



Heritage Middle School: Our PLC Journey

**“Don’t be afraid to give up the good to
go for the GREAT.”
- John D. Rockefeller**

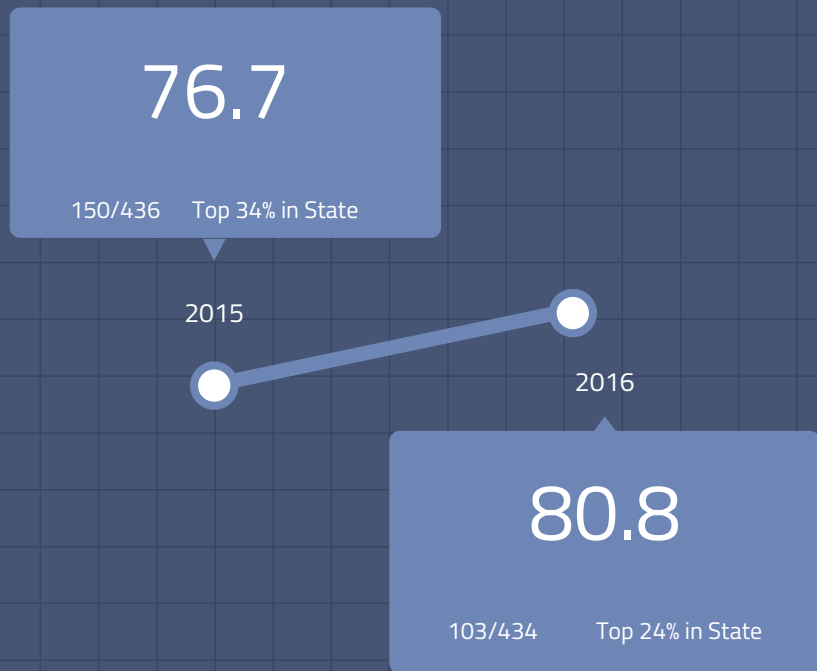
Year 1: 2015-2016

What we focused on:

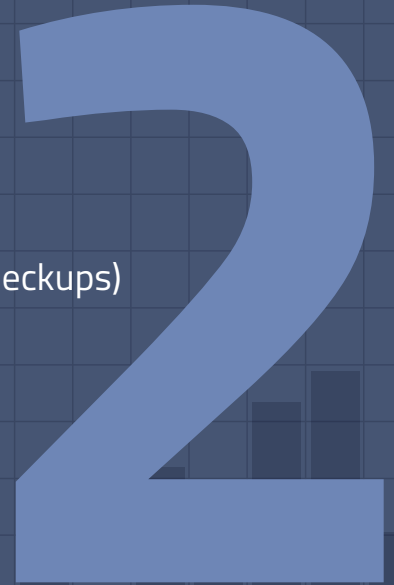
- **Common Curriculum Maps/Pacing**
 - In what order can we ALL agree to teach the units?
 - Which standards will be covered in each unit?
 - Are we spending time on activities/lessons that aren't tied to a current standard?
 - Are there essential standards that we aren't spending enough time teaching?
- **Collaborative Planning Time During PLCs**
 - Teachers met together on Tuesdays every week to plan together. Collaborative work became a habit. Common lessons were developed and pacing became consistent across grade level/subjects.
 - Administration was present in the PLC room and actively participated in the work.
- **Tier 2 Time**
 - ELT (1st block) "draft"- flexible, timely, targeted remediation
 - Focus on remediating students who needed reteaching on current standards/enrichment time for students who mastered content
- **School Visits-** Piney Grove, Twin Rivers, South Forsyth, Five Forks- Focus on what's making them so successful and how can we tweak what we learn to fit HMS.



Impact on our CCRPI



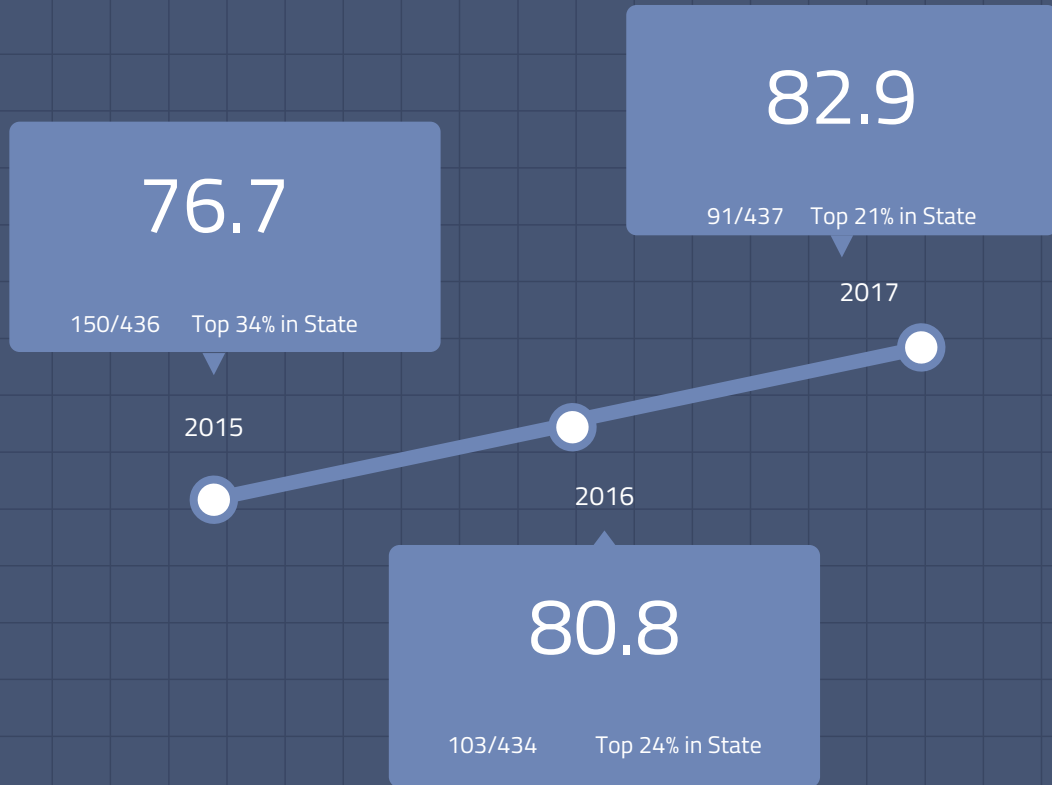
Year 2: 2016-2017



What we focused on:

- **Common Assessments- Primary focus during PLC Time**
 - Teachers worked to create common assessments (both unit tests and checkups)
 - Assessment questions were aligned with standards (essential).
 - Summative Analysis and Reflection strategies for tests
- **DOK Levels**
 - We looked at types of questions and depth of knowledge.
 - What kinds of questions were we asking? (primarily DOK 1 & 2)
 - How could we incorporate more DOK 3 & 4 questions into our lessons and assessments to challenge students and increase rigor?
- **Proficiency Expectations**- How are they different when we ask higher DOK questions?
- **School Visit**
 - Piney Grove Middle School- Focus on Tier 1 literacy strategies and differentiation. How do we push all students to become better readers? How can we change our instructional practices to increase comprehension and critical thinking?
- **Reading Plus**- Idea from LMS. Pilot of schoolwide program March- May.

Impact on our CCRPI



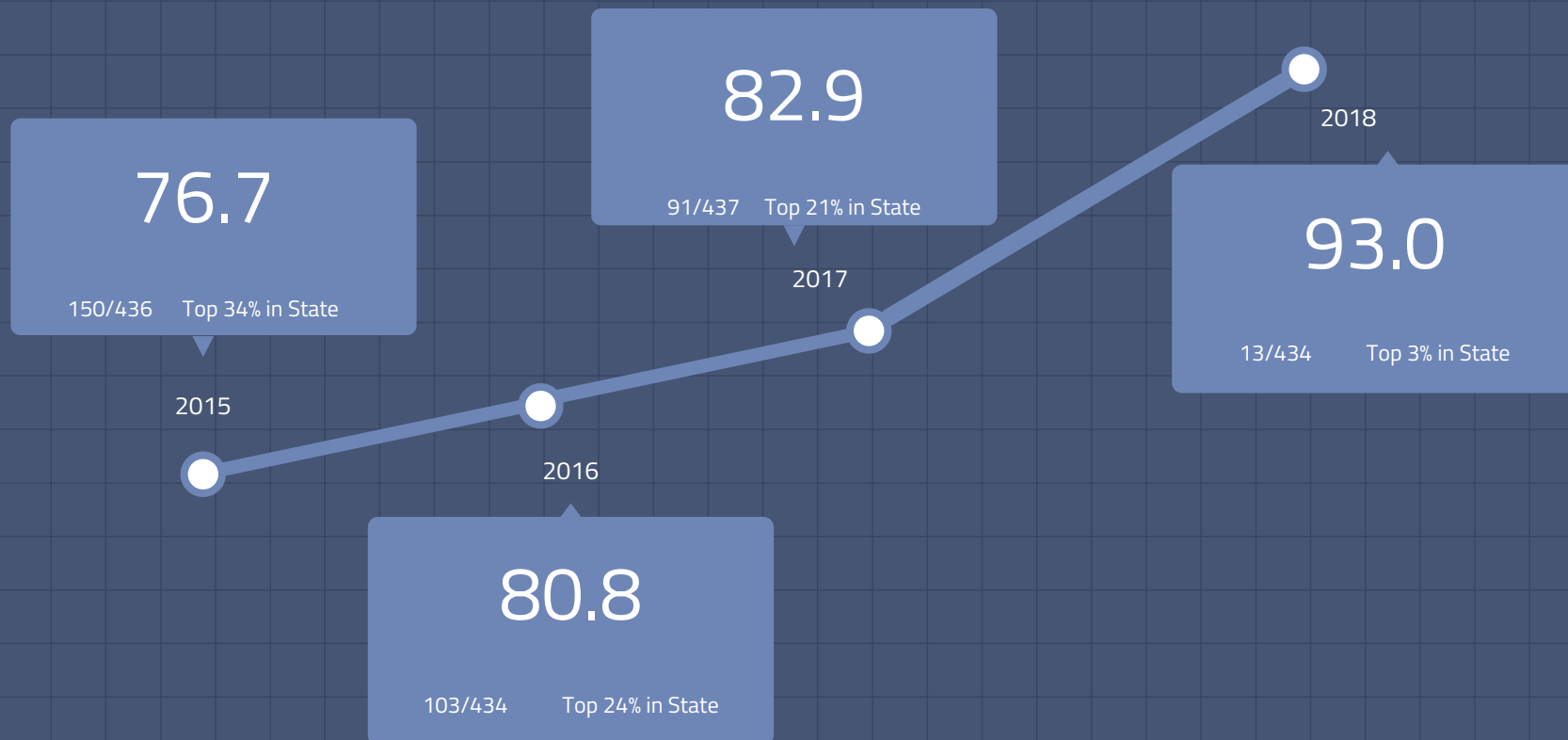
Year 3: 2017-2018



What we focused on:

- **School Visit- Ringgold Middle School** (data team ideas)
- **Essential Standards**
 - Essential standards clearly identified for each subject/content area countywide.
 - I Can Statements
- **Data Teams**
 - Every Tuesday- sometimes more often!
 - [Common assessment reflections](#)- completed at least every 2 weeks
 - Discussions about student progress kid by kid
 - Reflection on common assessments and instructional strategies- What worked and what didn't? How can we remediate those who didn't get it? How can we extend learning for those who need it?
- **Collaborative Team [Outcomes](#)**- What are our expectations?
- **Guiding Coalition Established**
 - Bi-weekly meetings
 - Teachers selected from each data team to form a leadership committee focused on student achievement

Impact on our CCRPI




Year 4: 2018-2019

What we are focusing on this year:

- **Response to Intervention (RTI) and Tier 3 Time/ [RTI Promise](#)**
 - Clearly targeted and identified Tier 3 students in ELA and Math
 - Double ELT bell [schedule](#) & [summary](#)
 - Plan for [evaluation](#) of student needs every 3 weeks- RTI committee
 - Instruction focused on gap filling below grade level essential standards
- **School Visit- Timber Ridge Elementary**
 - Focus was to gather ideas for how to teach struggling readers
- **Literacy- currently 75%**
 - Continued work to improve literacy rates
 - I do, we do, we do together, you do (Timber Ridge Model)
- **Resource Classes- SGPs and Evaluation of Instructional Strategies**
 - "We cannot define advocacy as taking away the struggle."
 - Instructional shift- If they are never taught on-grade level standards, they will never master them
 - How do we improve student growth in resource and help them move more than one grade level in a year?
- **iReady- Math pilot-** Searching for a way to seamlessly benchmark, progress monitor & provide interventions for math
- **[Learning Targets](#), [Student Accountability](#), and [Focus on Proficiency by Target](#) Not Overall Proficiency**





“Limits, like fears, are
often just an illusion.”
– Michael Jordan