

Sammy McClure Middle School



School Improvement Plan 2021-2022

Jaynath Hayes, Principal
Steve Barnette, Interim Superintendent

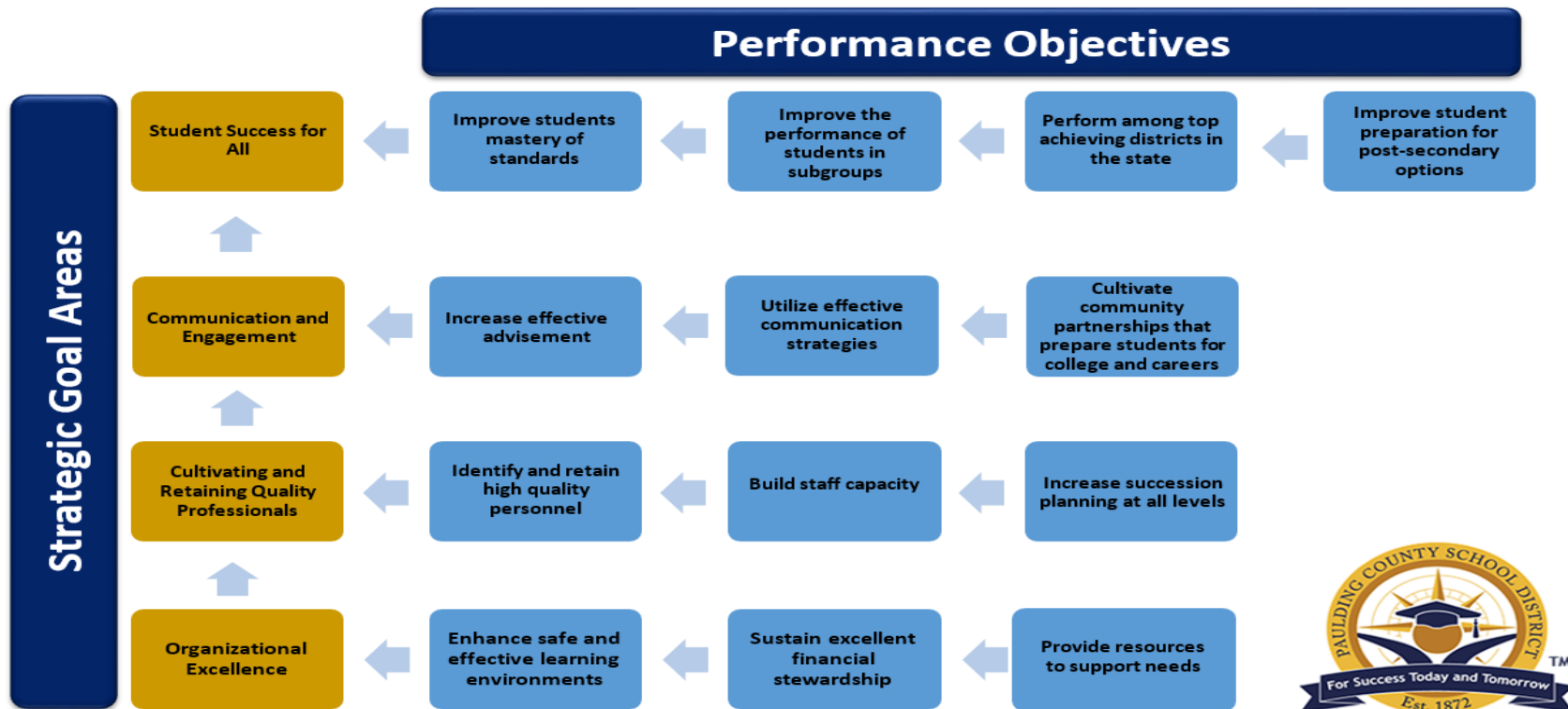
PCSD VISION

The mission of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD MISSION

Engage. Inspire. Prepare.

PCSD DISTRICT STRATEGY MAP



SCHOOL MISSION & VISION

Our Mission

Inspiring students to become self-directed, **P**assionate learners who
Accept one another, and grow to be **C**onfident leaders empowered by
Knowledge.

Our Vision

Transforming students into a pack of leaders that will inspire the world
and change the future.



McClure Middle School Improvement Action Plan

SMART Goal 1: By November 2021, 100% of teachers will use learning targets that are specific to the day's task, measurable by an established criterion for success, and referenced by both students and teachers during the opening, throughout the work session, and again during the closing. By April of 2022, 100% of teachers will utilize learning targets to establish the formative assessment cycle in which students will judge their success daily by the given success criteria and teachers will then plan the subsequent lesson based on the students' measured needs.

Strategy/Initiative: Teachers will use measurable student-centered learning targets with embedded academic vocabulary and corresponding feedback as well as the formative assessment cycle to guide students in taking ownership of their learning so that they are able to determine if they have met the success criteria.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1 & 2 GSPS PL1-5	Professional Learning: Teachers will participate in monthly professional learning by content area which is focused on using learning targets, data and the formative assessment cycle to differentiate and drive instructional practices. August: What are the non-negotiables of a McClure Classroom including expectations for instruction.	Resource Texts: 1 per teacher from PL funds Brookhart, Susan M. <u>Learning Targets: Helping Students Aim for Understanding in Today's Lesson</u> PCsD learning resources	Principal: Jaynath Hayes EAC: Teresa Bowles-Science AP: Tammy Ponder-ELA AP: Sean Schinella-SS AP: Kim Silas-Math	Monthly & Weekly Meetings	Sign-in sheets PL Agendas PLC Minutes/Data Analysis	School Leaders Demonstrate: Clear and mutually agreed upon understanding of expectations of teachers in using learning targets and success criteria. Teachers Demonstrate: A knowledge of how learning targets and success criteria can be used to help students self-assess. An understanding of the importance in utilizing formative data to drive instructional practices and differentiation.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	<p>*Digital Learning Resources training to help support students and teachers including Canvas, Teams, Zoom, Flip Grid and various educational technology resources to promote engaging and meaningful instruction. (all staff)</p> <p>*Recordex Training for staff</p> <p>*Uniformity for SMMS Canvas pages layout to help students/parents with navigating platforms.</p> <p>*Beginning Learning Targets training (new teachers)</p> <p>How do learning targets help structure the lesson to provide for these non-negotiables?</p> <p>September-May:</p> <p>Learning targets as the anchor of the formative assessment model.</p> <p>Using assessments and feedback related to the learning target to provide differentiated instruction based on student progression towards learning targets.</p>		<p>Canvas Champions Trained Teachers (Summers, Carr, Kautz)</p> <p>EAC-Teresa Bowles</p> <p>Admin Team Hayes, Schinella, Ponder, Silas</p> <p>Dept. Heads- Harris, Ragsdale, Tucker, Stephens, Southern, Kautz</p> <p>County Personnel as available-Jeff Harris</p>	8/2021-5/2022	Canvas Pages PLC Minutes Sign-in sheets	<p>School Leaders Demonstrate: Clear and mutually agreed upon understanding of teaching expectations for Digital Learning Days and/or Virtual Learning as well as in person instruction.</p> <p>Teachers Demonstrate: A knowledge of how to utilize various technology tools in order to plan for successful implementation of digital instructional practices.</p>

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1 & 2 GSPS Curr. 1-3	Planning: Teachers will collaborate weekly to plan learning targets that match the rigor of the standard, promote student ownership of learning, and plan for differentiation. Additionally, teachers will look at data and the formative assessment cycle to drive instructional decisions and planning.	No Cost: Collaborative planning time; Collaborative planning minutes template	All Teachers Admin & Literacy Coach	Monthly Grade Level Meetings & Weekly PLC Meetings	Collaborative planning meetings	School Leaders Demonstrate: Ongoing evaluation of collaborative planning minutes and honoring of designated planning time. Teachers Demonstrate: Commitment to the planning process and the data analysis.

<p>District: Goal 1 & 2</p> <p>GSPS Instruction 1-5, 7-9</p>	<p>Implementation: Teachers will build into daily lessons the identification of specific learning targets. These learning targets will be based on content state standards, be in the academic language of the content area, and will alert the students to the goal of the day's learning so that they have a clear understanding of the target and assess where they are in relation to achievement.</p> <p>Teachers will write a measurable learning target on the board that includes success criteria.</p> <p>Teachers will utilize the learning target in their daily lesson as part of the opening and by students in the closing in order to determine if the student has met/not met the learning target.</p> <p>Teachers will utilize formative assessment data to plan instruction and differentiate instruction as well as provide feedback to students.</p>	<p>No Cost: Unit Plan/Lesson Plan Template</p>	<p>All Teachers</p> <p>Admin & Literacy Coach</p>	<p>Throughout 2021-2022 School Year</p>	<p>Unit Plans, Learning Targets and Success Criteria</p>	<p>School Leaders Demonstrate: Clear and mutually agreed upon understanding of expectations of teachers in using learning targets and success criteria. Visibility throughout the building specifically in terms of classroom observations.</p> <p>Teachers Demonstrate: A knowledge of how learning targets and formative assessment practices act as the basis for all formative feedback.</p> <p>Students Demonstrate: A clear understanding of the lesson's learning target and the ability to assess where they are in relationship to the given target.</p> <p>Students can monitor and evaluate the quality of their thinking and behavior when learning and identify strategies that improve their understanding and skills. Students will judge their own work to improve performance as they identify discrepancies between their current performance and the desired performance.</p>
--	---	---	---	---	--	---

District Goal 1 & 2 GSPS PL 6	Monitoring: McClure Walkthrough data will be used to monitor classroom implementation of learning targets. Feedback and next steps will be communicated through walkthrough observations in the form of written and oral feedback at teacher conferences. Admin will attend collaborative planning at least once a month and review minutes to monitor that data and ongoing formative and summative assessments are being used to develop learning targets, assess, and monitor student progress, and adjust instruction as needed.	No Cost: Walk-through minutes. TKES Platform	EAC-Teresa Bowles Principal-Jaynath Hayes APs-Sean Schinella, Kim Silas, Tammy Ponder	Throughout the 2021-22 School Year	Walk-through notes	School Leaders Demonstrate: Clear and mutually agreed upon understanding of expectations of teachers in using learning targets and success criteria. Visibility throughout the building specifically in terms of classroom observations.
		Unit Plan Templates	Dept. Heads-Christy Kautz (Science)		Collaborative Meeting Minutes	Teachers Demonstrate: A knowledge of how learning targets and formative assessment practices act as the basis for all formative feedback.
		Collaborative Minutes including data collection materials	Alecia Harris (Math)		Admin notes of collaborative meetings	Students Demonstrate: A clear understanding of the lesson's learning target and the ability to assess where they are in relationship to the given target.
	Admin team including department heads will utilize a google walkthrough observation form to monitor specifically learning target tied to content standard, evidence of ARS, vocabulary embedded in learning target, learning target used in conversation/tasks.	Walk through observation google document	Brandi Southern (LArts) Brooke Murphy (Literacy Coach)	Checkpoints: Week of 9/13/21 9/27/21 10/4/21 10/18/21 11/1/21 11/15/21 12/6/21 1/3/22 1/17/22 2/7/22 2/14/22 3/7/22 3/21/22		

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence

SMART Goal 2:

McClure Middle School will increase the percentage of students meeting the mid-point of the grade level Lexile as measured by the RI Screener:

	Percentage at the Midpoint or above		
	August 2021	January 2022	April 2022
6 th grade	36%	55%	73%
7 th grade	55%	65%	72%
8 th grade	56%	66%	73%

Strategy:

*Teachers will use Adolescent Reading Strategies as they incorporate complex, non-fiction texts into their units so that students are reading at their stretch Lexile bands, able to discern meaning from the text, and use what they have read as support for unit constructed responses.

*Provide targeted and tiered literacy support using the Reading Inventory Data and Georgia Milestones Lexile to create literacy groups during NBI to differentiate instruction through remediation and enrichment.

*Incorporate Adolescent Reading Strategies into lesson planning (ELA classes-2 times per week; all other classes 1 time per week)

*ELA teachers will utilize L4GA ELA Framework engaging students in a three-part model for gradual release instruction including an opening to model the skill, worktime to practice, as well as a closing to reinforce skills and provide students time to write and reflect.

*ELA teachers will utilize DIBELS (benchmarks and/or progress monitoring) for data collection. They will use data to determine strategy, groups/partners and to inform instruction.

*Literacy Coach supporting content area teachers with data driven instructional practices.

*Improve Lexile scores by using Reading Inventory data for Teachers to help students set and track Lexile Growth Goals and monitor progress for the school year.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal 1 & 2 GSPS 1-3	Professional Learning: Teachers will be provided content specific training focused on literacy, the use of ARS and the writing process including strategies for DLD. *Training for accessing and using Reading Inventory Report Data (new staff) *Training for Read 180/System 44 coaching support *Training for Achieve 3000 coaching support *Training for Turnitin writing groups *DIBELS training	Read 180/Systems44 L4GA Grant Funds Achieve 3000 and DIBELS purchased by PCSD	Principal-Jaynath Hayes EAC-Teresa Bowles AP-Tammy Ponder ELA Dept. Chair-Brandy Southern Lindsay Hodges-LArts Curriculum Director Mary Hannah Gaddis-Intervention Coach	August/Sept 2021	Agenda and sign-in sheet. Training materials Assessment Tools Peer observation forms	School Leaders Demonstrate: A clear understanding of adolescent reading strategies and types of writing and the expectation of students based on level of development. Ability to provide feedback on implementation of ARS. Teachers Demonstrate: A value of literacy, including adolescent reading strategies and the writing process to assess original and critical thought and a clear plan for doing so. Using SAM system for accessing RI data/reports. *Completing peer observations to identify ARS model classrooms.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	<p>*ARS follow up training to support PALS/Paired Reading, Collaborative Reasoning, Reciprocal Teaching to prepare for the ARS model classrooms (all staff)</p> <p>*Reading Connections Teacher will be attending RESA training on Strategies for addressing learning loss in writing and reading.</p>		<p>Brooke Murphy- Literacy Coach</p> <p>HMH/Achieve Consultants</p>			

<p>Strategic Goal 1 & 2</p> <p>GSPS 1-5; 7-9</p>	<p>Implementation:</p> <p>Teachers will utilize ARS as they incorporate non-fiction texts into their units, provide targeted and tiered literacy support using RI data.</p> <p>Teachers will incorporate ARS strategies into lesson planning (ELA-2 times per week; all other classes 1 time per week.)</p> <p>Within unit plans and/or assessments, teachers will highlight Lexile leveled reading strategies used.</p> <p>Teachers of connections courses will support goal through incorporating ARS into their content area as well as assign a constructed response twice a month.</p> <p>Teachers will provide targeted and tiered literacy support during NBI.</p> <p>NBI Teachers will have students complete a Data Form and track progress towards meeting growth goals. Implementation of Literacy Grant/Framework for Model Classrooms.</p> <p>*Complete DIBELS assessments for identified students at below grade level Lexile to screen for</p>	<p>No Cost:</p> <p>RI/MI Data</p> <p>Collaborative planning time</p>	<p>Teachers</p> <p>Department Heads</p> <p>Connections/PE teachers</p>	<p>Throughout the school year</p> <p>Two times per month</p> <p>Throughout the school year</p> <p>DIBELS, Achieve 3000, Turnitin, Spell Read Kits, Lexile Goal Forms</p>	<p>Unit/Lesson Plans</p> <p>Data Notebooks</p> <p>Collaborative Planning Minutes</p> <p>Lesson plans</p> <p>Student Lexile Goal Form/Data Sheet</p>	<p>School Leaders Demonstrate:</p> <p>A clear understanding of ARS and types of writing and the expectation of students based on level of development.</p> <p>Ability to provide effective feedback to teachers on implementation of ARS in the classroom.</p> <p>Teachers Demonstrate:</p> <p>A value of ARS and the writing process to assess original and critical thought and a clear plan for doing so including NBI assigned groups of students.</p> <p>Students Demonstrate:</p> <p>The ability to read, write, understand, interpret and discuss multiple texts across multiple content areas.</p> <p>Knowledge of their Lexile score and their expected benchmark for their grade level.</p> <p>Improvement in their informative, narrative, and argumentative writing skills.</p>
--	--	--	--	--	---	--

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	<p>decoding/fluency/comprehension issues.</p> <p>*RI Screener-all students Analyzation of RI data</p> <p>*Creation of NBI literacy groups -Reading Achieve 3000, Systems 44, Read 180 -Math Math 180 groups. Math 1-basic skill development, previewing current content, remediation, vocabulary Math 2-focused on vocabulary, language of the standard, writing, previewing/remediation, support of current standards, effective written responses specific to math content -Writing-Turnitin, writing instruction to include all genres -Enrichment Groups-high engagement activities utilizing critical literacy strategies. -STEM groups-utilizing Novel Engineering-An Integrated approach to engineering and Literacy</p>			2021-2022 School year		

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal 1 & 2 GSPS 6	<p>Monitoring: Teachers: Student work from unit formative and summative analytical tasks will be used to assess and monitor student progress. Data will be tracked during common planning time and will be reflected in minutes.</p> <p>PE/Connections will include ARS in their content areas and incorporate writing at least one time during a 9 week period.</p> <p>Analysis of data from RI/Universal Screener will be used to monitor Lexile levels and literacy groups for NBI and class.</p> <p>Administrators, and department heads</p> <p>...will evaluate unit/lesson plans and collaborative planning minutes to ensure data is being used to direct instruction.</p> <p>...will look for student work samples and agreed upon writing assessment tools during classroom observations.</p> <p>Administrators will complete weekly walkthroughs during the NBI period to monitor literacy initiatives.</p> <p>Department Heads will complete walkthroughs once each nine-week period to monitor literacy initiatives.</p>	<p>Unit/Lesson Plans</p> <p>RI/MI Data</p>	<p>Principal-APs, EAC Teachers</p> <p>Department Chairs, Literacy Coach</p>	<p>Throughout the school year</p> <p>9/2021 10/2021 1/2022 5/2022</p>	<p>Unit/Lesson Plans</p> <p>Data Notebooks</p> <p>Collaborative Planning Minutes</p>	<p>School Leaders Demonstrate: A clear understanding of adolescent reading strategies and types of writing and the expectation of students based on level of development</p> <p>Teachers Demonstrate: A clear understanding of adolescent reading strategies and the writing process to assess original and critical thought and a clear plan for doing so.</p> <p>Students Demonstrate: The ability to clearly communicate original thought based on concrete evidence and sound reasoning</p>

McClure Middle School Improvement Action Plan

Strategy:

PLCs will develop common formative assessments. Data from assessments will be used to drive instructional decisions of PLCs.

Professional Learning Training for instructional strategies/planning for co-taught classrooms in ELA/Math.

Provide targeted and tiered literacy support using the Reading Inventory Data, Math Inventory Data and Georgia Milestones Data to create literacy and math support groups during NBI to differentiate instruction through remediation and enrichment.

Specificity in lesson planning that addresses the specific needs of the SWD population.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1 & 2 GSPS PL1-5	Professional Learning: Teachers will participate in professional learning focused on utilizing formative data to drive collaborative planning. This training will build upon the PLC process begun in 2016-2017 and will correspond with training for Learning Targets.	Resource: Frey & Fisher, <u>The Formative Assessment Action Plan</u> Venables: <u>Turning Data into Action</u>	Principal, APs, EAC	Once a month beginning in September Already established monthly Grade Level PLCs will support this training.	PLC Agendas Sign-in sheets	School Leaders Demonstrate: A general knowledge of their assigned department's standards and the assessment plans in place to measure for student mastery. A commitment to helping to monitor and participate in the collaborative progress. Teachers Demonstrate: An understanding of the value of formative data and the ability to use this data to monitor for progress and make calculated changes as necessary.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District: Goals 1 & 2 GSPS Instruction 1-5, 7-9	Implementation: In their classrooms, teachers will implement instructional plans and formative assessment processes developed during weekly PLC meetings. Teachers will meet weekly with grade level PLC to evaluate effectiveness of instruction in narrowing learning gaps and will use common formative assessment to judge effectiveness.	No Cost: Unit Plan Template Teacher created formative assessments	All Teachers	Throughout 2021-2022 School Year	Unit Plans, Learning Targets and Success Criteria Walk-through notes, Learning Targets, Collaborative Meeting Minutes	School Leaders Demonstrate: A general knowledge of their assigned department's standards and the assessment plans in place to measure for student mastery. A commitment to helping to monitor and participate in the collaborative progress. Teachers Demonstrate: An understanding of the value of formative data and the ability to use this data to monitor for progress and make calculated changes as necessary Students Demonstrate: A clear understanding of the given learning target and the ability to assess where they are in relationship to the given target.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1 & 2 GSPS PL 3.6	<p>Monitoring: Teachers will maintain weekly planning minutes that detail the data analysis and corresponding decisions made by the department.</p> <p>Administrators will attend a collaborative planning session at a minimum of once a month. During this time, administrative will check for collaborative meeting “look-fors” specifically the use of formative data to make instructional decisions.</p> <p>Administrators and department chairs will conduct walkthroughs to look for common formative assessments. This will be monitored using the McClure Walkthrough form and will be completed at the minimum of once a month. Results will be posted in the Data Room for review/discussion.</p>	<p>No Cost:</p> <p>Walk-through& PLC minutes.</p> <p>Collaborative Minutes including data collection materials in electronic format</p> <p>Walkthrough Google Doc Form</p>	EAC Principal APs	<p>Throughout the 2021-202 School Year</p> <p>SIP Focus Walkthrough monthly by admin and once a 9 week period by department heads</p>	<p>Collaborative Meeting Minutes</p> <p>Admin notes of collaborative meetings</p> <p>TKES Walk Through Notes</p>	<p>School Leaders Demonstrate: A general knowledge of their assigned department’s standards and the assessment plans in place to measure for student mastery. A commitment to helping to monitor and participate in the collaborative progress.</p> <p>Teachers Demonstrate: An understanding of the value of formative data and the ability to use this data to monitor for progress and make calculated changes as necessary</p> <p>Students Demonstrate: A clear understanding of the given learning target and the ability to assess where they are in relationship to the given target.</p>

McClure Middle School Improvement Action Plan

SMART Goal 3: Decrease the number of students who have one or more days of ISS from 112 in 20-21 to 101 in 21-22:

6th grade- 27 students

7th grade- 39 students

8th grade- 46 students

Decrease the number of students who have one or more days of OSS from 60 in 20-21 to 54 in 21-22:

6th grade- 10 students

7th grade- 16 students

8th grade- 34 students

Strategy:

Use of SWIS Data System

Analyze monthly baseline behavior data by grade level and develop a targeted plan for strategies.

Provide support to staff who need to establish positive relationships with students.

Continuation of Sources of Strength Program.

Creation of PBIS Action Plan monitored by our PBIS Committee.

Training of an administrator and a counselor on Restorative Practices in order to de-escalate behaviors before they reach the point of ISS and/or OSS.

Use of Check and Connect for students who are identified as Tier 3 “at risk” for time out of school due to behavior infractions.

Continuation of an electronic reward system for students with positive behavior.

PBIS Committee created lessons on school-wide behavior expectations taught during extended homeroom during the first two weeks of school.

PBIS Committee created school wide signage for behavior expectations.

Continued SEL training with staff and SEL Committee ensures all stakeholders are represented.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 4.5 GSPS Planning and organization 2.6 School Culture: 1,25 School Leadership : 5,8	Professional Learning: Staff will receive refresher training on Tier 1 PBIS strategies: *establishing classroom rituals and routines *building relationships *using positive interactions to re-direct behaviors *distributing wolf-bucks Training on analyzing PBIS data *Continue the Student Advisory Committee comprised of a diverse representation of student demographics. Continued implementation of the Sources of Strength Program to support social/emotional needs of students.	No cost for PBIS materials: resources available at www.pbis.org Training conducted during planning Funding for Devour Hour Store	Principal, APs, EAC PBIS Team: Tucker, Williams, Young, Ragsdale, CTolar, Southern, Summers, Stephens, Rogers, Lowe	2021-2022 school year Reward redemption four times a year Monthly SAC meetings	PL sign in sheets and meeting agendas Administrative/Dept head walk through data	School Leaders Demonstrate: *Training for effective PBIS strategies Teachers Demonstrate: *Establishment of effective rituals and routines in classroom. *Healthy student-teacher relationships. *Use of positive interactions to redirect behaviors. *Effectively using wolf-bucks

SMART Goal 4: *SMMS will increase the percent of students with proficient and advanced Quantile scores at each grade level.*

	Percentage Proficient and Advanced Quantile Scores		
	August 2021	January 2022	April 2022
6 th grade	21%	65%	85%
7 th grade	31%	75%	85%
8 th grade	25%	65%	85%

Strategy/Initiative:

- * *Teachers will be trained on the Math Workshop model*
- * *Teachers will utilize building visuals and concrete representations of math concepts to foster student understanding and to support all learners*
- * *Students will be taught how to collaborate and utilize resources to process their thinking and learn from one another*
- * *co-teaching model will be utilized to support lower-level learners*
- * *Teachers will develop and administer common classroom assessments (formative and summative)*
- * *Math 180 connections classes, Math 180 and Math Support Pack time classes will be added*
- * *The Math Inventory will be administered, and quantile scores will be used to provide differentiated support during NBI and regular class periods.*

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal Cultivating & Retaining	Professional Learning: July – August:	PL Funds	Principal-APs, EAC Teachers	July 2021 – May 2022	Sign in Sheets	School Leaders Demonstrate: <ul style="list-style-type: none"> • Provide Professional learning and participate in PLC discussions.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Quality Professionals GSPS: Curriculum 2, 3 Instruction 2, 3 4, 7, 8 Professional Learning 1, 2, 3, 4, 5, Leadership 2, 5, 8	<ul style="list-style-type: none"> Admin will determine and share with teachers the Math workshop expectations. Training for Math 180 teachers. Math Workshop Training for new teachers to the district. Training on administering MI assessment and reports available. <p>September – October:</p> <ul style="list-style-type: none"> Data Day for MI Results #1 Differentiated PL to support teachers at individual level of understanding and use of Math Workshop and Instructional strategies. PL on analyzing and developing common formative and summative assessments. <p>November -January:</p> <ul style="list-style-type: none"> Title IIa ½ day to discuss priority standards, look at data from multiple sources including quantile/MI and classroom assessment data as well as to continue developing common formative and summative assessments. 		Department Chairs Jenna Barton		Canvas courses Observations Collaborative planning guides MI data Classroom assessments	<ul style="list-style-type: none"> Discuss implementation and support of Math Workshop expectations. Provide feedback and support to teachers Provide feedback to support teachers use of Canvas in support of all learners. <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Attend PL sessions and engage in conversations about Math Workshop, MI data and instructional strategies. Collaborate with their peers to write common formative and summative assessments that are aligned to the standards. Implement Math Workshop Model in classrooms.
Strategic Goal: Student Success for All, Cultivating and Retaining Quality Professionals,	<p>Planning:</p> <ul style="list-style-type: none"> Teachers will be provided daily common planning time with one day each week being reserved for collaborative planning. Designated days will be used to plan upcoming assessments, review MI 	None, time to discuss and plan	SMMS Admin Team Dept. Head and Teachers	July 2021 – May 2022	Agendas from PL sessions and days Schedule for peer observations	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Work to protect the collaborative planning days and attend, when possible, to support. School Wide Progress will be shared after each MI administration.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Organizational Excellence GSPS: Planning and Organization 2, School Culture 3	<p>and classroom data, and analyze the impact of common assessments.</p> <ul style="list-style-type: none"> Administration will plan for PL sessions, plan for monitoring, and determine when/how we will share the data with stakeholders. Admin will plan a schedule for observing and gathering data. Informal peer observations will occur during planning. Admin will include feedback into the TKES process on each observation. 				<p>Common assessments.</p> <p>Lesson Plans and PLC Collaboration logs and data sheets</p>	<p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Teachers will meet weekly as well as on PL days to discuss effective classroom instructional strategies, create common assessments/ Teachers will plan how they will incorporate Math workshop. Teachers will demonstrate the professional knowledge to create rigorous assessments that are aligned to the standards and analyze student data.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal: Student Success for All, Cultivating and Retaining Quality Professionals, Organizational Excellence GSPS: Curriculum 1, 2, 3, Assessment 1, Instruction 2, 3, 4, 7, 8 Professional Learning 2, 3, 5, Leadership 2, 3, 8, Planning and Organization 2, 5, School Culture 3, 4	Implementation: <ul style="list-style-type: none"> Teachers will plan with their PLC for intentional use of the 3-part lesson to guide instruction and assessment of student progress each day. Math teachers will help students to set Quantile growth goals after the first MI assessment and chart growth after each assessment throughout the year Teachers will write common assessments that align to the rigor and expectation of the standards. Teachers will analyze common assessment data to plan for instruction. 	None MI data tracking sheet	Principal-APs, EAC, Teachers Department Chair	Duration of the 2021 - 2022 school year	Teacher observations Canvas courses Common assessments	School Leaders Demonstrate: <ul style="list-style-type: none"> Competency to provide feedback on observations, both informal and formal, Canvas courses, and collection of data. Teachers Demonstrate: <ul style="list-style-type: none"> Plan for daily LT and display LT in Canvas courses. Discuss LT throughout the 3-part lesson. Analyze common assessments and student data. Math teachers will help students track MI Quantile growth 3 times a year. Students Demonstrate: <ul style="list-style-type: none"> Students should be able to chart their quantile progress and set goals with their math teachers. Students will understand how to utilize resources (Go Math, Quantiles.com, Learnzillion, IXL, USATestPrep) to encourage quantile growth. Students will demonstrate understanding of what a LT is and how it can be used to monitor their daily progress and understanding in each academic and connections class. Students will understand how to utilize Canvas to support learning. Students will take rigorous, common assessments that are aligned to the standards.

Sammy McClure Middle School Professional Learning Plan

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
<p>PLC- Purposeful and job embedded professional learning sessions will be provided to teachers once a month. The PL will support the use of PLC and established guidelines for collaboration.</p> <p>ARS/Writing Training-Teachers will be provided content specific training focused on the use of ARS and writing strategies to help guide students in reading complex text, discerning meaning from complex text and using what they have read to support their writing.</p> <p>Literacy-Content specific PL will be provided focused on ARS, academic vocabulary and implementing literacy initiatives including strategies to utilize Pack Time groups to provide targeted and tiered support to include enrichment and remediation based on RI and Lexile data.</p>	<p>Early Release, PL meetings and Title II</p> <p>Fisher, Frey, Hattie, Thayre: Teaching Literacy in the Visible Learning Classroom</p>	<p>Teachers, Admin and District leaders</p> <p>Teachers, Admin EAC, Literacy Coach</p> <p>Admin, EAC, department chairs, literacy coach, Lindsay Hodges</p>	<p>08/2021-05/2022</p> <p>08/2021-5/2022-monthly</p>	<p>Agendas, Research articles, Sign in sheets, observation, & PLC agenda and minutes</p> <p>Agenda and sign-in sheet.</p> <p>Training materials</p> <p>Peer Observation Forms</p> <p>Administrative walkthrough data</p> <p>Student Lexile tracking</p>	<p>School Leaders: Understand PLC methods and procedures.</p> <p>Teachers Demonstrate: Weekly collaboration will follow outlined PLC expectations, also shown in instruction.</p> <p>School Leaders Demonstrate: A clear understanding of reading strategies and types of writing and the expectation of students based on level of development</p> <p>Teachers Demonstrate: A value of reading strategies and the writing process to assess original and critical thought and a clear plan for doing so.</p>

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
*Systems 44/Read 180, Achieve 3000, DIBELS training (designated staff)	Hattie: Visible Learning for Teachers Achieve 3000, Read 180, System 44, L4GA2 grant materials/inventory			forms/Goal Setting Sign-in sheets, PL Agendas Lesson Plans; observations and walkthrough	School Leaders Demonstrate: Clear and mutually agreed upon expectations and school wide implementation of literacy initiatives. Teachers Demonstrate: A knowledge of how to incorporate literacy initiatives into their content area including Pack Time support
Learning Targets- PL will be provided focused on utilizing the formative assessment cycle to differentiate and drive instructional practices. Peer Walkthroughs will be utilized for professional learning.	Resource Texts	Administration	08/2021-05/2022 Once a Month in department PLC meetings	Sign-in sheets, PL Agendas Peer Observation Forms	School Leaders Demonstrate: Clear and mutually agreed upon expectations of teachers in using learning targets and success criteria. Teachers Demonstrate: A knowledge of how learning targets and success criteria can be used to help students self-assess.
Literacy-Model Classroom/Literacy Grant/Data Collection- Purposeful job embedded professional learning will be provided on how to effectively use data (student performance data) including continued training on Reading inventory and ARS. ELA Teachers will be trained on ELA Framework model to adjust/inform instruction and lesson planning, data collection and interpretation, MTSS Intervention.	PL meetings and L4GA Grant Funds	Admin., Teachers, Literacy Coach	08/2021-03/2022 Weekly Designated data days for ELA	Lesson Plans, observations, student data forms, teacher notebook and assessments	School Leaders Demonstrate: Focus on performance data and awareness of data collection methods. Teachers Demonstrate: Understand PLC expectations, collect data and document steps taken. Students Demonstrate: Students engaged in instruction and demonstrate reduction in learning gaps.

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
<p>PCSD Information Systems- Professional learning will be provided to all staff on how to effectively use available information systems. This includes Infinite Campus, Office 365, email, Canvas, TKES, PD Express, PD Now, etc.) as well as other tools available to enhance and support DLD</p> <p>Digital Learning training -Professional learning provided related to Canvas, Teams, Zoom, Flip Grid as well as various educational technology resources to promote engaging and meaningful instruction.</p>	Early Release, Faculty Meetings, & PL meetings	Admin, Dept. Heads, County Personnel as available Canvas Champions, Tech Ed reps	08/2021-05/2022	PCSD Informational Systems, Canvas Pages, TEAMS, PCSD trainings, & sign in sheets	<p>School Leaders Demonstrate: Understand how to use all PCSD information systems and technology resources.</p> <p>Staff Demonstrate: Staff understand how to use available Information Systems and technology resources.</p> <p>Students Demonstrate: Students are provided will multiple modes of instruction including digital learning.</p>
Mentors- Mentors will be assigned to all new teachers and those who need additional support. Mentors will spend an hour bi-weekly to provide guidance and additional support during the transition.	Mentor program, PL funds	EAC, Mentor and Mentee	08/2021-05/2022	Mentor logs and PL documentation	<p>Mentors: Provide ongoing support to mentee throughout the school year.</p> <p>Mentee: Understands school expectations, policies and procedures</p>

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
<p>PBIS-Committee will be established to lead school and train staff for implementation.</p> <p>Sources of Strength-Committee will be established to lead school and train staff for implementation.</p>	<p>PBIS Program documents</p> <p>Devour Hour funds</p>	<p>PBIS Committee</p> <p>AP-T. Ponder</p> <p>Teacher-Lowe, Summers, Southern, Stephens, Tucker, Scott, Ragsdale, Reuss, Rodgers, Williams</p> <p>Sources of Strength Committee- AP-Ponder Stockelman, Graham, Harris, Trapp</p>	<p>08/2021-05/2022</p>	<p>Agenda, observations, documentation</p>	<p>School Leaders Demonstrate: Focus on Positive Behavior Incentives and provide ongoing training and support to staff throughout the school year.</p> <p>Staff Demonstrate: Staff understand school expectations, policies and procedures as related to the PBIS/Sources of Strength/Capturing Kids Hearts programs at SMMS.</p> <p>Students Demonstrate: Understanding of Positive Behaviors and the essentials of Sources of Strength/Capturing Kids Hearts/SEL initiatives.</p>