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	7th and 8th 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 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
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

- 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	instruction in math; Support math teachers;	New teachers in the district will receive training as needed;			
Mathematics classes in grades seven and eight have a departmentalized setting. Students have one hour a day of mathematics instruction which includes: - IXL - NWEA MAP Assessment - Constructed Responses - STAR Math	Schedule math classes each day; Support mathematics instruction	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 mathematics assessments;

● Unit based math comprehension lessons ● Daily math practice activities ● Mathematics vocabulary instruction 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.		New teachers in the district will receive training as needed;			
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 materials will be utilized when feasible and as needed to meet health and safety guidelines.	cleaning supplies and PPE				
Science classes in grades 5-8 have a departmentalized setting. The schedule allows for one hour a day for science instruction. ● STEMscopes Science Curriculum ● IXL ● Unit based science lessons ● Hands-on science experiments and labs	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	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;	On-going	Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments	Student scores on assessments; Improved scores on state assessments; STAR math assessments; STAR literacy assessments

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

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 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.	Develop and provide checkout procedures for students as needed; Provide professional development when needed on Google apps and programs;	through Google Classroom; Monitor student comments and questions; Attend all professional development sessions;			
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.	Support technology coordinators in providing open wifi for students to use	Provide support to students and families if they have questions about where and when to access wi-fi	On-going during the blended learning school year	Students will utilize open free wi-fi in school parking lots	Video surveillance and online records of students and families utilizing school open wifi
Professional Development will be provided to all teachers and staff as needed.	Develop and schedule professional development	Attend all professional development sessions; Have all necessary	Summer months before school starts; On-going during the	Professional development sign in sheets; Development of Google Classrooms;	Professional development sign in sheets; Google Classroom development;

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.	sessions; Provide necessary equipment, staff, and locations for training	equipment and materials for training	blended learning school year as needed	Development of digital content	
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.	Collaborate with district administration and technology coordinator to provide devices for students in middle school	Communicate student needs about internet service to administration	Ongoing during the current blended learning school year	Students will be able to complete and submit assignments online at home	Students will submit and complete assignments online

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