

Glen Rose Middle School

Mathematics and Science Support Plan 2021-2022

| The mathematics PLC will develop and implement a curriculum map that is aligned to the Science of Reading and is based on the 2021 ACT Aspire Summative data. | | | | | |
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| Key Components and/or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
| All teachers will complete yearly professional development requirements on the Science of Reading. | Provide PD schedule on RISE training | Attend and/or complete all required PD on the Science of Reading | 7 th and 8 th grade teachers: 2021-2022 six hours and/or complete the online RISE training due by 2023; Fifth and Sixth grade teachers will attend three days of RISE PD during each school year until completed | Complete all assessments/projects required for RISE PD | PD certificates of Science of Reading completion |
| Math and Science teachers will collaborate each summer to develop and edit curriculum maps | Provide support, locations, and opportunities for | Locate and have all necessary materials for collaboration. Attend | On-going each year | Math and Science curriculum maps based on state standards and the Science of | Mathematics Curriculum Maps for grades 5-8 |

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| including literacy topics in the Science of Reading, focus standards, and state standards. They will include grade level texts, opportunities for collaborative communication, support for struggling readers, and digital literacy lessons to support the learning of new content in the blended learning environment. | teachers to collaborate. | all collaboration meetings. | | Reading and NWEA MAP assessments | |
| Math and Science teachers will utilize the math curriculum maps developed by the math PLC. | Support and monitor the teaching of the curriculum maps and focus standards | Curriculum maps that contain focus standards will be utilized in mathematics and science instruction. | On-going; quarterly; yearly | Classroom assessments; NWEA MAP assessments; summative state assessments | Student scores on all assessments (classroom, interim, summative). |
| The Mathematics Coach in grades 5 and 6 will provide support to classroom teachers. | Secure funds for hiring a math coach to support classroom teachers | Work with educators to identify issues with students or curriculum, set goals, and solve problems; Collaborate with educators and school administrators to develop curriculum and lesson plans; Create teaching material for educators | On-going | Calendar of teacher meetings; correspondence between teachers and coach | Collaborative assessments, lessons; improved scores on assessments |

The mathematics and science classes are scheduled for adequate time for mathematics instruction which includes grade-level texts, fosters curiosity and supports learning through collaborative communication.

| Key Components and/or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
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| <p>Mathematics classes in grades five and six have a departmentalized setting. The schedule allows for one hour a day on fifth grade mathematics instruction and one hour a day for sixth grade mathematics instruction.</p> <ul style="list-style-type: none"> • STAR Math | <p>Schedule math classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective</p> | <p>Utilize time on effective literacy and math strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development;</p> | <p>On-going</p> | <p>Classroom assessments; Teacher observations; NWEA MAP assessments; Summative state assessments</p> | <p>Student scores on assessments; Improved scores on state assessments; STAR math assessments; IXL diagnostic assessments</p> |

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| <ul style="list-style-type: none"> ● Unit based math comprehension lessons ● Daily math practice activities ● Mathematics vocabulary instruction ● Constructed Responses ● Glencoe ● Maneuvering the Middle ● My Math ● Smith Curriculum and Consulting ● Math with Meaning ● IXL ● Edulastic ● NWEA MAP Assessment | <p>instruction in math; Support math teachers;</p> | <p>New teachers in the district will receive training as needed;</p> | | | |
| <p>Mathematics classes in grades seven and eight have a departmentalized setting. Students have one hour a day of mathematics instruction which includes:</p> <ul style="list-style-type: none"> ● IXL ● NWEA MAP Assessment ● Constructed Responses ● STAR Math | <p>Schedule math classes each day; Support mathematics instruction</p> | <p>Utilize time on effective literacy and math strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development;</p> | <p>On-going</p> | <p>Classroom assessments; Teacher observations; NWEA MAP assessments; Summative state assessments</p> | <p>Student scores on assessments; Improved scores on state assessments; STAR mathematics assessments;</p> |

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| <ul style="list-style-type: none"> • Unit based math comprehension lessons • Daily math practice activities • Mathematics vocabulary instruction <p>Seventh and eighth grade math classes are designed for student needs. There are regular grade level math classes, advanced (Algebra I) classes, and support classes for students struggling in math.</p> | | <p>New teachers in the district will receive training as needed;</p> | | | |
| <p>Most of the special education mathematics classes in grade 7 will work through inclusion in the regular classroom. The regular and special education teachers will work together to teach math to all students.</p> | <p>Provide scheduling and necessary materials needed in a co-teaching classroom environment</p> | <p>Collaborate to prepare instruction and materials for lessons and students both onsite and digitally online.</p> | <p>On-going</p> | <p>Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments; IEPs</p> | <p>Classroom assessment scores; IEPs; Interim assessment scores;</p> |
| <p>Students (including special education) will have opportunities in all classrooms to participate in collaborative science activities such as unit projects and hands-on science experiments. Social</p> | <p>Support; Monitoring; Observations of activities; Allow purchasing of supplies for activities; Provide</p> | <p>Collaborate in PLCs to share, organize, and discuss collaborative activities for students that are effective and support learning in all subject areas</p> | <p>On-going</p> | <p>Unit assessments; Classroom assessments; Teacher observations;</p> | <p>Student presentations; Documentation of activities; Digital presentations</p> |

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| distancing and disinfecting materials will be utilized when feasible and as needed to meet health and safety guidelines. | cleaning supplies and PPE | | | | |
| <p>Science classes in grades 5-8 have a departmentalized setting. The schedule allows for one hour a day for science instruction.</p> <ul style="list-style-type: none"> • STEMscopes Science Curriculum • IXL • Unit based science lessons • Hands-on science experiments and labs | <p>Schedule science classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in science; Support science teachers; Provide needed PPE and cleaning supplies</p> | <p>Utilize time on effective literacy and math strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development; New teachers in the district will receive training as needed;</p> | On-going | <p>Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments</p> | <p>Student scores on assessments; Improved scores on state assessments; STAR math assessments; STAR literacy assessments</p> |

All teachers and staff members will participate in a weekly Response to Intervention (RTI) program which will allow for Tier I, Tier II, and Tier III intervention times.

| Key Components and/or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
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| Teachers on a leadership team will develop | Assist teachers in developing | Attend RTI meetings; Read emails; Ask questions; | Before school starts; First quarter | Schedules that work for all teachers and students involved | Schedules and procedures that support students |

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| schedules and procedures for the RTI program. | schedules and procedures; | Make sure he/she understands schedules and procedures; | | | learning and remediation; IXL reports |
| Remediation will be steered by IXL diagnostic assessments and then NWEA MAP Assessments. Tier II intervention will reteach current skills being taught and assessed in class. Tier III intervention will support students struggling with skills taught in earlier grades. RTI classes will be held five days a week for a total of 130 minutes per week. All students will participate in the RTI program to remediate any skill deficits, support and reinforce skills that will be taught this year, and to enrich students who have mastered required skills. A variety of programs (listed above) will be provided to support mathematics and science instruction for all students. | Monitor and support; Meet with teachers to examine assessments and student work samples to decide on intervention plans | Create and administer Tier I formative assessments; Decide on 1-10 students who need RTI intervention in literacy; Reteach skills in a different way and retest the intervention students; Maintain data to show that the interventions are effective; Examine and discuss data in monthly PLC literacy meetings; assign and monitor intervention lessons in IXL | On-going | Classroom formative assessments; IXL; NWEA MAP Assessments | RTI daily schedules; Assessment scores; IXL data; NWEA MAP data |
| All teachers will attend a monthly PLC meeting with their subject and/or grade level team members to | Provide assistance with scheduling, materials, | Attend monthly meeting to report on progress of programs, curriculum, schedules, assessments, etc. | On-going | Student formative assessment scores; sign-in sheets; agendas | Sign-in sheets; Agendas, minutes of meetings |

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| discuss RTI, plan and coordinate lessons and materials, discuss problems and solutions, regroup students, etc. | technology, etc. for meetings | | | | |
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| Blended Learning Environment for Remote Learning Situations | | | | | |
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| Key Components and/or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
| Google Classroom will be our learning management system. All teachers will create Google Classrooms for their subject areas. Teachers will post daily and/or weekly assignments in the | Support teachers with needed resources and materials for assignments; Provide technology to teachers and students; | Create and maintain each Google Classroom; Daily updates of assignments in Google Classroom; Monitor student work and submissions | On-going during the blended learning school year whether onsite or offsite | Students submission of all assignments; Utilization of Google Classroom and other digital assignments; | Student submissions of all assignments; Google Classrooms developed by teachers; Student grades; |

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| <p>Google Classrooms. Students and teachers will utilize Google Classroom. Teachers will also include instructional videos to help support learning and teach new content and skills. Teachers will also communicate with students through Google Classroom and/or Gmail. Students will submit and/or share completed assignments through Google Classroom. Students will learn how to download documents and videos into offline mode so assignments can be completed at home even when internet access is not available.</p> | <p>Develop and provide checkout procedures for students as needed; Provide professional development when needed on Google apps and programs;</p> | <p>through Google Classroom; Monitor student comments and questions; Attend all professional development sessions;</p> | | | |
| <p>School will extend the open wi-fi to the parking lots located in front of each school. This will allow internet for students who do not have access at home.</p> | <p>Support technology coordinators in providing open wifi for students to use</p> | <p>Provide support to students and families if they have questions about where and when to access wi-fi</p> | <p>On-going during the blended learning school year</p> | <p>Students will utilize open free wi-fi in school parking lots</p> | <p>Video surveillance and online records of students and families utilizing school open wifi</p> |
| <p>Professional Development will be provided to all teachers and staff as needed.</p> | <p>Develop and schedule professional development</p> | <p>Attend all professional development sessions; Have all necessary</p> | <p>Summer months before school starts; On-going during the</p> | <p>Professional development sign in sheets; Development of Google Classrooms;</p> | <p>Professional development sign in sheets; Google Classroom development;</p> |

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| <p>Training will focus on utilizing Google Classroom as our learning management system. Professional development training will focus on apps and programs that support digital instruction for blended learning.</p> | <p>sessions; Provide necessary equipment, staff, and locations for training</p> | <p>equipment and materials for training</p> | <p>blended learning school year as needed</p> | <p>Development of digital content</p> | |
| <p>Families with any internet and/or cell phone service in their area may qualify for wifi devices provided by the school district. These devices will be supplied to families in our school district who are in need and qualify to receive the devices.</p> | <p>Collaborate with district administration and technology coordinator to provide devices for students in middle school</p> | <p>Communicate student needs about internet service to administration</p> | <p>Ongoing during the current blended learning school year</p> | <p>Students will be able to complete and submit assignments online at home</p> | <p>Students will submit and complete assignments online</p> |

Glen Rose Middle School will use a variety of assessments to determine student progress and mastery of skills and/or state standards and evaluate our programs and curriculum.

| Key Components and/or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
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| Students will complete STAR Reading and STAR Math assessments at least three times a year. | Purchase licensing rights for each student; Provide PD over any assessments that need to be administered | Determine if all students are in the programs; Attend PD to learn about software | Ongoing during the 2020-21 school year | All students complete STAR Reading and STAR Math assessments | Student scores |
| Students will complete ACT Aspire as required | Provide PD over assessments; Assist with scheduling; Locate testing rooms; | Log in to required sites; attend PD; prepare classrooms; Become familiar with procedures; | Spring 2021 | All students complete the state mandated test | Student scores |
| Students will complete NWEA MAP Assessments as determined by the district | Provide PD over assessments; Assist with scheduling; Locate testing rooms; | Log in to required sites; attend PD; prepare classrooms; Become familiar with procedures; | On going during the 2020-2021 school year | 98% of students will complete the required interim assessments | Student scores |
| Teachers will design and administer end of unit exams and or other classroom assessments to evaluate curriculum and determine student needs. | Monitor and assist teachers; Provide materials needed for unit exams; | Create, edit, and administer classroom assessments | On going during the 2020-2021 school year | All students will complete the classroom and unit assessments | Student scores |

