

Grapevine Middle School, part of Grapevine-Colleyville ISD, is surrounded by family destinations such as Great Wolf Lodge, The Gaylord Texan, and Grapevine Mills Mall in the DFW area. We are a Title 1 campus that houses a STEM Academy and a Dual Language Academy, as well as being an AVID campus. GMS has been a transformational campus since the fall of 2017. GMS has the lowest state testing scores of all of the middle schools in GCISD and transforming instruction and learning was a necessity. That fall, we examined much needed changes and began plotting a trajectory for what learning would look like at GMS. With our focus statement, *"We are FAMILY, This is OUR HOUSE, Great Students come from GREAT FAMILIES"*, we began defining steps towards changing the culture of the campus first. We knew that we had to make changes to our campus bell schedule to reflect the culture we were trying to build if the ultimate goal was transforming campus learning.

Bell Schedule. The changing of our bell schedule was a five-month process that was well worth the effort. With the support of teachers, students, and stakeholders, we were able to land on a modified block schedule that greatly allowed our students to learn in an environment that was conducive to diving deeper into learning and allowed teachers to spend more time on honing best instructional practices. This was only the beginning. As GMS moved into its second year, we had social-emotional areas we needed to attend to and with the help of a committee, we implemented a House System.

House System. GMS is divided into six Houses, named in Latin, that describe the characteristics we want to see in our GMS students (Honesty, Bravery, Integrity, Dependability, Boldness, and Wisdom). Our GMS House system is modeled after the Ron Clark Academy House System. Every student and staff member is assigned to a House and each student is assigned to a mentor group within their House. The purpose of the House system was to meet the social-emotional needs of our students, as we wanted them to connect with the school in a way that would allow for ownership and a sense of pride. "Houses" are awarded points based on positive behaviors displayed. With our House system in place for two years, we have seen so much transformation with student ownership and behavior on our campus. This has had the most impact in transforming the culture of our campus. With the right bell schedule and a House system in place, a positive culture was established with the help of Capturing Kids' Hearts, PBIS, and CHAMPS.

Learning at GMS. The next step to transforming learning was to deeply examine how we could close learning gaps in math and reading in a personalized way to meet students' needs. GMS students were performing below grade level in both Math and Reading across all grades. In 2018, our district had just purchased Read 180 for our campus reading RTI classes. In discussions with Math teachers, it was revealed they were developing their own curriculum for supporting Tier 3 students and felt it was lacking consistency from class to class. We had teachers look at Math 180, as we were seeing growth with the Read 180 station rotation model. After examining the program extensively, the teachers felt it would be a great fit for our Math RTI classes too. This school year is our first year to provide all Tier 3 students in Math and Reading RTI a Blended Learning (BL) station rotation model through Math and Read 180. We have already seen between 5% and 10% growth in both contents depending on how long the

student has been in the RTI program. The transition to this blended model for RTI helped us decide on the following path for transforming learning on our campus school wide with various models of Blended Learning.

Learning Transformation Target Plan. In September of this school year, we applied for a Blended Learning grant with Raise Your Hand Texas (RYHT) and began the process of bringing a BL plan to our campus for the next three years (this year included). In mid-December, we were told that we were not selected to move forward in the grant process. However, in meeting with district leaders, we were given the green light to move forward with this transformation target due to having the infrastructure for it and it was decided the campus and district would fund the program. Here is the transformation target plan developed for GMS that includes when we began exploring Blended Learning:

2018-19: - GMS Reading RTI receives Read 180 from district (station rotation model),
- After seeing Fall success of Read 180, campus purchases Math 180 in the Spring of 2019.

2019-20: - GMS fully implements Read 180, Math 180, and System 44 for all RTI classes (System 44 is for students who read significantly behind due to learning challenges). *We have 9 reading RTI classes and 5 math RTI classes*
- A cohort of 12 teachers (considered “influencers”) were selected to learn about Blended Learning. They met three times (Oct., Nov., Dec.)
- On January 7th, ALL Math and ELA teachers attend first formal Blended Learning training off campus. Remaining teachers were introduced to BL on Campus with campus principal.

2020-21: - All GMS Math and ELA classes will incorporate Blended Learning (6th-8th)
- RTI classes will continue to use Math 180, Read 180, and System 44.
- The remainder of the campus contents will be formally trained in BL.

2021-22: - GMS will offer BL classes school wide in core classes and CTE classes.
Blended learning options offered: station rotation, flex, flipped, and a la carte

The Visioning Document and GMS. Here at GMS, we believe in the Visioning Document tenets and are constructing our blended learning target goals around student

feedback for learning growth. Article Three of the Visioning Document states, *“Assessment should be primarily used to obtaining student feedback and informing the student and the teacher about the level of student conceptual understanding or skill development so that the teacher has accurate information to consider for designing additional or different learning experiences.”* In addition, Article One of the Visioning Document states, *“The potential for learning at any time, any place, ‘any path’, ‘any pace’ must be embraced. Future learning will be a combination of learning at school, virtual learning, learning at home, and in the community.”* We are embracing this as a way to provide our students with a personalized learning experience that is capable of reaching ALL students at GMS in a way that demonstrates to them that learning is not limited to a certain time of day, at a particular building, or in a traditional manner.