

SMS TransformSC Implementation Plan

Our Vision: Sandhills Middle wants to be a student-centered, inquiry-based school where early-adolescent students use their 21st Century skills to master rigorous content across all disciplines in order to become college, career, and citizenship ready.

Current Innovative Practices:

- **Heterogeneously grouped, interdisciplinary teams following middle school “House” model that promotes inquiry-based, student-centered instructional strategies to include PBL and competency-based learning**
 - 4+ hours of uninterrupted work time with team autonomy to shape daily structure
 - Special education students provided inclusion services within the regular class setting

- **Embedded professional development focused on creating and implementing inquiry-based, student-centered curriculum that supports the Profile of the South Carolina Graduate**
 - School-wide on-going professional development focused on the effective development and practice of healthy growth mindset
 - 140 minutes weekly focused on core interdisciplinary (Math & Science / ELA & SS) planning of inquiry-based instructional units to include PBL
 - 120 minutes weekly focused on development and implementation of a student-centered House culture that accentuates student-leadership and citizenship skills
 - 60 minutes weekly focused on studying best practice inquiry-based strategies and supports to include PBL foundational elements and competency-based assessment

- **Engaging the greater educational community to enhance our own understanding & practice**
 - Collaborating with Lexington 4 colleagues to create transfer goals and essential understandings for 3K-12 curriculum that is foundation of instructional focus
 - Collaborating with Lexington 4 colleagues to create a continuum of 21st Century skill instruction
 - Administration & guidance participating with Midlands Education and Business Alliance (MEBA) to visit Boeing, Michelin, SC Port Authority, etc. to understand 21st Century skills and competencies students need to be career ready
 - Members of School Leadership Team (SLT) participating in visit of Kentucky district with mature implementation of PBL based curriculum and instruction
 - SLT members participating in PBL 101 training with Buck Institute for Education (BIE)

- **Implementation of inquiry-based instructional units across all content areas to include PBL**
 - School-wide and core team action research cycles (collective goals, implementation, data-collection, critique, reflection) focused on implementation of specific instructional strategies
 - All faculty created and implemented inquiry-based performance tasks during 2013-14.
 - All faculty created and implemented 2 PBL units during 2014-15.
 - All faculty participate in peer review of instructional units continuously throughout each year.
 - Professional development focus teams studied PBL, effective rubrics, and “backwards design” curriculum planning during 2014-15 to build our collective knowledge
 - School-wide integrated PBL unit to begin the 2015-16 school term where students worked collaboratively to design, create, and implement a student-led Open House for parents communicating our transformation to a student-centered, inquiry-based school

Transformation Goals & Targets:

- 1. By the 2018-19 school year, Sandhills Middle School will establish project-based learning (PBL) as the primary vehicle through which students engage a rigorous, inquiry-based curriculum within a collaborative learning environment.**

2015-16 Targets:

- 80% of teachers will create and implement one PBL unit per quarter.
- 100% of teachers will create and implement one PBL unit per semester.
- 65% of PBL units will score 20/24 or higher when assessed with BIE Project Design Rubric.

2016-17 Targets:

- 80% of teachers will create and implement multiple PBL units per quarter.
- 100% of teachers will create and implement one PBL unit per quarter.
- 75% of PBL units will score 20/24 or higher when assessed with BIE Project Design Rubric.

2017-18 Targets:

- 80% of teachers will utilize PBL units as foundation for all instruction.
- 100% of teachers will create and implement multiple PBL units per quarter.
- 85% of PBL units will score 20/24 or higher when assessed with BIE Project Design Rubric.

- 2. By the 2018-19 school year, Sandhills Middle School will establish a foundation of practice with interdisciplinary PBL units that emphasize deep conceptual understanding and facilitate a global perspective.**

2015-16 Targets:

- 100% of teachers will engage in professional development focused on interdisciplinary PBL.
- 60% of teachers will create one PBL unit with at least one other content area.
- 20% of teachers will create multiple PBL units with at least one other content area.

2016-17 Targets:

- 100% of teachers will create one PBL unit with at least one other content area.
- 60% of teachers will create multiple PBL units with at least one other content area.
- 20% of teachers will create one PBL unit with multiple contents.

2017-18 Targets:

- 100% of teachers will create one PBL unit with at least one other content area.
- 80% of teachers will create multiple PBL units with at least one other content area.
- 40% of teachers will create one PBL unit with multiple contents.

- 3. By the 2018-19 school year, Sandhills Middle School will establish a foundation of practice with competency based learning that promotes each student's unique progression within a project-based learning environment through differentiated instruction, targeted formative assessment, and multiple demonstrations of mastery.**

2015-16 Targets:

- 100% of teachers will engage in professional development focused on competency based learning within the PBL instructional framework.
- 40% of teachers will create and implement differentiated performance targets within a PBL unit based on student performance data to include pre-tests.
- 20% of teachers will incorporate multiple learning progressions within a singular PBL unit.

2016-17 Targets:

- 100% of teachers will engage in professional development focused on competency based learning within the PBL instructional framework.
- 60% of teachers will create and implement differentiated performance targets within a PBL unit based on student performance data to include pre-tests.
- 40% of teachers will incorporate multiple learning progressions within a singular PBL unit.

2017-18 Targets:

- 100% of teachers will engage in professional development focused on competency based learning within the PBL instructional framework.
- 80% of teachers will create and implement differentiated performance targets within a PBL unit based on student performance data to include pre-tests.
- 60% of teachers will incorporate multiple learning progressions within a singular PBL unit.

SMS TransformSC Implementation Plan

Evidence Collection & Measurement:

- Quarterly analysis of faculty's progress towards annual performance targets through collective accountability (self-reporting, sharing of exemplars, presentation of artifacts)
- Utilization of the Effective Learning Environments Observation Tool (eleot™) to collect formative data on the instructional and social environments within each classroom and the school. Environments include: equitable learning; high expectations; supportive environment; active learning; progress monitoring and feedback; well-managed learning; digital learning. This tool focuses on students' experiences and promotes the foundational components of an effective student-centered, inquiry-based instructional environment.
 - School-wide report of data to stakeholders (faculty, SIC, DLT) quarterly
- Analysis of parent and student surveys focused on learning and social environment (EOC surveys; in-house surveys during SMS conferences and performance events)
- Monthly evaluation and feedback from internal leadership teams (SLT, DLT)

Stakeholder Communication:

- Monthly School Leadership Team and District Leadership Team meetings focused on both implementation and evaluation of progress
- On-going presentation and review of school implementation plan and progress with School Improvement Council, School Leadership Team, and District Leadership Team
- Annual presentations of school implementation plan and progress to Lexington Four School Board and Lexington Four Community Partnership to include student-led presentations
- Public presentation of student work through student-led performances
 - Student-led Open House for parents communicating inquiry-based, student-centered curriculum and instructional approach
 - Student presentations at the conclusion of each PBL unit
 - Student Showcases scheduled each semester to highlight student work to include student-led presentations and performances
 - Student-led academic conferences (IEP, IGP, and parent-teacher conferences)
- Highlighting inquiry-based, student-centered instruction and products through electronic and social media to include House e-newsletters, SMS Twitter feed, SMS website, and community publications