

Glen Rose Middle School

Mathematics and Science Support Plan 2020-2021

| The mathematics PLC will develop and implement a curriculum map that is aligned to the Science of Reading and includes standards and skills not taught in the spring of 2019 due to COVID-19. | | | | | |
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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: 2020-2021 six hours and/or complete the online RISE training; Fifth and Sixth grade teachers will attend three days of RISE PD during each school year | 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 including literacy topics in the Science of Reading, | Provide support, locations, and opportunities for teachers to collaborate. | Locate and have all necessary materials for collaboration. Attend all collaboration meetings. | On-going each year | Math and Science curriculum maps based on state standards and the Science of Reading | Mathematics Curriculum Maps for grades 5-8 |

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| <p>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.</p> | | | | | |
| <p>Math and Science teachers will utilize the math curriculum maps developed by the math PLC.</p> | <p>Support and monitor the teaching of the curriculum maps and focus standards</p> | <p>Curriculum maps that contain focus standards will be utilized in mathematics and science instruction.</p> | <p>On-going; quarterly; yearly</p> | <p>Classroom assessments; state interim assessments; summative state assessments</p> | <p>Student scores on all assessments (classroom, interim, summative).</p> |

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 two hours a day on fifth grade mathematics instruction and one hour a day for sixth grade mathematics instruction.</p> <ul style="list-style-type: none"> • Freckle math • Math QUEST • MobyMax • STAR Math • Unit based math comprehension lessons • Daily math practice activities • Mathematics vocabulary instruction • | <p>Schedule math classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in math; Support math teachers;</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> | <p>On-going</p> | <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;</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> | <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;</p> | <p>On-going</p> | <p>Classroom assessments; Teacher observations; Interim state 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"> • Freckle math • Math QUEST • MobyMax • STAR Math • 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>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> | | | |
| <p>Most of the special education mathematics classes in grades 7 and 8 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>Teachers in the special education classrooms will use Freckle Math</p> | <p>Support; Monitoring;</p> | <p>Train students on how to use the programs;</p> | <p>On-going</p> | <p>Program assessments; Classroom assessments; Teacher observations;</p> | <p>Student scores on all assessments;</p> |

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| to support math skills in the special education classrooms. | Funding to purchase programs; Scheduling | Monitor while students are using the program; Support students | | State Interim and Summative assessments; | Documentation of program use by students |
| Students will have opportunities in all classrooms to participate in collaborative activities such as unit projects and hands-on science experiments. Social distancing and disinfecting materials will be utilized when feasible and as needed for health and safety. | Support; Monitoring; Observations of activities; Allow purchasing of supplies for activities; Provide cleaning supplies and PPE | 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 |
| Science classes in grades 5-8 have a departmentalized setting. The schedule allows for one hour a day for science instruction. <ul style="list-style-type: none"> • STEMscopes Science Curriculum • Lincoln Learning • Freckle Math and Science • 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; | 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 |
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| Teachers on a leadership team will develop schedules and procedures for the RTI program. | Assist teachers in developing schedules and procedures; | Attend RTI meetings; Read emails; Ask questions; Make sure he/she understands schedules and procedures; | Before school starts; First quarter | Schedules that work for all teachers and students involved | Schedules and procedures that support students learning and remediation; |
| Remediation will be steered by formative assessments over current focus standards. 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. Teachers will assess to determine what students need the intervention. After the intervention sessions, those students will be reassessed to determine their understanding of the skills. All students will participate in the RTI program to learn skills that | 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 | On-going | Classroom formative assessments; Assessments for Tier II; Assessments for Tier III; | RTI daily schedules; Assessment scores State assessments |

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| <p>were not taught in the spring of 2019, support and reinforce skills that will be taught this year, and to enrich students who have mastered required skills. A variety of programs and lessons (listed above) will be provided to support mathematics and science instruction for all students.</p> | | | | | |
| <p>All teachers will attend a monthly PLC meeting with their subject and/or grade level team members to discuss RTI, plan and coordinate lessons and materials, discuss problems and solutions, regroup students, etc.</p> | <p>Provide assistance with scheduling, materials, technology, etc. for meetings</p> | <p>Attend monthly meeting to report on progress of programs, curriculum, schedules, assessments, etc.</p> | <p>On-going</p> | <p>Student formative assessment scores; sign-in sheets; agendas</p> | <p>Sign-in sheets; Agendas, minutes of meetings</p> |

| Blended Learning Environment for Remote Learning Situations | | | | | |
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| Key Components and/or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
| <p>Google Classroom will be our learning management system. Students will be issued a school Chromebook to use at school and at home. All teachers will create Google Classrooms for their subject areas. Teachers will post daily and/or weekly assignments in the Google Classrooms and to the school webpage. Students and teachers will utilize Google Classroom during onsite and virtual instruction. 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</p> | <p>Support teachers with needed resources and materials for assignments; Provide technology to teachers and students; Develop and provide checkout procedures and contracts for Chromebooks; Provide professional development when needed on Google apps and programs;</p> | <p>Create and maintain each Google Classroom; Daily updates of assignments in Google Classroom; Monitor student work and submissions through Google Classroom; Monitor student comments and questions; Attend all professional development sessions;</p> | <p>On-going during the blended learning school year whether onsite or offsite</p> | <p>Students submission of all assignments; Utilization of Google Classroom and other digital assignments;</p> | <p>Student submissions of all assignments; Google Classrooms developed by teachers; Student grades;</p> |

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| 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. | 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. 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. | Develop and schedule professional development sessions; Provide necessary equipment, staff, and locations for training | Attend all professional development sessions; Have all necessary equipment and materials for training | Summer months before school starts; On-going during the blended learning school year as needed | Professional development sign in sheets; Development of Google Classrooms; Development of digital content | Professional development sign in sheets; Google Classroom development; |
| Students who chose to learn virtually only will use a combination of | Develop communication plan for parents and | Attend training on any programs needed for virtual education of | On-going during the blended | Teachers and families working together for virtual learning; parent surveys; | Students are completing and submitting daily assignments virtually; |

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| <p>instructors through Buzz Learning Management System, Virtual Arkansas, and Google Classroom. All virtual students will have a point of contact person on staff for communication purposes.</p> | <p>teachers; Assign staff to be point of contact teacher for families; Schedule times for trainings for families and staff working with virtual programs</p> | <p>students; Work with administration on schedules, enrolling, answering questions, etc.; Communicate weekly and/or daily with families and students learning virtually;</p> | <p>learning school year;</p> | <p>Students grades in virtual classes;</p> | <p>Parents and students are communicating with point of contact staff members; Student grades in virtual classes</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> |