

SECTION 6

New Prairie Middle School
Artifacts

Telling our data story and how the RTI process has improved academic achievement

New Prairie Middle School

TIER I

Our Tier one instructional model is designed for teacher teams to respond immediately to close gaps in student learning. Firstly, our core teacher teams have identified essential standards and learning targets within those standards. Using their common formative assessments (CFAs), teachers collect data on student learning of those targets in order to respond. Our core teams (language arts, math, science, social studies) are set up in grade level teams with two subject teachers in each grade. These teacher teams teach the same essential standards and learning targets and administer the same CAFs. Using that data, their Tier I intervention is to create groups based on that data and the teachers swap students between their classes based on this data for the first step of intervention. For example, after looking at the CFA data together, Teacher A notices that one of her classes was split 50/50 in terms of mastery of the learning target. Teacher B notices the same thing. After discussing, Teacher A decides that they will take the students who have mastered the standard and push them a little further with the learning target to stretch their thinking. Teacher B decides they will do the remediation and re-teach the learning target to give the students another opportunity to learn. This instructional time happens within the core instructional block and the teacher team works together to make this happen.

TIER II

At the end of a unit, students receive a common summative assessment that is created by the teacher teams. The assessment is over essential standards and learning targets only. Based on that data and how students perform, students are then identified for Tier II supports, which are in addition to our core instructional block. This period of time occurs Monday through Thursday for 30 minutes; we call this period Cougar Mentor Time (CMT). Grade level teacher teams set three week rotations for students during CMT, where students get Tier II intervention for their core subjects, as well as their exploratory classes. Every three weeks, the CMT rotations are adjusted based on unit assessment data and progress on essential standards in each

subject area. We also utilize our special education staff, including paraprofessionals, to provide interventions during this time.

During the 2018-2019 school year, we began implementation of our Tier I instructional model, which is based on the teaching-assessing cycle from *Taking Action*. During the 2019 spring ILEARN (standardized state test), which was the first year of this new test for the state of Indiana, our students performed remarkably well compared to the state average. The table below shows our proficiency percentages for that school year. The state test is also given to 6th grade students to test science. This is the only grade tested in that subject area. If the percentage is highlighted green, that denotes the scores were above the state average.

	ELA	State Avg.	Math	State Avg.	Science	State Avg.
6th Grade	57%	47%	52%	46%	56%	48%
7th Grade	66%	49%	54%	41%	N/A	N/A
8th Grade	65%	50%	47%	37%	N/A	N/A

During the 2019-2020 school year, the world pushed pause and schools closed due to the Covid-19 pandemic. Leading up to the shutdown in March, our teachers were getting further into their understanding of our Tier I and Tier II instructional practices, and we spent much of that year getting clear about how to use CFAs effectively and identifying students for Tier II supports. The 2020 spring ILEARN test was waived and students across the state of Indiana were not required to take the test. We knew that we would be working with students who had gaps in their learning coming into the 2020-2021 school year. We also knew that the learning environment would look much different. During the school year, we did not trade students due to contact tracing and potential exposure, and many of the interventions were done within the classroom. The school year also began with a hybrid schedule where our students rotated school days. While our teams did their best to provide interventions, they were not as effective as they had been the

previous two school years. We expected drops in overall student achievement during the 2021 spring ILEARN test. The table below shows our proficiency percentages for that school year. If the percentage is highlighted green, that denotes the scores were above the state average. If it is red, we are below.

	ELA	State Avg.	Math	State Avg.	Science	State Avg.
6th Grade	42%	40%	35%	33%	48%	39%
7th Grade	47%	41%	28%	30%	N/A	N/A
8th Grade	58%	44%	33%	28%	N/A	N/A

We saw an overall decrease statewide in student performance on ILEARN, and also within our building. However, we were above the state average in every area except 7th grade math, which has led to discussions about why we saw that decrease and revisiting essential standards and CFAs with that grade level team. Considering their performance on the 2019 ILEARN as a grade level, their 2021 performance was of interest.

Another data point we looked at was cohort performance pre-pandemic versus mid-pandemic. Our 8th grade class from spring 2021 also took the ILEARN test as 6th grade students in the spring of 2019. We wanted to see how their performance was affected by the pandemic and see what the regression trends looked like for that group.

	ELA 2019	ELA 2021	Math 2019	Math 2021
Class of 2025	57%	58%	52%	33%

We saw that this class of students actually stayed steady and grew a percentage point during the pandemic. While it is not a huge gain, we saw this as a victory given the overall decrease in student performance state wide. The students in math did not fare as well, regressing 19% overall. As a team, we felt that the inability to do stations and trade students for Tier I

supports factored into this, as well as the shutdown and schedules we managed throughout the year.

TIER III

This current school year, we are all systems go. We were able to hire two academic interventionists who taught in our building and are familiar with our teaching and assessing practices, as well as intervention. Both are doing Tier III supports, focusing on foundational skills in language arts and math with students we have identified as being in our bottom 20th percentile. Using ILEARN and NWEA data, these students were identified for our Mentor Math and Mentor Language Arts classes. These students are rostered with our interventionists during the school day, and this class is in addition to their grade level class, as well as any Tier II supports they need during CMT. Students in this class will be monitored using CFA data, NWEA reports, and IXL. Our interventionists will be offering grade level Tier III intervention during CMT. After the teacher teams give a common unit assessment over their essential standards, they evaluate the data to see if students mastered the essential standards after getting Tier I and Tier II intervention. If they did not, language arts and math teacher teams will refer them to the interventionists using a Google form that identifies the student by standard and by learning target. We are still evaluating our use of our interventionists and considering options for semester 2 to give them the opportunity to do targeted pull outs of students as well using IXL and diagnostic data from those reports.

Copy - NPMS Master Schedule

	Monday/Tuesday	Wednesday/Thursday	7:05 - 7:32	7:35 - 8:18	8:21 - 9:04	9:07 - 10:11	10:14 - 10:44	10:47 - 11:51	11:54 - 12:58	1:01 - 2:08	Key:
6th Grade Blue (125 students)	27 min	43 min	43 min	64 min	30 min	64 min	64 min	67 min			Math
Math	Cougar Time	Plan	Plan	Support Math	Lunch	Math	H Math	Math			
ELA	Cougar Time	Plan	Plan	ELA	Lunch	ELA	Support ELA	H ELA			ELA
Science	Cougar Time	Plan	Plan	Science	Lunch	H Science	Science	Science			Sci
Social Studies	Cougar Time	Plan	Plan	Social Studies	Lunch	Social Studies	Social Studies	Soc Stud			SS
SPED	Study Skills 6	Plan	Core Skills 6	Core Skills 7	Lunch	Direct Math 8	Direct Math 6	Direct Math 6			
6th Grade Gold (125 students)	27 min	43 min	43 min	64 min	30 min	64 min	64 min	67 min			
Math	Cougar Time	Plan	Plan	Support Math	Lunch	Math	H Math	Math			
ELA	Cougar Time	Plan	Plan	ELA	Lunch	ELA	Support ELA	H ELA			
Science	Cougar Time	Plan	Plan	Science	Lunch	H Science	Science	Science			
Social Studies	Cougar Time	Plan	Plan	Social Studies	Lunch	Social Studies	Social Studies	Social Studies			
SPED Para		LL	LL	Support Math	Lunch		Support ELA				
7th Grade Blue (125 students)	27 min	64 min	64 min	43 min	43 min	30 min	64 min	67 min			
Math	Cougar Time	Support Math	Math	Plan	Plan	Lunch	Math	H Math			
ELA	Cougar Time	ELA	Support ELA	Plan	Plan	Lunch	H ELA	ELA			
Science	Cougar Time	Science	H Science	Plan	Plan	Lunch	Science	Science			
Social Studies	Cougar Time	EC	EC	Plan	Plan	Lunch	EC	EC			
SPED	Study Skills 7	Support Math	Support ELA	Plan	Plan	Lunch	Direct ELA 6/7	Direct Math 6/7			
7th Grade Gold (125 students)	27 min	64 min	64 min	43 min	43 min	30 min	64 min	67 min			
Math	Cougar Time	Support Math	Math	Plan	Plan	Lunch	Math	H Math			
ELA	Cougar Time	ELA	Support ELA	Plan	Plan	Lunch	H ELA	ELA			
Science	Cougar Time	Science	H Science	Plan	Plan	Lunch	Science	Science			
Social Studies	Cougar Time	Social Studies	Social Studies	Plan	Plan	Lunch	Social Studies	Social Studies			
SPED Para		Support Math 7	Support ELA	LL	LL						
8th Grade Blue (125 students)	27 min	64 min	64 min	65 min	65 min	30 min	43 min	46 min			
Math	Cougar Time	Math	Math	Support Math	Algebra 1	Lunch	Plan	Plan			
ELA	Cougar Time	Support ELA	Support ELA	H ELA	ELA	Lunch	Plan	Plan			
Science	Cougar Time	Science	Honors Science	Science	Science	Lunch	Plan	Plan			
Social Studies	Cougar Time	US History	US History	US History	US History	Lunch	Plan	Plan			
SPED	Study Skills 8	Support ELA	Support ELA	Support Math		Lunch	Plan	Plan			
8th Grade Gold (125 students)	27 min	65 min	65 min	65 min	65 min	30 min	43 min	43 min			
Math	Cougar Time	Math	Math	Support Math	Algebra 1	Lunch	Plan	Plan			
ELA	Cougar Time	Support ELA	Support ELA	H ELA	ELA	Lunch	Plan	Plan			
Science	Cougar Time	Science	Honors Science	Science	Science	Lunch	Plan	Plan			
Social Studies	Cougar Time	US History	US History	US History	US History	Lunch	Plan	Plan			
SPED Para		Support ELA	Support ELA	Support Math	Available	Lunch	LL	LL			
Exploratory (World Language)	27 min	43 min	43 min	39 min	43 min	43 min	30 min	39 min	43 min	46 min	
(Choir/music)	Cougar Time	6th - Fr/Spn	6th - Fr/Spn	Plan	7th - Fr/Spn	7th - Fr/Spn	Lunch	Plan	8th - French	8th - Spanish	
(Band)	Cougar Time	6th - Music	6th - Choir	Plan	7th - Choir	7th - Choir	Lunch	Plan	8th - Music	8th - Choir	
(PE/Health)	Cougar Time	6th - Band	6th - Band	Plan	7th - Band	7th - Band	Lunch	Plan	8th - Band	8th - Band	
(PE/Health)	Cougar Time	6th	6th	Plan	7th	7th	Lunch	Plan	8th	8th	
(PLTW)	Cougar Time	6th - DC	6th - DC	Plan	7th - PLTW	7th - PLTW	Lunch	Plan	8th - PLTW	8th - PLTW	
(Art)	Cougar Time	6th	6th	Plan	7th	7th	Lunch	Plan	8th	8th	
(Life Skills)	Cougar Time	6th	6th	Plan	7th	7th	Lunch	Plan	PCC	PCC	
(PCC)					7th	7th	Lunch	Plan	PCC	PCC	
(ELA Intervention)		6th ELA Roster	6th ELA Pull Out	Plan	7th ELA Roster	7th ELA Pull Out	Lunch	Plan	8th ELA Roster	8th ELA Pull Out	
(Math Intervention)		6th Math Roster	6th Math Pull Out	Plan	7th Math Roster	7th Math Pull Out	Lunch	Plan	8th Math Roster	8th Math Pull Out	
SPED	Study Skills 8	6th Math Support	6th ELA Support	Plan			Lunch	Plan		Core Skills 8	

M/T/TH/F SCHEDULE

Period	6th Grade	Period	7th Grade	Period	8th Grade
CT	7:05 am - 7:30 am Cougar Mentor 25 minutes	CT	7:05 am - 7:30 am Cougar Mentor 25 minutes	CT	7:05 am - 7:30 am Cougar Mentor 25 minutes
1	7:33 am - 8:15 am EXP 42 minutes	1	7:33 am - 8:37 am CORE 64 minutes	1	7:33 am - 8:37 am CORE 64 minutes
2	8:18 am - 9:00 am EXP 42 minutes	2	8:40 am - 9:44 am CORE 64 minutes	2	8:40 am - 9:44 am CORE 64 minutes
3	9:03 am - 10:07 am CORE 64 minutes	3	9:47 am - 10:29 am EXP 42 minutes	3	9:47 am - 10:51 am CORE 64 minutes
L	Gold Lunch 10:07 am - 10:40 am Blue Lunch 10:10 am - 10:43 am 33 minutes	4	10:32 am - 11:14 am EXP 42 minutes	4	10:54 am - 11:58 am CORE 64 minutes
4	10:46 am - 11:50 am CORE 64 minutes	L	Band, PE, Life Skills, Study Skills (Gold Lunch) 11:14 am - 11:47 am Art, Music, WL, PLTW (Blue Lunch) 11:17 am - 11:50 am 33 minutes	5	12:01 pm - 12:43 pm EXP 42 minutes
5	11:53 am - 12:57 pm CORE 64 minutes	5	11:53 am - 12:57 pm CORE 64 minutes	L	Band, PE, PCC, Study Skills (Gold Lunch) 12:43 pm - 1:16 pm Art, Music, WL, PLTW (Blue Lunch) 12:46 pm - 1:19 pm 33 minutes
6	1:00 pm - 2:05 pm CORE 65 minutes	6	1:00 pm - 2:05 pm CORE 65 minutes	6	1:22pm - 2:05 pm EXP 43 minutes
*	6/7/8 A-L 2:05 pm 6/7/8 M-Z 2:08 pm Staggered Dismissal	*	6/7/8 A-L 2:05 pm 6/7/8 M-Z 2:08 pm Staggered Dismissal	*	6/7/8 A-L 2:05 pm 6/7/8 M-Z 2:08 pm Staggered Dismissal

NPMS Late Start Friday Schedule - 2021/2022

Tentative and Subject to Change

August

- 13 - Revisit Norms and Begin Essential Standards Review (Vertical)
- 20 - Essential Standards Review Completed and Vertical Discussion - Charts shared with Holmquest
- 27 - Team Time to finalize CMT rotation

September

- 3 - SMART Goal Discussion/Creation
- 10 - SMART Goal Discussion/Creation
- 17 - Team Time to finalize CMT rotation
- 24 - Vertical Meetings

October

- 1 - Vertical Meetings with NPHS
- 8 - Team Time to finalize CMT rotation
- 15 - Q1 Essential Standards Progress Meeting with Vertical Teams
- 29 - Team Time to finalize CMT rotation

November

- 5 - Vertical Meetings
- 121 - Vertical Meetings (Math and ELA meet with interventionists)
- 19 - Team Time to finalize CMT rotation

December 3

- 10 - Q2 Essential Standards Progress Meeting with Vertical Teams
- 17 - Team Time to finalize CMT rotation

Standard: Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can cite strong evidence to support my analysis of text.	<ul style="list-style-type: none"> * Citing evidence * Does it support the claim? * Practice choosing relevant evidence that correlates with claims. 	<ul style="list-style-type: none"> *M/C questions on relevant evidence. *Answering a text based question in groups. *Write an answer to the following prompt using evidence from the text. "Broken Chain" -How does that compare and/or contrast with what can be inferred? 	* Read a text and answer given question using at least 2-3 pieces of relevant evidence. Extension: Pull evidence from multiple sources.
I can draw inferences from a text.	<ul style="list-style-type: none"> * Defining Inference * Understand how to make an inference (provide examples) * Practice choosing inferences 	* After reading multiple texts: students will draw conclusions based on evidence and reasoning.	*Tom Robinson: Innocent or Guilty text-based response question
I can use evidence from the text to support my inferences	* Learning to "read-between-the-lines" and making an inference. * Using the knowledge, writing a piece of evidence that may not be directly stated.		
I can analyze what a text says explicitly	Understand the purpose of the text.	* Define Explicit explicitly? * What does the text say explicitly? *	
I can identify which piece of text evidence most strongly supports my analysis of the text.	Include a quotation from the text or paraphrase the author's words or ideas.	* Given multiple pieces of evidence, choosing the evidence that <u>BEST</u> supports claim.	

Standard: 8.RL.2.2 : Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
* I can identify the theme or central idea of a text.	* Know the definition of theme and central idea.	* Ready Lesson (Informational text: Historical and science) * Short Stories * Read alouds * Novel units Multiple choice, drag and drop, and open-ended	* Theme will be on more than one summative. This will be a standard that we will be touching on all school year. * Students will respjod to the following text based question: Analyze the relationship between characters and theme in the short story "The Wise Old Woman".
* I can explain how the theme develops over the course of the text.			
* I can explain how the theme relates to the characters, setting, and plot.			
* I can write an unbiased summary.	* Define "unbiased" * Ready Read Lesson	* Ready Lesson * Choosing best summary	* Students will write a summary of "Wise Old Woman" and "Those Three Wishes". * Students will write a summary from TKAM (chapters 21-25) verdict.

Standard: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
* I can identify what is explicitly stated in a text.	* Listen and view the story. *Explicit vs. Implicit	* Students will read 5 articles prior to reading TKAM (ERA ENVELOPE). *Students will discuss what is stated in each article. *Students will perform a CLOSE READ.	
I can make inferences based on textual evidence.	* Review Inferences *Review Pieces of textual evidence *Model a response	* Students will make inferences based on evidence given in texts. *Students will discuss with elbow partner. *Students will explain connections.	Q2: Students will respond to the following text based questions: Describe Life in the 1930s. Students will support their claim with textual evidence. *Classic Trials
I can identify and quote passages from a text to support my response.	*Teacher will model identifying & writing a quote from a text. *Teacher will model how to write longer quotes.	*Students will find exact quotes from the text to support one word that describes the author of Harper Lee. *Students will introduce their quote as evidence in their text based response using correct mechanics.	Q3: TKAM: Is Atticus Finch a good father?
I can cite the strongest pieces of textual evidence to support my inferences.	* Model: Identifying textual evidence and selecting strongest evidence.	*After reading the articles in the ERA ENVELOPE, students will identify 4 pieces of textual evidence to support one word to describe Harper Lee. *Students will then identify the 2 strongest pieces of evidence. *Students will discuss with their elbow partner and tablemates, what makes the evidence	Q4: Text Based Question regarding the Holocaust.

Standard: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can determine the central idea of an informational text.	* Define the term "Central Idea".	* <i>Ready Read</i> Lesson 1 parts 1,2,3,4 * <i>Ready Read</i> Lesson 1 parts 2,3,4 (extra) * <i>Ready Read</i> Lesson 1 part 5	
I can analyze the development of the central idea in an informational text.	* Define the term "Analyze". * Show how the author develops the central idea?	* <i>Ready Read</i> Lesson 1 parts 1,2,3,4 * <i>Ready Read</i> Lesson 1 parts 2,3,4 (extra) * <i>Ready Read</i> Lesson 1 part 5	
I can analyze the role of supporting ideas to the central idea in an informational text.	* Give examples of supporting details. * Understand how supporting details connect to the central idea.	* <i>Ready Read</i> Lesson 1 parts 1,2,3,4 * <i>Ready Read</i> Lesson 1 parts 2,3,4 (extra)	* <i>Ready Read</i> Lesson 1 part 5
I can provide an objective summary of the informational text.	* Identify central ideas. * Identify supporting details that support the central idea. * Define the term summary. * Define the term unbiased. * Recognize how ideas develop over the course of a text. * Understand the connections between ideas in a text.	* <i>Ready Read</i> Lesson 2 parts 1,2,3,4 * <i>Ready Read</i> Lesson 2 parts 2,3,4 (extra)	* <i>Ready Read</i> Lesson 2 part 5
			Q1: <i>Ready Read</i> 5 Q2 TKAM-Era Envelope Q3 TKAM-CLASSIC Court Cases Q4 Holocaust

Standard: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimnages"	Summative Assessment The "Game"
I can determine the author's perspective or purpose in a nonfiction text.	*Define the terms perspective and purpose. *Share examples of perspectives and purpose. (Ask yourself: 1.) What's the author's opinion? 2.) What info did they include/leave out? 3.) What's the overall tone? *Read texts aloud/silently.	Smekens mini lessons P.I.E. ce of writing has a purpose. *Text Feature Walk-provide.	
I can analyze how an author addresses conflicting evidence and viewpoints in a nonfiction text.	Define the literary term "conflicting". Read an article in class. Highlight main ideas, details, titles. Discuss conflicting evidence.	* Examples of conflicting evidence from current/previous articles.Examples of conflicting viewpoints in nonfiction. (Students will work with tablemates and then report back to class.) News articles and News posted from social media.	Multiple Choice: Q3 Arguementative Essay during TKAM unit. Q4: Postcards Assessment: Holocaust Unit: identify Purpose and Perspective
	literacyideas.com/authors-purpose/		
	Analyzing an author's purpose/Reading/khan Academy youtube.com/watch?v=R_bgo8j6jxc		

Standard: Delineate (describe/portray) and evaluate the argument and specific claims on a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can determine the author's position in the argument.	* Define the literary term "Position". *Practice finding the position in various texts.	*Text-based questions (ongoing the entire year). *Students will identify various positions.	
I can identify the author's claim(s).	* Define the literary term "Claim". *Students identify claims and write their own for various topics.	*Students will identify author's claims from various articles and classmates' text based responses.	
I can identify and evaluate the author's reasoning.	*Students find evidence to support author's reasoning/point of view. *Evaluate-explain how the author's evidence supports his/her point of view.		
I can recognize when irrelevant evidence is introduced.	*What does the word "irrelevant" mean when addressing evidence? Show examples.		

Standard: 8.W.3.1: Write an argument in a variety of forms that introduce claim(s), acknowledge and distinguish claims from alternate or opposing claims, and organize the reasons logically. Uses support for claims with logical reasoning and relevant evidence, using accurate and credible sources, which demonstrate an understanding of the text. Uses effective transitions to create cohesion and clarity. Establishes and maintains consistent style and tone appropriately for the audience. Provides a concluding statement that supports the argument presented.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can restate and introduce the claim/argument.	* Knowledge of claims/arguments	* A given article, students will write a response using a claim with evidence. We will focus on writing an appropriate claim.	* Write a 5-paragraph Argumentative Essay: Do you think Tom Robinson is innocent or guilty? Support your claim with three pieces of evidence.
I can support my claim with multiple pieces of evidence from credible source (s).	* Knowledge of appropriate evidence to support claim	* After students master claim, they will be finding three pieces of evidence to support claim.	
I can explain/elaborate my pieces of evidence.	Identify pieces of evidence to support a claim.	A given article, students will write a response using a claim with evidence. We will focus on writing an appropriate claim.	
I can provide a concluding statement that supports my claim/argument.	Ability to write a concluding statement that coincides with claim.		

7TH GRADE
SOCIAL STUDIES

STANDARD: 7.1.1: Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrumages"	Summative Assessment The "Game"
I can identify the social hierarchies of early river valley civilization.	Create and label a social pyramid.	Social Hierarchy CFA	
I can label, on a pyramid, the social hierarchies of early river valley civilization.			
			Assesment in Schoology 4-10 DOK 1,2,3 questions.



STANDARD: 7.1.2: Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can describe the historical origins, central beliefs and spread of major religions.	Create timeline of historic events. Create an graphic organizer on central beliefs.	2 question mini. DOK 1,2,3	Assessment in Schoology, 4-10 DOK 1,2,3 questions.
I can compare central beliefs.	Create a Venn diagram.	2 question mini. DOK 1,2,3	
I can contrast central beliefs.	Create a cartoon/visual with textual vocabulary confronting each other.	2 question mini. DOK 1,2,3	

7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can examine cause-and-effect relationships.	Choose Your Own Adventure Game/Skill Practices	Open Ended Analysis	Open - Ended Assessment
I can identify multiple causes for historical events.	Choose Your Own Adventure Game/ Skill Practices	Open Ended Analysis	

7.1.17 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.			
What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can identify the difference between an unsupported opinion and a supported opinion.	Identify supported opinions vs unsupported opinions through textual excerpts and skills practices.	Determine reliability in a passage. Open-ended question.	
		Determine reliability within a passage and/or determine betwe	

7.1.19 Using primary and secondary sources, analyze issues confronting the eastern hemisphere.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can use primary sources to identify issues confronting the Eastern Hemisphere.	Close read a primary source/ Skills Practice. Determine context in a primary source.	Primary Source Analysis where a student must determine context. Students may also have to analyze the document(s) with just the information in the article.	Assessment on primary source analysis.
I can use secondary sources to identify issues confronting the Eastern Hemisphere.	Close read a secondary source/ Skills Practice. Research the author and site for reliability.	Open - ended response on the credibility of the article.	

STANDARD: 7.2.5 Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest pacific.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I know what it means to be a citizen of Africa.	Using a Venn Diagram compare and contrast citizenship in Africa with citizenship in the USA.	Create compare and contrast statement of citizenship in Africa compared to USA.	
I know what it means to be a citizen of Asia.	Using a Venn Diagram compare and contrast citizenship in asia with citizenship in the USA.	Create compare and contrast statement of citizenship in Asia compared to USA.	
I know what it means to be a citizen of the Southwest Pacific.	Using a Venn Diagram compare and contrast citizenship in Southwesr Pacific with citizenship in the USA.	Create compare and contrast statement of citizenship in Southwest Pacific compared to USA.	

Assesment in Schoology. 4-10 DOK 1,2,3, Questions.

STANDARD: 7.3.3: Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can explain the major cultural characteristics of Africa, Asia, and the Southwest Pacific.	Create a culture collage of Africa, Asia, and the Southwest Pacific.	2 question mini. DOK 1,2,3	Assessment in Schoology 4-10 DOK 1,2,3 questions.

STANDARD: 7.3.4: Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can identify changes in Africa using historical maps.	Label new borders and countries developed in Africa.	2 question mini. DOK 1,2,3	Assesment in Schoology. 4-10 DOK 1,2,3 questions.
I can identify changes in Asia over time using historical maps.	Label new borders and countries developed in Asia.	2 question mini. DOK 1,2,3	
I can identify changes in the South Pacific using historical Maps.	Label new borders and countries developed in the Southwest Pacific.	2 question mini. DOK 1,2,3	

STANDARD: 7.3.5: Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can identify deserts, basins, plains, mountains and rivers.	Identify on a map the major physical characteristics regions.	2 question mini. DOK 1,2,3	Assesment in Schoology. 4-10 DOK 1,2,3 questions.
I can describe the major physical characteristic regions.	Describe the major physical characteristic regions on a map.	2 question mini. DOK 1,2,3	

STANDARD: 7.4.3: Trace the development and change over time of the economic systems (traditional, command, market, and mixed) for various cultures, societies, or nations in Africa, Asia and the Southwest Pacific and analyze why these changes occurred over time.

What Will Students do? Essential Standards Verb and Skills "I Can"	With What Knowledge of Concept (Nouns or Direct Instruction) The "plays" or "drills"	CFA (In What Context?) The "Scrimmages"	Summative Assessment The "Game"
I can trace the development of trade and how it changed over time.	Trace the development of trade as it changed over time.	2 question mini. DOK 1,2,3	
Identify what type of the following economies (traditional, command, market and mixed) apply to the countries in Africa, Asia, and Southwest Asia.	Create a chart that identifies the countries economic type.	2 question mini. DOK 1,2,3	
			Assesment in Schoology. 4-10 DOK 1,2,3 questions

New Prairie United School Corp PLC SMART GOAL WORKSHEET

NPMS ELA			Implement Smeken's Launching the Writer's Workshop
Date/Timeline			2021-2022 (and beyond)
School			NPMS
Team Members			S. Hernandez, S. McBride, K. McLaughlin, K. Cartwright, S. Kozumplik
PLAN	<i>Analyze the Data</i>	What is the Data Telling Us?	<p>We need to continue to improve writing skills across the grade levels.</p> <ul style="list-style-type: none"> - 61 unscored essays on ILEARN - Looking to decrease the number of unscored essays on 2022 ILEARN
DO	<i>Implementation Strategies</i>	What are we going to do about it?	Use the Writer's Workshop lessons to improve writing skills. (traits and parts of an essay)
CHECK	<i>Assessing, Maintaining, and Monitoring</i>	When will we check our progress? What is our overall goal?	CFA's over various components of writing, from the traits to parts of an essay. Rubrics may be used as well.
ACT	<i>Response</i>	Have we taken the right course of action for improvement?	

New Prairie United School Corp PLC SMART GOAL WORKSHEET

SMART GOAL			For every essential standard, students can master one writing task, of 2 or 3, using scientific vocabulary.
Date/Timeline			2021-2022; year-long
School			NPMS
Team Members			Sobecki Snyder
PLAN	<i>Analyze the Data</i>	What is the Data Telling Us?	previous/past FRQ's
DO	<i>Implementation Strategies</i>	What are we going to do about it?	Develop practice writing opportunities for students to write to explain their own understanding of the learning target. Assess and give feedback on practice writing tasks to prepare for summative assessment.
CHECK	<i>Assessing, Maintaining, and Monitoring</i>	When will we check our progress? What is our overall goal?	After every SA, they will be given a choice of which FRQ they want to answer.
ACT	<i>Response</i>	Have we taken the right course of action for improvement?	

New Prairie United School Corp PLC SMART GOAL WORKSHEET

SMART GOAL			Metric System Learning Target 5
Date/Timeline			By September 3rd
School			NPMS
Team Members			Dena and Jenny
PLAN	<i>Analyze the Data</i>	What is the Data Telling Us?	Students are not mastering the factor label method. (LT 5 - I can correctly use the factor label method to convert from one metric unit to another.)
DO	<i>Implementation Strategies</i>	What are we going to do about it?	Adjust the teaching/testing cycle. Focus on re-teaching in the classroom.
CHEC K	<i>Assessing, Maintaining, and Monitoring</i> We had to move the date to Thursday, September 1st. There was need for re-teaching learning target 4.	When will we check our progress? What is our overall goal?	We will give students a CFA on Tuesday, August 31st. Our goal is for 75% of our students to show mastery.
ACT	<i>Response</i>	Have we taken the right course of action for improvement?	True - 45% mastery 2021. I went back to find the percentage of students that mastered LT #5 last year. I couldn't tell what the mastery was because of the way I recorded the data. Maybe 75% was too lofty of a goal. I, personally, would like to try this again

			<p>next year with a more realistic goal now that I have the data. I think we are on the right track.</p>
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New Prairie United School Corp PLC SMART GOAL WORKSHEET

SMART GOAL			90% (192 of 213) of students will increase NWEA RIT score in their Algebra and Functions Instructional Area by at least 1 RIT pt and 80% (170 of 213) will increase by at least 5 RIT pts by the Spring NWEA test.
Date/Timeline			1st checkpoint winter NWEA 2nd checkpoint spring NWEA
School			NPMS
Team Members			Lori Rose and Jalen Alexander Ashlyn Bellegante , and Marlene Nickerson, Holly's replacement
PLAN	<i>Analyze the Data</i>	What is the Data Telling Us?	<ul style="list-style-type: none"> ❖ Fall 2021 NWEA data shows that 32% of students or 67 students in the 6th grade cohort are below average in their Algebra and Functions Instructional Area.
DO	<i>Implementation Strategies</i>	What are we going to do about it?	<ul style="list-style-type: none"> ❖ Slicing the lessons ❖ PLC Teaching/Reassessing Cycle ❖ Student Collaboration ❖ Thinking strategies ❖ Students will track their progress with data notebooks

<p>CHECK K</p>	<p><i>Assessing, Maintaining, and Monitoring</i></p>	<p>When will we check our progress? What is our overall goal?</p>	<ul style="list-style-type: none"> ❖ Exit tickets ❖ Quizzes ❖ Tests ❖ IXL data ❖ NWEA
<p>ACT</p>	<p><i>Response</i></p>	<p>Have we taken the right course of action for improvement?</p>	<p>To be continued when teaching Algebra Standards...</p>

New Prairie United School District PLC SMART GOAL WORKSHEET

Date		9/3/2021	
School		NPMS	
Principal		Justin Holmquest	
Leadership Team		6th Grade ELA Content Team	
PLAN	Analyze the Data	What is the Data Telling Us?	- The data is telling us that students are unable to track their academic progress.
DO	<i>implementation Strategies</i>	What are we going to do about it?	<ul style="list-style-type: none"> - Create student data-tracking folders (self-evaluation) - Rubric/checklist for each CFA and Summative Assessment - PowerSchool check-ins - Daily conversations about progress
CHECK	Assessing, Maintaining and Monitoring	When will we check our progress? What is our overall goal?	<ul style="list-style-type: none"> - Check progress based on CFA assessments - Cougar Mentor Time --> Focused practice opportunities - Overall Goal --> Students invest in their own progress and attend appropriate CMT based on their academic needs.
ACT	Response	Have we taken the right course of action for improvement?	- Million dollar question...hopefully we have the appropriate actions in place: TBD

8TH GRADE TEAM

Making learning fun!!

**BE ON
TIME AND
PREPARED**

**TALK ONE AT A
TIME
(LISTEN
WITHOUT
REBUTTAL)**

**STAY
FOCUSED**

**BE
RESPECTFUL
OF EACH
OTHER'S
OPINIONS**

**STAY
POSITIVE**