPLICABLE** ● **What is your current grad rate?** ● **Where are there opportunities for growth?**

● **Where are there opportunities for growth?**	
2026-27 Components of SPS	
Achieve Index (AI) ● **What is your current AI in –** ○ **ELA?** ○ **Math?** ○ **Science?** ○ **Social Studies?** ○ **Overall?** ● **Where are there opportunities for growth?**	**Growth Index (GI)** ● **What is your current GI in –** ○ **ELA?** ○ **Math?** ○ **Lowest 25% in ELA?** ○ **Lowest 25% in Math?** ○ **ELL population?** ○ **Overall?** ● **Where are there opportunities for growth?**
Thrive Index (TI) (High Schools ONLY) ● **What is your current overall TI?** ● **Where are there opportunities for growth?**	**Readiness on Nationally Recognized Exams (High Schools ONLY)** ● **What is your current percentage of students earning at least-** ○ **ACT of 20?** ○ **SAT of 1040?** ○ **CLT of 67?** ○ **WorkKeys Gold?** ○ **ASVAB (AFQT) of 59%?** ○ **Overall?** ● **Where are there opportunities for growth?**

University Accelerator (High Schools ONLY) ● **What is your current overall percentage?** ● **Where are there opportunities for growth?**	**Career Accelerator (High Schools ONLY)** ● **What is your current overall percentage?** **How many students/What percent earned-** ○ **Basic bundle + internship?** ○ **Advanced credential + internship?** ○ **2 years of FF-aligned registered apprenticeship?** ○ **Certificate of technical studies in high wage/high demand industy?** ● **Where are there opportunities for growth?**
Service Accelerator (High Schools ONLY) ● **What is your current overall percentage?** **How many students/What percent have-** ○ **Signed military acceptance letter?** ○ **Service Academy acceptance?** ● **Where are there opportunities for growth?**	**Graduation Rate (High Schools ONLY)** ● **What is your current grad rate?** ● **Where are there opportunities for growth?**

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different*.

- **Priority Goal #1 (Culture) – Academic Self Efficacy (as noted in the MRA survey); Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.**
- **Priority Goal #2 (Academics) – ELA; Written Expression**
- **Priority Goal #3 (Academics) – Math; Major Content (sub areas noted for each grade level)**

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Gayle Sloan Middle School will increase the MRA sub-measure 'Academic Self Efficacy' from 75 to 85 through a focus on individual goal setting, progress monitoring, and a concentration on data binders through the Leader in Me initiative. This goal is a significant 10 point increase over three years.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
76	80	76	82		86	
	Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**	

How are we going to get there?

Purchased Resources to Support Priority Goals

Professional Development Offered
CORE 1 training to all faculty and staff; Marc Mcleoud p.d.; Adult Lighthouse back to school P.D.; Adult Lighthouse check ins at faculty meetings.

Short Term Wins (STW) (LEAD measures)

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- **Students will be fully invested and engaged with the use of their data binders; Students will create their own WIGS and participate in the creation and authoring of their class wide WIGS. Throughout the campus, WIG and data bulletin boards will be visible. Progress monitoring and tracking will take place by teachers, admin, and students with all online digital intervention platforms. Leader in Me implementation will be seen with daily 20 minute LIM lessons during homeroom. By the end of the first semester, we will see all students fully engaged in the use of their data binders.**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
100% of students possess and use a data binder.	At the start of the 24-25 school year, 0% of our students utilize and possess a data binder.	25% of students are intentionally using data binder to track their progress with a measurable academic goal.	Qualitative snapshot data indicates that all students possess a data binder and many are using it to track measurable goals such as discipline and attendance.	Fall LIM coaching session indicates that the majority of our students are using their binders, tracking discipline and attendance.	Approximately, 80% of our students are utlizing their data binders to track discipline and attendance by Dec.	We were selected to be a part of the mini-symposium for our district. After much work throughout our first year, we find this a win for our LIM implementation.	All students are utilizing their LIM data binders at this time. Depending on the teacher will determine the depth of which they are used. We are now implementing plans to roll binders over for our 4th & 5th grade students for next year.
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Through our Leader in Me Coaching Session, our adult Lighthouse team completed quick snapshots school wide. A snapshot tool was used to collect the data, that was then compiled into a spreadsheet. Results indicate that all students have a data binder, and some are intentionally using this tool to track academic data. Moving into the second nine weeks, we will implement SCHOOL WIDE WIGS, complete with data bulletin boards displayed in the hallway that will track attendance, discipline/write ups, and I.D.'s.

Quarter 2 Reflection –

As we entered the second nine weeks, it was important to create school wide goals that we could track which would correlate with the individual student binders. We began tracking discipline and attendance. This was a great start to showing students how to set a goal, track it with data, and determine success. In reflecting on the second nine weeks, while we did execute the plan, tracking discipline and attendance was not powerful enough to show growth. This is because, as a school, discipline and attendance were not identified as problems. Moving into the third nine weeks, we identified I.D.'s as a problem. All three grade levels were encouraged to make ID's part of their grade level WIGS.

Quarter 3 Reflection –

Being asked to be a part of the Lakeshore mini-symposium has definitely been a highlight for us this year. We are diligently working on plans for continued implementation for next year as well, adding components such as houses and more student led jobs.

End of year Reflection –

While the Adult LH team truly feels that our first year implementation was successful with our students, we recognize that we have a long way to go in our efforts to become a Lighthouse school. Moving into the summer of 2025, our plan is to coincide our faculty and staff retreat with the CORE 2 training. This training moves our implementation of LIM into a phase where academic self efficacy is encouraged and expected.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
100% of students possess and use a data binder (Leadership Portfolio).	50% of our students were intentionally using their Leadership Portfolio by the end of the 24-25 school year.	All students have one academic program goal and will track through progress tracking tools	Qualitative observational data, SOAR Walks, and grade level WIG boards indicate that all students are tracking their LEXIA progress.	Using Leadership Portfolios, all students will engage in individual data conferences with their homeroom teacher once	Qualitative observational data and SOAR walks indicate that approximately 50% of our students are participating with data conferences	Using Leadership portfolios, all students will engage in individual data conferences with their homeroom teacher once	

				a week to track progress.	with their homeroom teacher.	a week to track progress.	
			Met Goal? **Y** **N**		Met Goal? **Y** **N**		Met Goal? **Y** **N**

Quarter 1 Reflection –

After completing CORE 2 training for our summer retreat, we are very pleased with the investment and ownership that all students are exhibiting with their Leadership portfolios. Grade level WIG boards are produced using data from individual student Leadership portfolios. These living WIG boards indicate that there is an overwhelming percentage of our students who are practicing academic efficacy using their Leadership portfolio tool.

Quarter 2 Reflection –

With full implementation of the Leadership portfolios in the first nine weeks, it was important for us to push towards individual data conferences with the teachers to increase academic efficacy. During SOAR time snap shot walks, the admin team has observed these data conferences taking place in some classrooms. Our goal in the third nine weeks is to make a heavier push towards this.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**

	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Gayle Sloan Middle School will increase the **Math percent proficient from 64.4% (2024 score) to 70.4% through a focus on specific Major Content areas identified as a weakness in each grade level.** *This goal is a 6-point increase over three years, averaging moving 2 points per year.*
Sixth Grade: Increase Rational Numbers/Multiply and Divide Fractions (Baseline 2024 Score 58%)
Fifth Grade: Interpret Fractions, Place Value & Scaling (Baseline 2024 Score 36%)
Fourth Grade: Multiplicative Comparison & Place Value (Baseline 2024 Score 55%)

	2024 Math Assessment Index (Baseline)	2025 Math Assessment Index	2026 Math Assessment Index	2027 Math Assessment Index
All Students	**64.4% percent proficient; 88.9 assessment index**	**60% percent proficient 87.3 assessment index**		

		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				
SWE	**62.8 (Assessment index)**	**70 (Assessment Index)**		
		Met Goal? **Y** N	Met Goal? **Y N**	Met Goal? **Y N**
EL	**6.2 (Assessment index)**	**32.4 (Assessment Index)**		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?	** no baseline provided	**67.5**	**+3 Goal 70.5**	
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in Math?	** no baseline provided	**54.4**	**+3 Goal 57.5**	
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Other?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

How are we going to get there? Delivery of high quality instruction of the tier 1 curriculum; Using intervention programs (Math Equipt, Reflex, Moby Max, Frax, iReady My Path) to meet students where they are. Small group instruction and re-teaching during application portions of lessons.

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered

Curriculum specialist support in PLC; Eureka and iReady learning walks and debriefs

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

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2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
Math percent proficient will increase 68% proficient for LEAP Spring 2025.	**Math percent proficient is 64.4% (Data from LEAP Spring 2024) for Major Content.**	**iReady Diagnostic was administered and analyzed. Diagnostic Readiness for 4th & 5th grade results were analyzed. The identified priority through this data was a need for fluency.**	**Reflex is being used on our campus. During October PLC, expectations were set that all students be using Reflex (when appropriate and assigned) regularly during intervention. All 6th graders have completed the iReady Diagnostic.**	**Math Checkpoints given in November for all grades, and iReady Winter Diagnostic. A STW would be for students to show 66% proficient. We fell at 64%, but still consider this a STW.**	**At this time, we are still waiting for students in fourth and fifth to take their interim and checkpoint 2. We will be looking at that data during PLC in the month of March. For the sixth grade class, the MOY proficiency is 64%.**	**The results for the second math checkpoint (interim) for both 4th and 5th grades were somewhat disheartening. We did spend a lot of time in PLC analyzing these results and going into the portal to analyze the test questions, preparing for remediation and review. Next week, we will give our**	**68% 4th proficient 33% 5th proficient 6th- did not take interim**

						EOY for both 4th and 5th grades, as we also look ahead to finalizing 6th grade iReady final.	
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Our teachers are doing an excellent job in planning and PLC to identify problems where the major content strand is addressed. Teachers are bringing this student work back to PLC and analyzing it. At this time, we do not have valid data to track our progress, as we have not yet given the math checkpoints. Diagnostic data being used is the EOY from the grade before. We do not feel as though this would be a good measure to begin with.

Quarter 2 Reflection –

At this time, we have been using our math Equipt data in PLC to anticipate challenges for the students. Our teachers have been diligent in giving the Math Equipt pre-module assessments in an effort to identify student struggle and plan for remediation of those skills. Unfortunately, we still do not have district data for both fourth and fifth grades.

Quarter 3 Reflection –

The data for fifth grade math is somewhat concerning. However, I feel that the admin has done a decent job in the second semester to bring awareness and practice for proficiency with the Illuminate program and data analysis. Throughout the spring PLC's, we spent a great deal of time digging into these programs, analyzing test questions, and planning for ways to intervene.

End of year Reflection –

While PLC's were focused on deepening knowledge of the standards and curriculum, we did have many personnel changes with our math teachers this year. Moving into the next school year, admin recognizes the importance of spending time planning, diving into each and every individual lesson to truly internalize the curriculum.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
Move 2 points per year in Major Content towards 70.4 over three years.	Whole School Major Content decreased from 62% to 58% in Spring 2025. 58% is our baseline.	1st Quarter STW was to apply for, have approved, purchase and implement the iReady intervention program for our 4th and 5th grades.	With the help of PTA and Supervisor, we were able to expedite the approval and purchase of iReady intervention. All students had access to iReady by the end of the 1st nine weeks.	With iReady representative and Sixth grade math team support, all math teachers will become familiar and comfortable with reading and utilizing iReady reports in order to support Major Content proficiency. 100% of our students will use iReady during targeted support 3 days a week.	iReady rep collaborated with teachers via PLC to teach and coach how to read and utilize reports. Most students were accessing iReady on a regular basis. However, moving into the third nine weeks, it has now been mandated that students complete iReady three days a week during targeted support.	Deliver the iReady winter diagnostic, analyze scores and student growth (or lack thereof), and plan for how to remediate skills if there are gaps.	
			Met Goal? **<u>Y</u> N**		Met Goal? **Y <u>N</u>**		Met Goal? **Y N**

Quarter 1 Reflection –

Our teachers met with math curriculum specialists at back to school professional development to collaborate and plan for the newly expected focus walls, specifically determining success criteria for each lesson and communicating that with students. Throughout the first nine weeks, teachers maintained a focus on developing success criteria throughout the units and lessons which provided clarity to their students. Teachers also dove into their BOY math data (diagnostic, iReady) in an effort to prepare for the monitoring of student movement and growth.

Quarter 2 Reflection –

In mid-October, Mrs. Birkett and Kaycee Cummings met with admin to discuss Eureka Squared walkthroughs. Snapshot walkthroughs were done with Mrs. Barnes in an effort to gain a clear picture of reality with math instruction and the implementation of the HQIM. Following walkthroughs, Kaycee Cummings delivered a PLC to address things that were observed. With a focus still on success criteria, teachers also addressed pacing while unpacking lessons for the future module.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Gayle Sloan Middle School will increase the **ELA Percent Proficient from 75.7 to 84.7 through a focus on Written Expression.** ***This is a 9% increase over a three-year period, resulting in an average of 3% growth per year.***

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	**75.7% percent proficient 95.2 (Assessment Index)**	**70.9% percent proficient 93.6 Assessment Index**		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				
SWE	**69.4 Assessment Index**	**70.8 Assessment Index**		
		Met Goal? Y **N**	Met Goal? **Y N**	Met Goal? **Y N**
EL	**7.7 Assessment Index**	**31.4 Assessment Index**		

		Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**
Lowest 25% in ELA?	** no baseline provided	**67.5**	**+3 Goal 70.5**	
		Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**
Lowest 25% in Math?	** no baseline provided	**54.4**	**+3 Goal 57.5**	
		Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**
Other?	**			
		Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**

How are we going to get there? Through the PLC/ILT process, our teams will identify Guidebook lessons and parts of Guidebook lessons where students are prompted to express their understanding through written expression. Teachers will use the LEAP rubric to assess and score student writing, bring those student work samples back to PLC, and analyze the student work. Throughout the course of the year, teachers will share strategies and activities during PLC to capitalize on each other's strengths, learning from each other, and bringing solid instructional ideas back to their classrooms to implement.

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
District Training, EDU 2020 GSMS ELA teachers attended; ELA curriculum specialist to attend PLC to support

Short Term Wins Using guidebook assessments, district checkpoints, and interim data to track student proficiency

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

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2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
To grow 4% (77%) school wide written expression; Using LEAP writing rubric to score any formal written expression assignments.	73% school wide, written expression	Every student took LEAP 360 Diagnostic assessment. Results were analyzed. All grade levels completed checkpoints in the first quarter.	During PLC's, faculty members took the time to break down and analyze the rubric, just focusing on one strand of the rubric. Waiting breakdown for ELA Sept. /Oct. Checkpoints	We had P. Allen come to our PLC's twice. We feel that this is a win in itself, as she brought valuable insight and tips to our ELA teams. Looking at checkpoint data, we grew in both 4th and 5th grades.	At this time, we do not have interim results for ELA. Those will be received soon and discussed at PLC. However, Checkpoint growth is as follows: (4th Grade) 36.2% to 29.2% (5th Grade) 36.7% to 51.1% (6th Grade) 33.3% to 43.2%	The interim data is very disheartening. However, we did show improvement with the Checkpoint 2. We were anticipating the students to be further along with their growth and proficiency. As an ELA team, we are quite alarmed.	MOY ELA interim 4th 20.9% 5th 27.1% 6th 35.1% Checkpoint 4th 29.2 5th 51.4% 6th 42.3%
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Our ELA teachers have been working hard to incorporate ways to teach and expose our students to the LEAP writing rubric. They have spent a great deal of time in PLC looking at the assessment guidance from the state and searching for student exemplars to use with instruction. We are excited to look at the ELA checkpoints results in the near future to gauge student growth.

Quarter 2 Reflection –

In December PLC, our ELA teams dove deeper into the FIRE program and other Guidebook resources. With some of our members teaching Guidebooks for the first or second year, it was nice to have this time for exploration and discussion on these resources. Paula Allen worked with those teachers on an aspect of writing and had them bring student work back in January.

Quarter 3 Reflection –

We reached out to the district ELA curriculum specialist who came in twice to support our teachers in PLC. In February, our Assistant Principal wrote a PLC agenda that concentrated on diving further into test questions, navigating through Illuminate, and planning for intervention.

End of year Reflection –

This year, our teachers worked closely with the EL teacher on campus. She pushed into several classrooms when time was available. She worked closely with those students on AMIRA, ensuring their participation in that program and tracking data. While we are discouraged with the drop in scores overall in ELA, we do feel that the shift in scoring, with a decreased focus on writing, was one factor for this drop.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
To increase the ELA Percent Proficient from 75.7 to 84.7 through a focus on Written Expression by 2027. *This is a 9% increase over a three-year period, resulting in an average of 3%*	% Proficient ELA 2024- 75.7% 2025- 70.9% (4th- 63%; 5th- 74%; 6th- 76%)	Our Goal for a Short Term Wig would be a Checkpoint data overall performance- 70% or higher.	First nine weeks, ELA Checkpoint 1 data as follows: Overall- 60.5 Mastered (4th- 54.4; 5th- 73.1; 6th- 55.7)	We did not reach our short term WIG as a whole for the second semester. We will continue to strive for 70% mastered for the Checkpoint 2 assessment.	Second nine weeks, ELA Checkpoint 2 data as follows: Overall- 64.3 Mastered (4th- 55.6; 5th- 63.3; 6th- 72.6)	Deliver ELA interim and score with 70% proficient or higher.	

growth per year.							
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

As a school, our ELA data is trending down. We can attribute this to lack of proficiency with Part A/Part B questions. With a decrease in focus and scoring on the LEAP in writing, more focus is placed on comprehension Part A/Part B questions. We are hopeful that the development of focus walls, including success criteria and objectives will provide clarity to our students, increasing mastery.
With Paula, the ELA curriculum specialist, coming in to support our teachers both at the beginning of the year and throughout the first nine weeks in PLC, we are hopeful to increase percent proficient/mastered on the ELA Checkpoint 2.

Quarter 2 Reflection –

While our overall checkpoint 2 score increased by 4%, it is still not where we would like to be at 70% or higher. Teachers have drilled down the data, analyzing the standards that need improvement using P. Allen's assessment analysis tool published in the District Google Classroom. As we enter into the third nine weeks, our ELA teachers are preparing to deliver the ELA Interim Assessment.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**

			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your school's yearly intervention plan to the district-designated location (Title I schools ONLY). NOT APPLICABLE

Link/Upload your school's literacy plan that includes interventions to the district-designated location (K-3 schools ONLY). NOT APPLICABLE

Parent and Family Engagement (PFE) Activities
Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.

- ***How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?***

2024-25: Coffee With Keller (PTA event where Mrs. Keller will explain the SAP, our goals and plan of implementation)

Coffee with the Counselor

PTA Executive Board meetings; PTA General Meetings

Open House, share SAP goals

Family STEM Night- January 2025

Grandparents Day

Dad's Bingo Night

Mom's Cookies and Canvas

Seagull Stroll- Student showcase

2025-26: Meet and Greet

PTA Executive Board meetings; PTA General Meetings

Open House, share SAP goals

Family STEM Night- January 2025

Grandparents Day

Dad's Bingo Night

Mom's Cookies and Canvas

Seagull Stroll- Student showcase

2026-27:

- ***Identify and describe PFE events (at least 3 per year) and activities to support family engagement.***

Note – There should be a reflection for each PFE event in the "Reflections" section at the end of this document.

2024-25: Family STEM Night- January 2025

Seagull Stroll- Student showcase

GSMS Incoming Premiere Night

2025-26: Family STEM Night- October 2025

Seagull Stroll- Student showcase

GSMS Incoming Premiere Night

2026-27:

- ***How will you communicate information to parents regarding curriculum, assessments, and student progress?***

2024-25: School Website; Open House; Quarterly School Newsletter; JPAMS web messages; PTA social media page; Teacher's Google classrooms and weekly newsletters.

2025-26: School Website; Open House; Quarterly School Newsletter; JPAMS web messages; PTA social media page; Teacher's Google classrooms and weekly newsletters.

2026-27:

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25: Gayle Sloan Middle School has several events on the calendar that will be planned for transitioning incoming and outgoing students.

All incoming fourth graders and their families will be invited to our Seagull Stroll that will occur on the evening of Thursday, March 20, 2024. Seagull Stroll will give our incoming students a chance to see all of the different opportunities that GSMS has to offer. Our current students will showcase their art, musical talents, stellar school work, etc.

Incoming Fourth Graders (Parents/Caregivers from Feeder Schools) Parent Premier Night will be hosted on April 10, 2025. We will utilize the Student Lighthouse Team and Student Ambassadors to go deliver a presentation where pertinent information about our school will be shared. Tours will also be given at this time.

On May 9, 2025, we will host third graders from both Magnolia Trace and Woodlake Elementary. This will be a visit during the school day where we will utilize our Student Lighthouse Team and Student Ambassadors to give tours around the school and explain information pertinent to our school.

In Spring 2025, we will host both administrations from Monteleone and Fountainbleau Junior High to visit with our sixth grade students. At this time, those students will receive pertinent information about the junior high in which they will attend. They will be encouraged to ask questions about the school in this small group setting.

In Spring 2025, our sixth grade students who will be attending Monteleone Junior High will take a field trip during the school day. They will be given a tour and have the opportunity to walk around the school ahead of the transition.

2025-26: Third Grade Feeder School visit; 6th grade visit to their next school/Fontainebleau & Monteleone JH visit; Incoming Parent Night; Incoming students invited to Seagull Stroll; Admin and SWEDL meetings with both feeder schools and next schools to discuss individual student needs, transition meetings.

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	SCA	Other

DISTRICT ASSURANCES

☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

☐ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

☐ I hereby certify that this plan has all of the following components:

- Evidence of the use of a comprehensive needs assessment
- Measurable goals
- Parent and family engagement events aligned with assessed needs
- Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Plans for transitioning incoming and outgoing students in the school community
- Professional development aligned with assessed needs and strategies to attract and keep high-quality teachers
- Coordination and integration of federal, state, and local resources, services, and programs
- Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
- A school-wide action plan with timelines and specific activities for implementing the above criteria

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

_____ _____
Principal Signature Date

_____ _____
Supervisor Signature Date

_____ _____
Superintendent Signature Date