ASD2 Middle School
School
PLC Planning

2022-23

2022–23 Professional Development

"For every *unit of performance required of teachers,* administrators have an equal responsibility to provide teachers with a unit of capacity . . . no one is expected to demonstrate knowledge and skill that they haven't had the opportunities to learn" (Elmore, 2002, p. 25).

ASD2 Professional Development 2022-2023

ASD2 Elementary PLC Roadmap
ASD2 Secondary PLC Roadmap

- July 28--Admin Retreat
- **August 1**-- Bookkeepers' Meeting 10:00 (Admin are encouraged to attend as well)
- **August 2**--New Employee Orientation
- **August 3**--Induction
- **August 4**--Induction (A Day With Your Mentor)
- *Detailed Teacher Week Agenda Link*
- **August 8**--School Exchange Day (School PD/Online Registration Assistance) PLC Planning
  - Induction Teachers will attend at their schools on this day.
  - Belton Middle will meet at Honea Path Middle 8:00-3:00
- **August 9 (PD 1)**-Opening Session A.M./School PD P.M.
- **August 10 (PD 2)**-School PD - PLC Focus
  - Read 180/Math 180/System 44-Science/Textbook Virtual PD for Middle School - 9:00
    - Textbook Training for 6th and 7th Social Studies 9:00 at HPMS - Virtual
    - Textbook Training for 6-8 Science 9:00 at HPMS - Virtual
    - Read 180/System 44/Math 180 PD 9:00-11:00 at BMS - Virtual
- **August 11 (PD 3)**- School PD - PLC Focus A.M./Registration/Meet the Teacher from 2:00-6:00
- **August 12 (PD 4)**-District PD
  - Elementary Grade Teams meet (Unit Plans)
    - K-2- 8-11 @ Marshall
      - -Kindergarten Teachers Meet in Ms. Ashley's Room # 141
      - -1st Grade Teachers Meet in Ms. Greer's Room # 122
      - -2nd Grade Teachers Meet in Ms. Bushee's Room # 107
    - 3-5- 12-3 @ HPE
      - 3rd Grade - Room 139
      - 4th Grade - Room 325
      - 5th Grade - Room 101
  - Honea Path Middle at Belton Middle 8:00-3:00
    - Science Planning with S2Tem Rep. from Clemson
    - iReady PD for Middle School Math Teachers 9:00
    - System 44 PD - 9:00 Virtual
  - SPED Department Meeting 8:00 am - 9:30 am (Boardroom at the District Office)
  - SPED Teachers/Providers will work with Grade Teams on Unit Plans
  - High School Self-Contained Teachers Only - Virtual Job Shadow Meeting - 11:30 am-12:00 pm
  - BHP Science PD 1:30 with S2Tem
- **August 15 (PD 5)**-School (Teachers work in rooms)
- **September 19** - Special Services PD "Yes We Can"
- **October 14(PD 6)**-Health Screening at HPE and Marshall; Parent/Teacher Conferences; Content Area Teams work in PLCs to Develop Unit Plans/Common Assessments and Analyze Data; SPED Department Meeting (9-10:30 am); CPR Training with Safety Teams in Field House at BHP 8:30-2:30; Counseling Meeting 8:30-11:00; BHP visit to the Career Center in the AM
- **January 13 (PD 7)**-School Level PLC- PD, K-5 in House PD, Middle School PLC PD at BMS 8-11, Art and Chorus Vertical Planning at BHP 1:00, Mobile Mammography bus at BHP; SPED Department Meeting (9-11:00 am); Counseling Meeting with Anna Duvall in the PD room from 9:00-12:00
- **February 17 (PD 8)**-Exchange Day for August 8th, Mobile Mammography bus at BHP
- **March 13 (PD 9)**-ASD2 PLC Summit/Instructional Fair at BHP, Science PD at 12:30 in the BHP Media Center
- **June 2 (PD 10)** -End of Year Celebration; Teachers work in classrooms|

Focus on Results

We assess our efficacy based on results rather than goals. Individuals, teams, and schools obtain essential data and information and use that information to encourage uninterrupted improvement. To achieve this, <u>schools will</u> frequently analyze data from common formative assessments in the cycle of inquiry to provide appropriate instruction and support for all students.

2021-22 Data Review

[District-wide Data](#)

[10 Year ELA Data](#)

[10 Year Math Data](#)

ASD2 Strategic Plan Goals

By 2026, the average percentage of Kindergarten, 1st Grade, and 2nd Grade students scoring On Level using standard view, on the spring Reading i-Ready Diagnostic will be 90 %.
By 2026, the average percentage of Kindergarten, 1st Grade, and 2nd Grade students scoring On Level using standard view, on the spring Math i-Ready Diagnostic will be 85%.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	25-26
Projected Data	-------	Reading: 74% Math: 66%	Reading: 77% Math: 69%	Reading: 80% Math: 73%	Reading 83% Math: 77%	Reading 86% Math: 81%	Reading: 90% Math: 85%
Actual Data	Reading: 74% Math: 66%	Reading: 52% Math: 58%	Reading: 73% Math: 66%	Reading: Math:	Reading: Math:	Reading: Math:	

ASD2 Strategic Plan Goals

By 2026, the average percentage of students in grades 3-8 scoring meets or exceeds, or the equivalent, on state assessments for ELA will be 70 % or above.

By 2026, the average percentage of students in grades 3-8 scoring meets or exceeds, or the equivalent, on state assessments for Math will be 70 % or above.

SC Ready Meeting Expectation	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
Projected Data	45%	50%	55%	60%	65%	70%
Actual Data for ELA	40%	53.6%				
Actual Data for Math	44%	49.5%				

ASD2 Strategic Plan Goals

By the year 2026, 85% of graduating seniors will earn a Platinum, Gold, or Silver certificate on the career readiness assessment.

	2019-20	2020–21	2021–22	2022–23	2023-24	24-25	25-26
Projected Data	---	69%	72%	75%	78%	81%	85%
Actual Data	65.9%	65.9%	72%				

How do we get there?

**District wide implementation of the PLC Process**

PLC Defined: A never ending-process in which educators commit to working together to ensure high levels of learning for every student. (Dufour, Dufour, Eaker, Many)

1. Focus on Learning
2. Collaborative Culture
3. Results Oriented

Four Simple Questions Drive this:

1. What do we want students to learn?
2. How will we know they have learned it?
3. What will we do when they don't learn it?
   ○ Are there mental health concerns that contribute to this?
4. What will we do when they already know it?
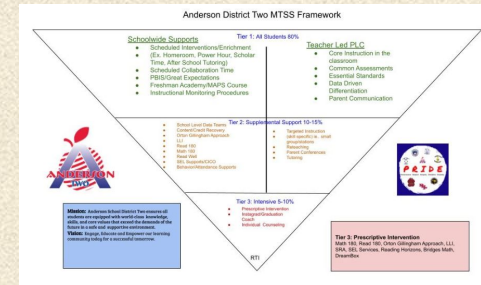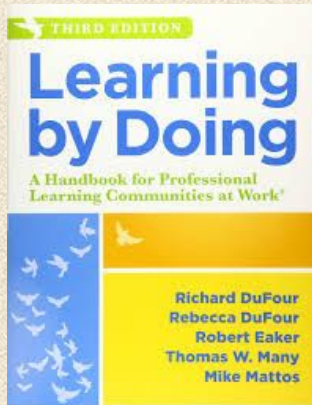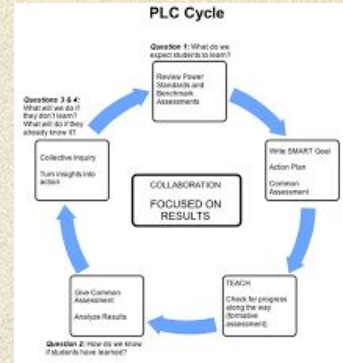
Things we must all be Tight on

1. Educators **work collaboratively rather than in isolation**, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together.
2. The **fundamental structure of the school becomes the collaborative team** in which members work interdependently to achieve common goals for which all members are mutually accountable.
3. The team establishes **a guaranteed and viable curriculum, unit by unit**, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.
4. The team **develops common formative assessments** to frequently gather evidence of student learning.
5. The school has created **a system of interventions and extensions** to ensure students who struggle receive additional time and support for learning in a way that is **timely, directive, diagnostic, and systematic**, and students who demonstrate proficiency can extend their learning.
6. The team **uses evidence of student learning** to inform and improve the individual and collective practice of its members.

Words Matter

LOOSE **VS** TIGHT
By Richard DuFour

TIGHT

The following aspects of the PLC at Work™ process are tight .

1. Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation. As members of a team, they work interdependently to achieve common SMART goals for which members are mutually accountable.
2. Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
3. Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Educators use the results of common assessments to:
   - Improve individual practice
   - Build the team's capacity to achieve its goals
   - Intervene or extend on behalf of individual students
5. The school provides a systematic process for intervention and enrichment. Intervention is timely, directive (not invitational), and diagnostic (focusing on specific skills), and it does not remove a student from new direct instruction.

LOOSE

Aspects of the PLC at Work™ process that are loose empower teams of teachers to:

1. Establish their own norms and SMART goals
2. Determine the specific knowledge and skills students must acquire in each unit
3. Establish pacing for each unit (the length of time they will devote to the unit)
4. Determine the standard of proficiency each student must attain
5. Gather evidence of student learning through an assessment process that includes one or more common formative assessments the team creates for each unit

PLCs are also loose when it comes to empowering individual teachers to:

1. Use the instructional strategies that they feel work best for them
2. Use their own ongoing assessments as they teach
3. Pace the content as they deem appropriate within the window of time the team has established for the unit

Solution Tree

Support and Alignment Components of PLC Team Meetings

Each team should use and document the following to support effective team practices.

1. Use Essential Standards and Learning Progressions
2. Follow the District Unit Plan outline of essential components for each unit.
3. Analyze and share Common Assessment Data
4. Develop Action steps based on strengths and weaknesses of reviewed common assessment data.
   a. Interventions Plans
   b. Instructional decisions (strategies and instructional materials)
   c. Follow-up plan to reassess students who did not master essentials
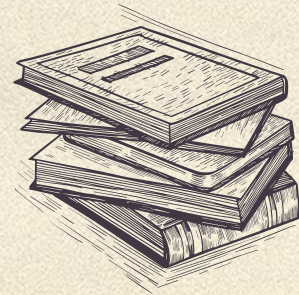
PLC Collaborative Work Instructions

ASD2 Middle School PLC Calendar

Unit Plan Template

Agenda Template for PLC Teams