Welcome Back to the Lion's Den 2022-2023

#Lion_Strong

Golden Meadow Middle School

The **Mission** of GMMS is to provide a high-quality education to all of our students so they are prepared to become life-long learners.

#Lion_Strong

Golden Meadow Middle School

VISION Statement- Golden Meadow Middle School wants to become an "A" rated middle school. GMMS wants to promote a positive climate which fosters academic learning, through physical, social, and emotional growth, while creating students that problem solve for an ever-changing world.

L-learn and grow through academics

I- instill rigorous aligned curriculum

O- on-going academic and climate assessment with feedback

**N**- nurturing and supportive environment

S- success through growth

Desired Outcomes:
1. Create real world problem solvers through writing , speaking, listening, and analyzing text.
2. Support a positive and nurturing environment by increasing positive interactions and communication.

2022-2023 "#Lion_Strong"

The School Performance Score

Every eligible K-12 school receives a School Performance Score (SPS) that is reported on a scale from zero to 150 and that measures how well schools perform on the following indices.

Elementary Schools

- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities

Elementary/Middle Schools (with Grade 8)

- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- Dropout Credit Accumulation Index

High Schools

- Assessment Index (including Progress to English Language Proficiency)
- Growth Index
- Interests & Opportunities
- ACT/WorkKeys
- Strength of Diploma
- Cohort Graduation Rate

Note: BESE-approved alternative schools are evaluated under an alternative SPS formula

Louisiana Believes

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Louisiana's Letter Grade Scale

Along with an SPS, every school also receives a corresponding letter grade based on a 0-150 scale. Based on Louisiana's ESSA plan, the overall grading scale was designed to adjust over time to allow schools time to respond to higher expectations in each index.

Letter Grade	2017-2018 through 2020 - 2021	2021-2022 through 2023-2024	2024-2025 & Beyond
A	90 - 150.0	95.0 - 150.0	100.0 - 150.0
B	75.0 - 89.9	80.0 - 94.9	85.0 - 99.9
C	60.0 - 74.9	65.0 - 79.9	70.0 - 84.9
D	50.0 - 59.9	50.0 - 64.9	50.0 - 69.9
F	0.0 - 49.9	0.0 - 49.9	0.0 - 49.9

Golden Meadow Middle School

Motto:

Expect the Best

Golden Meadow Middle School

Vision & School-Wide Goals as a Title 1 School

Become and "A" rated school

1. ELA: All students will demonstrate proficiency in key measures of academic performance by the end of 8th grade.
   a. GMMS's academic assessment index will grow from 68.6 C to an 74.9 B.
   b. 75% of students will average at least 60% (raw) on ELA district assessment.

2. Math: All students will demonstrate proficiency in key measures of academic performance by the end of 8th grade.
   a. GMMS's academic assessment index will grow from 68.6 C to an 74.9 B.
   b. 75% of students will average at least 60% (raw) on Math district assessments

3. GMMS School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly.

   a. Increase communication home to caretakers.
   b. Recognize and reward students for positive behavior

ELA

Spring 2021 AI	85.4	2023 Goal	90

6th Grade AI	7th Grade AI	8th Grade AI
68.65	90.4	85.53

Department Goals:

1. Students in ELA will score mastery (14/15) or advance (18/19) on writing tasks using the state scoring rubric.

2. 75% of students will average at least 60% on ELA district assessment.

Action Plan:

1. Track writing in PLC and respond to the data.
2. Focus on accuracy on district unit test to include ESBR questions.

Math

Spring 2021 AI	47.5	2023 AI Goal	60

6th Grade AI	7th Grade AI	8th Grade AI
50.90	58.57	38.8

Department Goals:

- **75% of students will average at least 60% (raw) on Math district assessments**
- **Increase conceptual understanding of major content problems**

Action Plan:

1. Use PLC time better to identify and plan to reteach unmastered skills,
2. Use DUA matrix report better to respond to intervention
3. Maximize IXL Intervention program to close skill Gaps.

Math

Spring 2021 AI	47.5	2023 AI Goal	60

6th Grade AI

50.59

7th Grade AI

58.57

8th Grade AI

38.8

Science

Spring 2021 AI	52.7	2023 AI Goal	63

6th Grade AI	7th Grade AI	8th Grade AI
52.37	60.08	62.12

Department Goals:

❖ 75% of our students will show growth of DUA averages in comparison to last year's DUA or the first DUA average of the current year.

Action Plan:
1. Focus on multi select items on unit test
2. Focus on reasoning when writing CER writings.
3. Utilize PLC time to analyze results and implement action plans.

Science

Spring 2021 AI	52.7	2023 AI Goal	63

6th Grade AI	7th Grade AI	8th Grade AI
52.37	60.08	62.12

Department Goals:

❖ 75% of our students will show growth of DUA averages in comparison to last year's DUA or the first DUA average of the current year.

Results:

Social Studies

Spring 2019 AI	71.3	2023 AI Goal	82

6th Grade AI	7th Grade AI	8th Grade AI
80.4	78.03	78.763

- Department Goals
  - 75% of the students score 55% or higher on DUA test.

Action Plan:

- Implement similar items in bellwork and/or on quizzes
- incorporate activities to promote higher order thinking and speaking.
- Maximize use of primary and secondary documents.

Electives

Spring ELA 2020-21 AI	85.4	2023 AI Goal	90
Spring Math 2020-21 AI	47.5	2023 AI Goal	60

- Department Goals
  - Students will score Mastery in ELA and Basic in Math
  - Elective classes will implement interventions in math (IXL) and ELA (Achieve 3000)

Action Plan:

1. Implement Math and ELA intervention programs through the elective classes. (IXL and Achieve 3000)
2. Use analysis level questions in the instructional setting.
3. Implement growth mindset attitude to hold students accountable for taking ownership of learning.
4. Have students self evaluate progress.

Electives

Spring ELA 2020-21 AI	85.4	2022 AI Goal	90

Spring Math 2020-21 AI	47.5	2022 AI Goal	60

Update on goal progression:

PE-

Quest-

Electives

Update on goal progression:

Art-

Music:

Intervention:

Electives

Update on goal progression:

SPED:

Keyboarding:

How to achieve Mission and Vision?

L-learn and grow through academics
I- instill rigorous aligned curriculum
O- on-going academic and climate assessment with feedback
N- nurturing and supportive environment
S- success through growth

ROAR Communication, PLC, and PBIS is the way!

Golden Meadow Middle School

Subject	2019 Index	2021 Index	Difference
ELA	84.7	81.36	-3.34
Math	62.4	52.38	-10.02
SoS	79.91	71.75	-8.22
SCI	66.27	58.17	-8.1

2020-2021 LEAP 2025 Assessment Index   66.1   C

ELA

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory	Assessment Index
6th	7	44	46	33	3	68.65
7th	21	60	28	12	5	90.40
8th	19	58	33	12	10	85.53
Total	47	162	107	57	18	81.36

Math

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory	Assessment Index
6th	1	31	44	46	11	50.90
7th		33	51	40	2	58.57
8th	2	27	41	37	24	47.94
Total	3	91	136	123	37	52.38

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory	Assessment Index
Science						
6th	6	26	42	34	23	52.37
7th	1	39	44	29	13	60.08
8th	6	33	50	39	4	62.12
Total	13	98	136	102	40	58.17

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory	Assessment Index
Social Studies						
6th	25	24	42	28	12	72.60
7th	25	30	32	15	24	73.89
8th	15	42	33	26	16	68.86
Total	65	96	107	69	52	71.75

6th grade Assessment Index: 60.7

7th grade Assessment Index: 72

8th grade Assessment Index: 67.2

English

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory	Assessment Index	Grade Equvalent
6th grade							
2021	7	44	46	33	3	68.65	C
2019	10	64	48	19	7	79.32	B
2018	12	49	37	20	5	78.54	B
7th grade							
2021	21	60	28	12	5	90.40	A
2019	20	58	24	9	8	90.08	A
2018	21	42	25	17	6	84.23	B
8th grade							
2021	19	58	33	12	10	85.53	B
2019	12	56	18	16	8	80.36	B
2018	29	55	21	9	1	100.26	

Math

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory	Assessment Index	Grade Equvalent
6th grade							
2021	1	31	44	46	11	50.9	D
2019	5	38	58	41	6	62.1	C
2018	1	28	48	35	11	55.2	D
7th grade							
2021		33	51	40	2	58.6	D
2019		22	58	33	6	57.5	D
2018		23	47	36	5	54.6	D
8th grade							
2021	1	10	40	37	24	38.8	F
2019	3	33	34	25	15	58.8	D
2018	10	37	25	26	17	62.6	C

Science

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory	Assessment Index	Grade Equvalent
6th grade							
2021	6	26	42	34	23	52.37	D
2019	8	33	66	27	13	66.53	C
2017	8	33	55	24	6	70.63	C
7th grade							
2021	1	39	44	29	13	60.08	C
2019	2	33	49	23	10	64.27	C
2017	14	40	43	12	8	81.54	B
8th grade							
2021	6	33	50	39	4	62.12	C
2019	6	41	31	29	3	68.00	C
2017	5	31	53	19	6	70.96	C

Social Studies

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory	Assessment Index	Grade Equvalent
6th grade							
2021	25	24	42	28	12	72.60	C
2019	35	33	38	26	15	78.84	B
2018	20	36	37	20	10	77.72	B
7th grade							
2021	25	30	32	15	24	73.89	C
2019	23	32	31	19	12	78.03	B
2018	17	34	28	13	19	73.78	C
8th grade							
2021	15	42	33	26	16	68.86	C
2019	14	41	28	11	16	76.73	B
2018	27	32	26	18	12	81.13	B

Percent Mastery Trend Data

	2021 % Mastery	2019 % Mastery	2018 % Mastery	Change from 2018-2021
Overall				
ELA	53%	58%	60%	-7%
Math	20%	27%	28%	-8%
Social Studies	41%	48%	48%	-7%
Science	31%	33%	37%	-6%

2020-2021 LEAP Connect   96.1   A

ELA	Above Goal	At Goal	Near Goal	Below Goal
	3	1	1	2

Math	Above Goal	At Goal	Near Goal	Below Goal
	2	1	3	1

Science	Above Goal	At Goal	Near Goal	Below Goal
	3	1	1	

2020-2021 Progress Index   88.9   B

		0	25	85	115	150	Total Students
ELA	2018	38	43	88	46	144	359
	2021	62	40	67	47	146	384

		0	25	85	115	150	Total Students
Math	2018	49	59	77	65	109	359
	2021	84	51	98	63	68	384

2020-2021 DCAI Index   136   A

Carnegie Units Earned	4 or less	4.5	5	5.5	6	6.5	7 or more	Total Students
	0	25	50	75	100	125	150	
	5	2		3	4	1	90	105

2020-2021 Interest and Opportunities   101   A   * hold harmless

K-8 SPS Calculator

	K8 Assessment Index	K8 Progress Index	Dropout/Credit Index	K8 Interests and Opportunities Index	K8 SPS
Index	66.1	88.9	136.2	101.3	77.1
Letter Grade	C	B	A	A	B
Weight	65%	25%	5%	5%	

SPS 2020-21 77.1 B

Deeper Look at the PLC Model

Building a Data-Rich Organization
A Complete Overview

Acting involves using the data to make decisions.

Examining is the act of being curious and exploring specific questions.

EXAMINE

ACT

COLLECT

Collecting is the process of gathering the information you need.

Sharing involves showing the data with others.

SHARE

INTERPRET

Interpreting the data is using what you collect to identify trends.

Louisiana Believes

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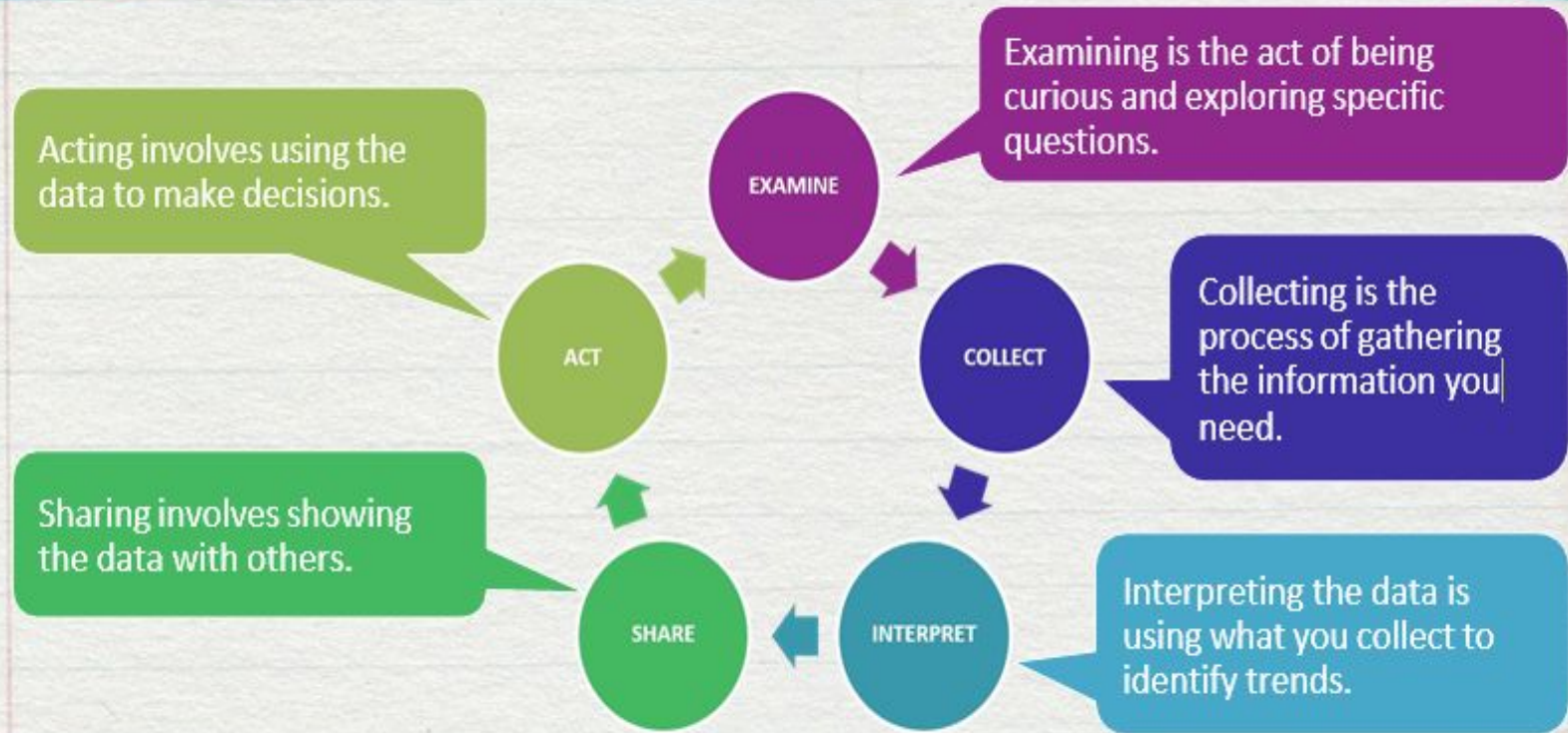
PLC Goal Setting Initiative

1. Set student individual Achievement level goals.
2. Identify testing areas to improve.
3. Develop smart goals to build on strengths and address weaknesses of individual students with a focus on improving DUA accuracy.
4. Begin the PLC Cycle to be continued!

2022-2023 "#Lion_Strong"

Perception Data (Survey Data)
Summary of Survey Data: https://culturesurvey.jhuinstitute.com/

	Strengths	
	Parent Survey	Teacher Survey
1	Domain: Supportive Administration and Governance (SAG): Is the school's governance consistent, fair, and supportive, and is responsibility distributed in a positive way? Subscale: Supportive Context: Description: Do school leaders actively monitor school activities? Do students and teachers feel like disorganization impedes learning? Your Rating: 80.7	Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Racial Climate: Description: Do students of different racial/ethnic backgrounds get along well? Do they have frequent, meaningful, and positive interactions? Your Rating: 87.5
2	Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Collective Orientation: Description: Do students and teachers value the common good of the school community? Is the school inclusive? Your Rating: 76.7	Domain: Holistic Development (HD): Does the school support students' civic and socio-emotional development? Subscale: Justice: Description: What factors contribute to inequities in the school? Are rules enforced equitably across all student groups? Your Rating: 77.5
3	DDomain: Holistic Development (HD): Does the school support students' civic and socio-emotional development? Subscale: Civic Formation: Description: How do teachers talk about government? Do students feel comfortable discussing difficult topics? Is community service honored? Your Rating: 75.8	Domain: Organizational Identity (OI): Do the members of the school community have a shared understanding of the school's mission, and do the school's practice reflect the mission? Subscale: Understanding of Mission: Description: Is the mission clear? Do students and teachers share a common understanding of the purpose of the school? Your Rating: 72.3

2022-2023 Discipline

21-22 Yr Violence	21-22 Yr Ref	Month	Current Ref	Current Violence
0	5	Aug		
0	0	Sep		
0	1	Oct		
1	17	Nov		
0	18	Dec		
0	6	Jan		
0	23	Feb		
4	28	Mar		
0	23	Apr		
0	27	May/Jun		
Totals: 5	148			

OSS Comparison	**38 (19-20); 20 (20-21); 33 (21-22)** **OSS Rate: 6.85%**
Expulsion Comparison	**3 (19-20); 3 (20-21); 2 (21-22)**
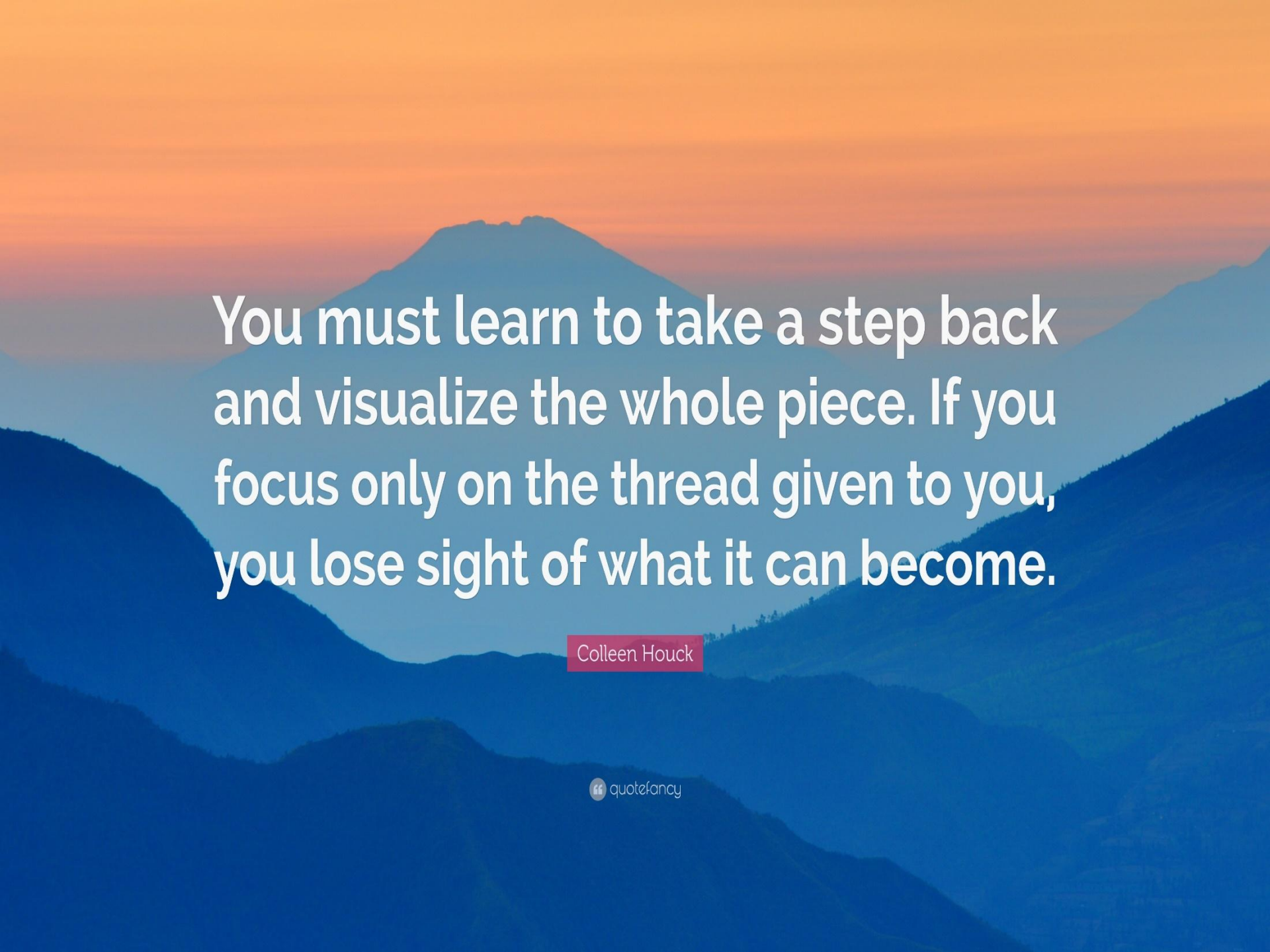
2022-2023 "#Lion_Strong"

Perception Data (Survey Data)
Summary of Survey Data: https://culturesurvey.jhuinstitute.com/

	Weaknesses	
	Parent Survey	Teacher Survey
1	Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Trust: Description: Do teachers trust and respect one another? Do students and teachers genuinely value and listen to each other? Your Rating: 53.7.	During our analysis we found some areas where Golden Meadow Middle School's performance was weaker; they are as follows: Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Wider Community Engagement: Description: What does teacher contact with parents look like? Does the school value and welcome outside input? Your Rating: 49.7
2	Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Wider Community Engagement: Description: What does teacher contact with parents look like? Does the school value and welcome outside input? Your Rating: 55.2	Domain: Holistic Development (HD): Does the school support students' civic and socio-emotional development? Subscale: Civic Formation: Description: How do teachers talk about government? Do students feel comfortable discussing difficult topics? Is community service honored? Your Rating: 50.9
3	Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Connection: Description: Do teachers and students feel part of the school community? Do teachers and students participate in voluntary school activities? Your Rating: 55.3	Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Collective Orientation: Description: Do students and teachers value the common good of the school community? Is the school inclusive? Your Rating: 51.3

"You must learn to take a step back and visualize the whole piece. If you focus only on the thread given to you, you lose sight of what it can become."

Colleen Houck

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to provide a high-quality education to all
of our students so they are prepared to
become lifelong learners.

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