## Glen Rose Middle School Mathematics and Science Support Plan 2022-2023

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.								
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 <sup>th</sup> and 8 <sup>th</sup> grade teachers: 2022-2023 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			

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

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
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.  • STAR Math	Schedule math classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective	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;	On-going	Classroom assessments; Teacher observations; NWEA MAP assessments; Summative state assessments	Student scores on assessments; Improved scores on state assessments; STAR math assessments; IXL diagnostic assessments

		N			
<ul> <li>Unit based math</li> </ul>	instruction in	New teachers in the			
comprehension	math;	district will receive			
lessons	Support math	training as needed;			
<ul> <li>Daily math practice</li> </ul>	teachers;				
activities					
<ul> <li>Mathematics</li> </ul>					
vocabulary					
instruction					
<ul> <li>Constructed</li> </ul>					
Responses					
<ul> <li>Glencoe</li> </ul>					
<ul> <li>Maneuvering the</li> </ul>					
Middle					
My Math					
Smith Curriculum					
and Consulting					
<ul> <li>Math with Meaning</li> </ul>					
• IXL					
<ul> <li>Edulastic</li> </ul>					
NWEA MAP					
Assessment					
Mathematics classes in	Schedule math	Utilize time on	On-going	Classroom assessments;	Student scores on
grades seven and eight	classes each day;	effective literacy and		Teacher observations;	assessments;
have a departmentalized	Support	math strategies that		NWEA MAP assessments;	Improved scores on
setting. Students have one	mathematics	align with the Science		Summative state	state assessments;
hour a day of mathematics	instruction	of Reading;		assessments	STAR mathematics
instruction which includes:		Assess, plan, teach,			assessments;
• IXL		assess, and then adjust			-,
NWEA MAP		and remediate;			
Assessment		Participate in on-going			
• Constructed		professional			
Responses		development;			
·					
STAR Math					

<ul> <li>Unit based math comprehension lessons</li> <li>Daily math practice activities</li> <li>Mathematics vocabulary instruction</li> <li>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</li> </ul>		New teachers in the district will receive training as needed;			
struggling in math.  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.	Provide scheduling and necessary materials needed in a co-teaching classroom environment	Collaborate to prepare instruction and materials for lessons and students both onsite and digitally online.	On-going	Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments; IEPs	Classroom assessment scores; IEPs; Interim assessment scores;
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	Support; Monitoring; Observations of activities; Allow purchasing of supplies for activities; Provide	Collaborate in PLCs to share, organize, and discuss collaborative activities for students that are effective and support learning in all subject areas	On-going	Unit assessments; Classroom assessments; Teacher observations;	Student presentations; Documentation of activities; Digital presentations

distancing and disinfecting	cleaning supplies				
materials will be utilized	and PPE				
when feasible and as					
needed to meet health and					
safety guidelines.					
Science classes in grades	Schedule science	Utilize time on	On-going	Classroom assessments;	Student scores on
5-8 have a	classes with	effective literacy and		Teacher observations;	assessments;
departmentalized setting.	appropriate time	math strategies that		Interim state assessments;	Improved scores on
The schedule allows for one	to incorporate	align with the Science		Summative state	state assessments;
hour a day for science	Science of	of Reading;		assessments	STAR math
instruction.	Reading	Assess, plan, teach,			assessments; STAR
<ul> <li>STEMscopes</li> </ul>	instructional	assess, and then adjust			literacy assessments
Science Curriculum	skills;	and remediate;			
• IXL	Monitor	Participate in on-going			
<ul> <li>Unit based science</li> </ul>	classrooms for	professional			
lessons	effective	development;			
Hands-on science	instruction in	New teachers in the			
experiments and	science;	district will receive			
labs	Support science	training as needed;			
	teachers; Provide				
	needed PPE and				
	cleaning supplies				

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.	intervention times.								
Key Components and/or strategies Administrative Responsibility Teacher Responsibility Timeline Assessment Evidence									
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				

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

discuss RTI, plan and	technology, etc.		
coordinate lessons and	for meetings		
materials, discuss problems			
and solutions, regroup			
students, etc.			

Blended Learning Environment for Remote Learning Situations								
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;			

Google Classrooms. Students and teachers will utilize Google Classroom. Teachers will also include instructional development when 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.  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.  Professional  Develop and provide susport to students will be provided to all teachers and staff as needed.  Development will be provided at lateachers will utilize open from the provided to all teachers and staff as needed.  Attend all professional development sessions; which is sufficiently a support to students who do not have access at home.  Professional  Develop and scheck will earn how to download accuments and videos into offline mode so assignments can be completed at home even when internet access is not available.  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.  Professional  Development will be provided to all teachers and staff as needed.  Development will be professional development services on staff as needed.  Development will be professional development services on staff as needed.  Development will be professional development services on staff as needed.	Canala Classiii airia	Davidan and made	thus was Control			
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lots located in front of each school. This will allow internet for students who do not have access at home.  Professional Development will be provided to all teachers  Development will be provided to all teachers  Professional Development will be professional bearing school year  they have questions about where and when to access wi-fi  they have questions about where and when to access wi-fi  Summer months before school sign in sheets; Development sign in sheets; Google Classrooms;  Classroom development;	open wi-fi to the parking	coordinators in	students and families if	the blended	wi-fi in school parking lots	online records of students
each school. This will allow internet for students to use have access at home.  Professional Development will be provided to all teachers  for students to use about where and when to access wi-fi  Attend all professional development sessions; before school starts; On-going of Google Classrooms;  school open wifi  School open wifi  School open wifi  Professional development sign in sheets; Development of Google Classrooms;  Classroom development;	lots located in front of	providing open wifi	they have questions	learning school		and families utilizing
students who do not have access at home.  Professional Develop and Development will be provided to all teachers professional professional based on the professional development sessions; professional development before school starts; On-going of Google Classrooms;  Professional development sign in sheets; Development sign in sheets; Google Classroom development;	each school. This will		about where and when	_		school open wifi
students who do not have access at home.  Professional Develop and Development will be provided to all teachers professional professional based on the students who do not have access at home.  Attend all professional Summer months before school sign in sheets; Development sign in sheets; Google Starts; On-going of Google Classrooms;  Classroom development;	allow internet for		to access wi-fi			·
Professional Develop and Develop and Develop and Development will be provided to all teachers Development Development Development Schedule Schedule Development Schedule Development Schedule Sched	students who do not					
Development will be provided to all teachers professional development sessions; before school sign in sheets; Development sign in sheets; Google Classrooms; Classroom development;	have access at home.					
Development will be provided to all teachers professional development sessions; before school sign in sheets; Development sign in sheets; Google Classrooms; Classroom development;	Professional	Develop and	Attend all professional	Summer months	Professional development	Professional development
provided to all teachers professional Have all necessary starts; On-going of Google Classrooms; Classroom development;	Development will be	'	'	before school	•	-
	· ·	professional		starts; On-going		
	·	development	,	during the	,	·

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

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
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 2022-2023 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 2022-2023 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 2022-2023 school year	All students will complete the classroom and unit assessments	Student scores