



McAdory Middle PCN Implementation

February 6th, 2024

"SWARMIing for EXCELLENCE"





MISSION

To ensure rigorous learning for all through engaging, innovative instruction, responsible resource management, & meaningful community & family collaboration focused on student success

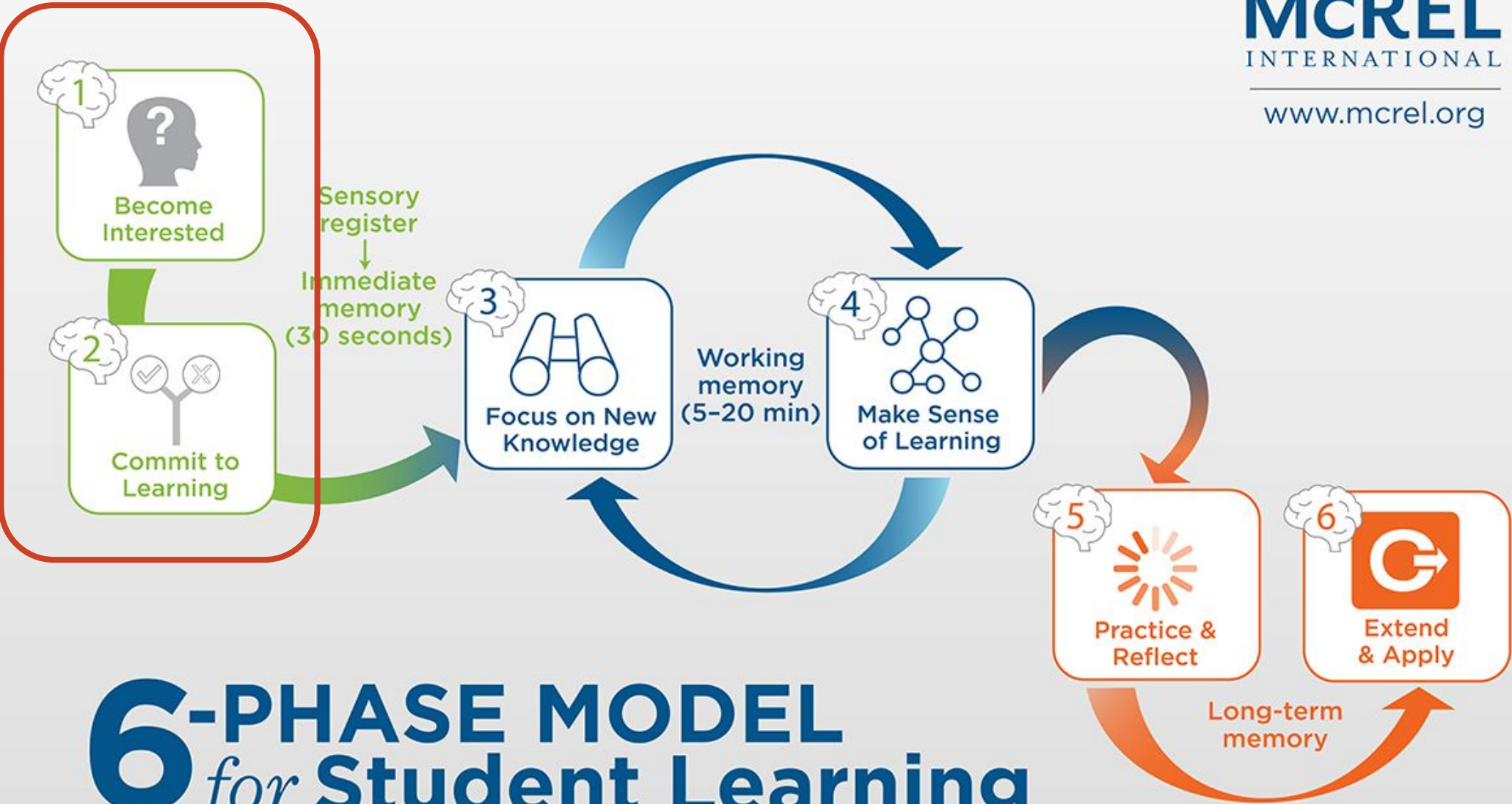


VISION

To be characterized by the use of best practices resulting in effectively providing for the diverse needs of all learners

McAdory MS PCN Work

Our district began our Jefcoed professional learning journey this year with Marzano's "The New Art and Science of Teaching" where we, as a school, developed a Model of Instruction for each classroom. This Model of Instruction incorporated the Jefcoed Curriculum and Instruction identified best practices for the school year and strategies from Phase 1 and 2 of "The New Classroom Instruction that Works". Teachers were able to discuss and plan to incorporate these best practices and strategies in their daily instruction during their PLC and PLUS day time throughout the year to help students become interested in (Phase 1) and commit to learning (Phase 2).



6-PHASE MODEL *for* Student Learning

Powered by brain science on curiosity and memory

Jefcoed Secondary C&I Focus for 2023-2024

1

Using Learning Targets

2

Collaborative
Discourse

3

Student Engagement

4

Formative
Assessment

5

Productive Struggle



Model of Instruction



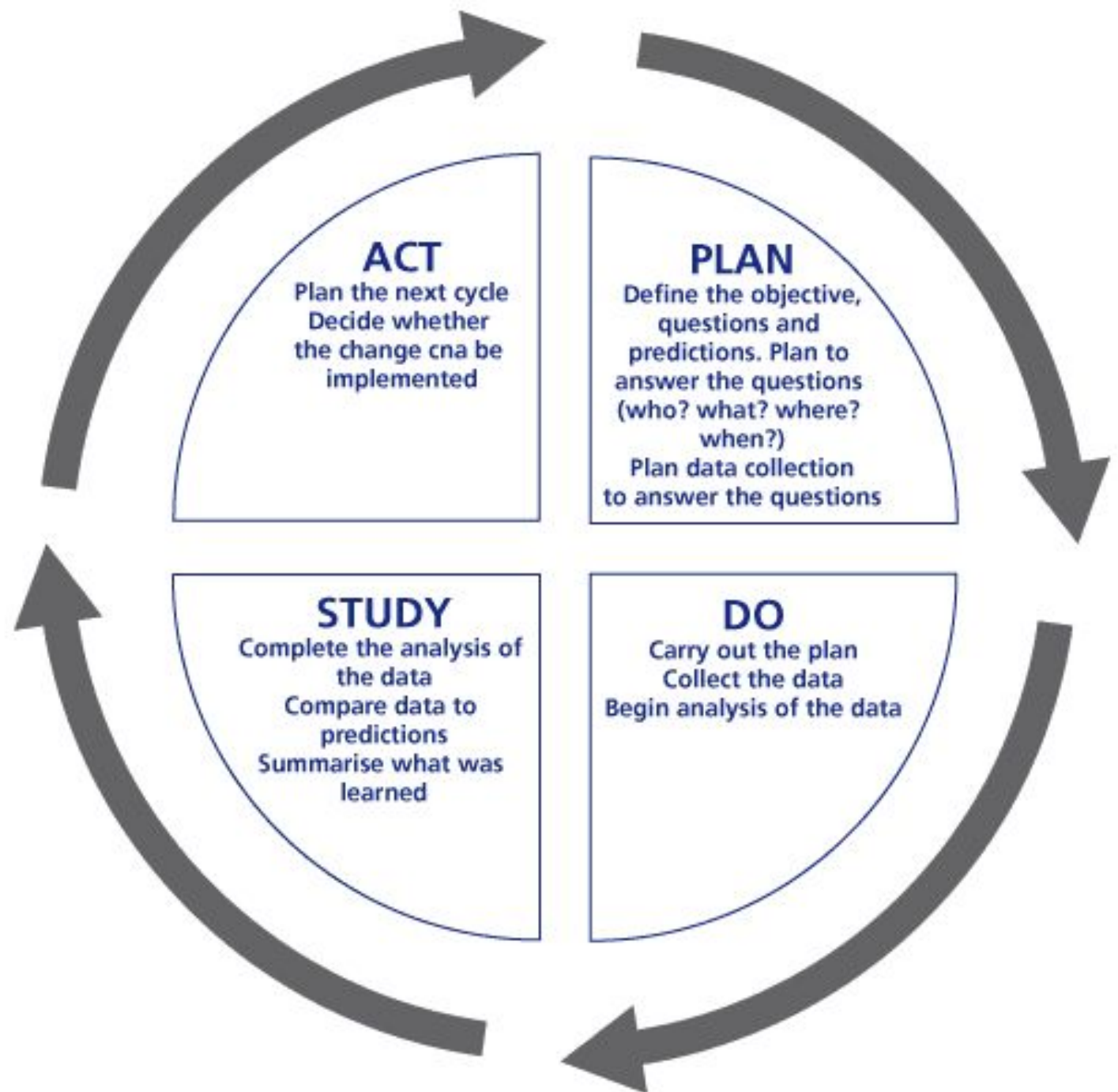
What is a PLC?

“The PLC process calls for educators to work together **collaboratively** in **recurring cycles** of **collective inquiry** and **action research** to achieve better results for the students they serve. It operates under the assumption that **purposeful, continuous, job-embedded learning for educators** is the key to improved student learning.”

Empowering Teachers Through Improvement Science

IF...	The Solution is Simple
The Solution Is Known.	JUST DO IT! All staff members are empowered to make improvements
The Solution is Unknown	PDSA—All staff members are trained in the PDSA cycle and improvement science.

The PDSA Cycle





JEFFERSON
COUNTY SCHOOLS

Phase 1: Helping Students Become Interested in Learning

Strategy #1- Cognitive Interest Cues

District Focus #2: Collaborative Discourse- students make relevant connections to new learning

District Focus #3: Student Engagement- curiosity hooks PD

District Focus #5: Productive Struggle- hands-on learning experiences and cognitively challenging learning increases student interest

Phase 2: Helping Students Commit to Learning

Strategy #2- Student Goal Setting and Monitoring

District Focus #1: Using Learning Targets

District Focus #4: Formative Assessment

Learning Target:

I can use student data to determine next steps in instructional practices to ensure student success.

Essential Question:

- a. What can I do instructionally to impact student success?
- b. What do we want our students to be able to do?

**Example of PLC/PLUS
Day Work**

Success Criteria:

Using the student data, I can identify students' challenges and progress.

Met
 Not Met

I can determine measurable next steps in instructional practices to ensure student success.

Met
 Not Met

Bryant Park Elementary

2023-2024



CREATE-LEAD-EMPOWER
#BPIInspired

BPES PCN Work

BPES utilized Marzano's "High Reliability Schools" and the Jefcoed Curriculum and Instruction identified best practices for the school year in addition to strategies from Phase 3 of "The New Classroom Instruction that Works" in their PLCs and weekly planning. Teachers were able to discuss and plan to incorporate these best practices and strategies in their daily instruction to help students focus on new learning (Phase 3).

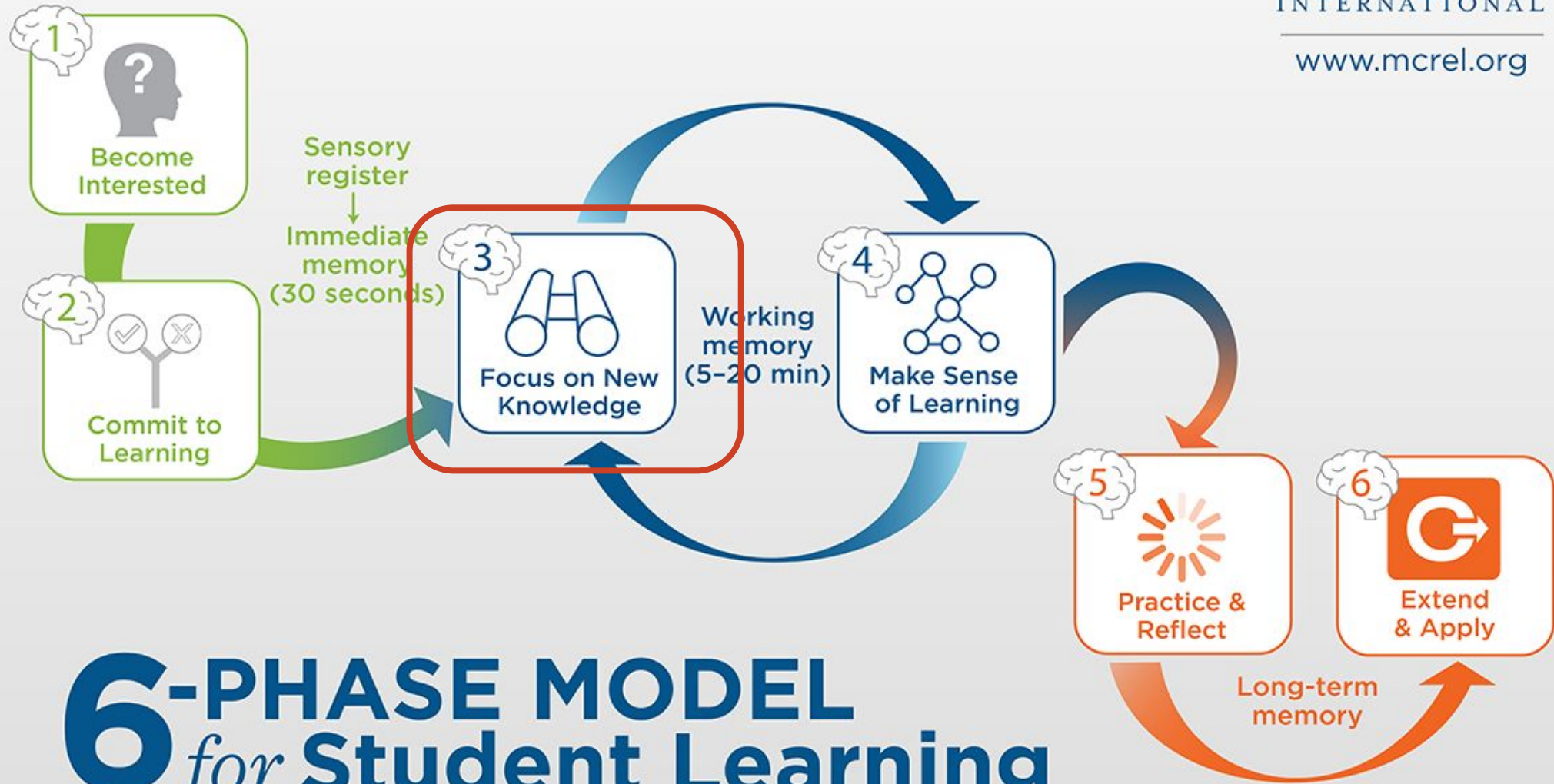
5 Competency-Based Education

4 Standards-Referenced Reporting

3 Guaranteed and Viable Curriculum

2 Effective Teaching in Every Classroom

1 Safe, Supportive, and Collaborative Culture



6-PHASE MODEL *for* Student Learning

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Phase 3: Helping Students Focus on New Learning

Strategy #3- Vocabulary Instruction

- Vocabulary instruction builds declarative knowledge by helping students understand, recall, and apply subject-specific words and academic terms
- Direct instruction of academic vocabulary
- Word analysis and vocabulary learning strategies
- Provide multiple opportunities for students to practice and apply new vocabulary

3.3

All students have the opportunity to learn the critical content of the curriculum.

BELIEFS & PRACTICES 3.3



A guaranteed curriculum means all teachers teach the same content for the same course or grade level.



Establish a comprehensive vocabulary program.



Providing direct instruction in knowledge application and metacognitive skills. We will look at critical standards and proficiency scales for each one.

3.6

m

The school establishes school and classroom-level programs and practices to help students meet individual achievement goals when data indicate interventions are needed.

BELIEFS & PRACTICES 3.6



Helping students learn and grow by implementing collective intervention and extension practices operating as flexible systems that respond fluidly to meet students' needs.



Deep look at formative assessments and provide extra time, extra help, and when ready, extensions for every priority standard.

Learning Opportunities

- PLC Meetings- Every other Tuesday
- Wednesday Grade Level Meetings
- Monday/Friday Ex. Ed. Meetings

“The game is won in the classroom”



This work would not have been possible without the guidance of our district leaders! Thank you!

Dr. Leslie Richards, Director of Curriculum and Instruction

Dr. Jennifer Maye, Director of Professional Learning

Mrs. Tasha Gray, Professional Learning Specialist

Instructional Expectations