SECTION 8

New Prairie United School Corporation Artifacts

New Prairie United Schools State Exam Pass Rate Data 2011-2023

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Language Arts Performance														
NPUSC ELA State Exam Avg Pass Rate Gr 3-8	84.4	85.8	86.2	85.2	75	73.6	76.4	74.9	60		50.8	55.6	52.7	
Indiana ELA State Exam Avg Pass Rate Gr 3-8	78.7	79.4	79.5	80.7	67.3	66.1	65.2	64.1	47.9		40.5	41	40.7	
NPUSC Percentage ABOVE State Average Gr 3-8	5.7	6.4	6.7	4.5	7.7	6.5	11.2	10.8	12.1		10.3	14.6	12	2011-2016 Above State Avg 6.31
														2018-2021 Above State Avg 11.06
														2021-2022 Above State Avg 14.6
Mathematics Performance														
NPUSC Average Math State Exam Avg Pass Rate Gr 3-8	87.4	87.2	88.5	86.9	64.5	64	64.1	67.2	60.4		47.9	59	57.5	
Indiana Math State Exam Average Pass Rate Gr 3-8	80.1	81.2	83	83.5	61	58.9	58.5	58.3	47.8		36.9	39.8	40.7	
NPUSC Percentage ABOVE State Average Gr 3-8	7.3	6	5.5	3.4	3.5	5.1	4.6	8.9	12.6		11	19.2	16.8	2011-2016 Above State Avg 5.13
														2018-2021 Above State Avg 10.83
														2021-2022 Above State Avg 19.2
Both Math/Lang Arts Performance														
NPUSC ELA/Math State Exam Avg Pass Rate-BOTH Gr 3-8	79.3	79.7	80.5	79.7	58.6	57.4	58.7	59.2	48.2		37.6	41.4	43.7	
Indiana ELA/Math State Exam Avg Pass Rate-BOTH Gr 3-8	71.3	72.4	73.7	74.7	53.5	51.6	51.4	50.7	37.1		28.6	30.2	30.6	
NPUSC Percentage ABOVE State Average-BOTH Gr 3-8	8	7.3	6.8	5	5.1	5.8	7.3	8.5	11.1		9	11.2	13.1	

Source-https://www.in.gov/doe/files/Archived-ISTEP.pdf

-PLC Investigation/Collective Understanding Years
-No Test Spring 2020 due to COVID Pandemic
-Professional Learning Community Implementation

New Prairie United Schools State Exam Pass Rate Data by Sub-Group 2015-2023

Language Arts Performance	2015	2016	2017	2018	2019	2020	2021	2022	2023
NPUSC Average ELA State Exam Avg Pass Rate Gr 3-8 Paid Meal	81.6	78.6	81	80.8	68		58.3	61.2	61.6
Indiana ELA State Exam Average Pass Rate Gr 3-8 Paid Meals	79.3	78.6	77.9	77.7	61.9		54	53.2	53.5
NPUSC Average ELA State Exam Avg Pass Rate Gr 3-8 Free/Reduced Meals	63.4	64.6	68.3	65.4	46.1		37	39.2	39.6
Indiana ELA State Exam Average Pass Rate Gr 3-8 Free/Reduced Meals	54.6	52.9	51.5	50.9	33.5		25.9	27	27.2
NPUSC Average ELA State Exam Avg Pass Rate Gr 3-8 Special Education	30.8	34	37.8	32.6	25.5		17.9	21.1	23.7
Indiana ELA State Exam Average Pass Rate Gr 3-8 Special Education	28.4	28	28.2	26.6	15.7		12.9	13.4	13.1
NPUSC Average ELA State Exam Avg Pass Rate Gr 3-8 English Language Learner	55.4	54.6	27.3	33.3	13.6		13.6	30	16.7
Indiana ELA State Exam Average Pass Rate Gr 3-8 English Language Learner	56.8	54.7	26.8	27.8	16.3		11.7	13.9	13
NPUSC Average ELA State Exam Avg Pass Rate Gr 3-8 Hispanic	66.2	66.9	72.2	65.7	48.5		42.7	41.8	42.2
Indiana ELA State Exam Average Pass Rate Gr 3-8 Hispanic	56.1	54.2	53.8	52.1	35.5		27.3	28.1	27.1

Mathematics Performance	2015	2016	2017	2018	2019	2020	2021	2022	2023
NPUSC Average Math State Exam Avg Pass Rate Gr 3-8 Paid Meal	71.1	68.4	69.5	74.2	67.9		55.1	58.2	65.7
Indiana Math State Exam Average Pass Rate Gr 3-8 Paid Meals	73.8	72.4	72.4	72.9	61.7		50.9	51.9	54.1
NPUSC Average Math State Exam Avg Pass Rate Gr 3-8 Free/Reduced Meals	52.9	55.9	54.7	55.9	47.4		34.5	41.1	45.5
Indiana Math State Exam Average Pass Rate Gr 3-8 Free/Reduced Meals	47.5	44.9	43.7	44.2	33.4		22	24.6	26.7
NPUSC Average Math State Exam Avg Pass Rate Gr 3-8 Special Education	32.3	28.8	31.9	34.1	31.7		23.5	25.4	32.9
Indiana Math State Exam Average Pass Rate Gr 3-8 Special Education	29.7	29	28.2	27.7	18.6		14.1	15.7	16.8
NPUSC Average Math State Exam Avg Pass Rate Gr 3-8 English Language Learner	31.7	45.2	9.1	46.7	40.9		18.2	15	12.5
Indiana Math State Exam Average Pass Rate Gr 3-8 English Language Learner	52.5	50.1	26.1	29.2	23.2		14.2	17.1	17.9
NPUSC Average Math State Exam Avg Pass Rate Gr 3-8 Hispanic	52.5	59.4	58.3	57.2	52.9		31.6	35.2	42.2
Indiana Math State Exam Average Pass Rate Gr 3-8 Hispanic	49.2	46.7	45.4	45.5	34.4		22	24.8	25.9

Both Math/Lang Arts Performance	2015	2016	2017	2018	2019	2020	2021	2022	2023
NPUSC Average ELA/Math State Exam Avg Pass Rate Gr 3-8 Paid Meal	66.2	63.3	65.1	66.7	56.3		44.9	48.4	52.4
Indiana ELA/Math State Exam Average Pass Rate Gr 3-8 Paid Meals	67.4	66.1	66.1	66.3	50.9		41.1	41.6	42.9
NPUSC Average ELA/Math State Exam Avg Pass Rate Gr 3-8 Free/Reduced Meals	45.1	46.7	47.4	47.2	34.1		24	29.2	30.7
Indiana ELA/Math State Exam Average Pass Rate Gr 3-8 Free/Reduced Meals	38.6	36.3	35.6	35.5	22.9		15	16.6	17.6
NPUSC Average ELA/Math State Exam Avg Pass Rate Gr 3-8 Special Education	22.2	20.2	25.9	21	19.7		11.7	14.7	18.4
Indiana ELA/Math State Exam Average Pass Rate Gr 3-8 Special Education	19.2	18.6	18.9	18	10.7		8.3	8.9	9.2
NPUSC Average ELA/Math State Exam Avg Pass Rate Gr 3-8 English Language Learner	29.3	33.3	9.1	33.3	13.6		13.6	15	4.2
Indiana ELA/Math State Exam Average Pass Rate Gr 3-8 English Language Learner	43.3	40.9	17.4	18	11.1		6.7	8.5	8.3
NPUSC Average ELA/Math State Exam Avg Pass Rate Gr 3-8 Hispanic	58.9	51.8	49.3	46	37.5		24.8	28.7	31.3
Indiana ELA/Math State Exam Average Pass Rate Gr 3-8 Hispanic	40.3	36.1	37.9	36.9	24.2		15.6	17.3	17.4

Source-https://www.in.gov/doe/files/Archived-ISTEP.pdf

-PLC Investigation/Collective Understanding Years
-No Test Spring 2020 due to COVID Pandemic
-Professional Learning Community Implementation

MISSION

Our purpose is to Ensure High Levels of Learning for ALL Students

VISION

We strive to provide the following for every student and family we serve:

1. A Safe and Collaborative Learning Environment

2. A Learning Environment & School Culture based on Continuous Improvement & Implementation of Best Practices

3. A Guaranteed and Consistent Curriculum in every NPUSC school, Ensuring all Students develop the skills they need for Success.

4. A well-rounded program that gives equal respect to College Prep, Career Readiness, and all After School activities to provide student experiences that develop academic, career, and character skills.

5. A School District Recognized at the Regional and National level for Student Academic Performance and Career Placement with an emphasis on Character Development throughout.

6. A Career and/or College Pathway Plan for ALL NPUSC secondary students that includes Resources, Strategic Advising, & Exploration Opportunities based on Interests and Talents

7. A Model Professional Learning Community System

CORE VALUES

How we will behave to achieve our Mission and Vision

1. We are student-centered; decisions and actions will be based on what students need to achieve Success

2. Relationships matter at NPUSC at all levels. We build trust and tackle challenges through communication, understanding, and relationships

3. We strive for continuous improvement for our certified and classified staff to be the best we can for our students.

4. We strive to be known for literacy development that engages students to become college/career and community ready.

5. We will engage in technology integration so students have the skills necessary to be successful in the 21st Century.

6. NPUSC will practice community engagement and collect feedback to inform our direction.

7. NPUSC will practice positive stewardship by managing NPUSC Fiscal & Facility Resources to provide the best learning experience for students.

8. We will develop a college prep or career pathway plan for every NPUSC student while integrating character development throughout.

9. We encourage participation & pursue excellence in after school activities. We believe many life skills and character traits necessary for life success are developed in these programs.

10. We will pursue collaboration & continuous improvement through the Professional Learning Community process.

COMMITMENTS

Commitment 1: Build a Foundation of Learning for ALL Students.

Commitment 2: Create Collaborative Teams to Collectively Develop Best Practice.

Commitment 3: Collaborative Teams will identify Essential Standards from a Guaranteed Curriculum.

Commitment 4: All Students will have access to grade or course level identified Essential Standards with additional opportunities to show learning.

Commitment 5: Collaborative Teams will create Common, Formative Assessments based on identified Essential Standards.

Commitment 6: We will Create a Systematic Plan to Provide Additional Time, Support, Re-Teaching, and Extension of Learning.

Commitment 7: We will set SMART goals at the team, building, and district level based on critical academic needs tied to Essential Standards. Data and Progress Reviews will be developed at all levels.

Commitment 8: We will examine our current grading and homework policies/practices to evaluate what is needed for student success and to foster true accountability.

Commitment 9: We will collectively identify key student social & academic behaviors necessary for student success & explicitly teach/model these behaviors.

Commitment 10: We will collectively build a Shared Vision for Best Practice Instruction in our classrooms (What We Will See/What We Will Not See).

NEW PRAIRIE
UNITED SCHOOL CORPORATION
a culture of excellence

White, Paul <paulwhite@npusc.k12.in.us>

PD information for August 5 & 6

1 message

Cannon, Carrie <ccannon@npusc.k12.in.us>　　　　　　　　　　　Thu, Jul 15, 2021 at 2:48 PM
To: pvteachers@npusc.k12.in.us, rpteachers@npusc.k12.in.us, olteachers@npusc.k12.in.us, Becky Bartlett
<bbartlett@npusc.k12.in.us>, Tara Bush <tbush@npusc.k12.in.us>, Justin Holmquest <justinholmquest@npusc.k12.in.us>,
"Heinold, Justin" <justinheinold@npusc.k12.in.us>, msteachers <msteachers@npusc.k12.in.us>,
hsteachers@npusc.k12.in.us, Jennifer Sass <jsass@npusc.k12.in.us>, Paul White <paulwhite@npusc.k12.in.us>, Tim Scott
<tscott@npusc.k12.in.us>, Melissa Krycka <melissakrycka@npusc.k12.in.us>, Lisa Deutscher <ldeutscher@npusc.k12.in.us>

Professional Development Schedule

Thursday, August 5th 7:30am-2:00pm

K-5th teachers, instructional assistants, and administrators only

Topic: New Teacher Evaluation

Speaker: John Eller

Where: Middle School Cafeteria

What to bring: Laptops, login/password to PIVOT

*Coffee and light breakfast items will be served from 7:15am-9:00am

*Lunch will be served by Porky Paul's at the Middle School from 11:30am-12:15pm

6th-12th teachers, instructional assistants, and administrators only

Topic: PLC RTI next steps for Tier 2 and 3

Speaker: Mike Mattos

Where: High School Auditorium

What to bring: Laptops

*Coffee and light breakfast items will be served in the auditorium hallway only from 7:15am-
9:00am. Please do not bring these items into the auditorium.

*Lunch will be served by Porky Paul's at the Middle School from 11:30am-12:15pm

Friday, August 6th 7:30am-2:00pm

K-5th teachers, instructional assistants, and administrators only

Topic: PLC RTI next steps for Tier 2 and 3

Speaker: Mike Mattos

Where: High School Auditorium

What to bring: Laptops

*Coffee and light breakfast items will be served in the auditorium hallway only from 7:15am-
9:00am. Please do not bring these items into the auditorium.

*Lunch will be served by Panera Bread at the Middle School from 11:30am-12:15pm

6th-12th teachers, instructional assistants, and administrators only

Topic: New Teacher Evaluation

Speaker: John Eller
Where: Middle School Cafeteria
What to bring: Laptops, login/password to PIVOT
*Coffee and light breakfast items will be served from 7:15am-9:00am
*Lunch will be served by Panera Bread at the Middle School from 11:30am-12:15pm

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Dr. Carrie Cannon
Assistant Superintendent
New Prairie United School Corporation
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New Carlisle, IN 46552
(574) 654-7273

NEW PRAIRIE
UNITED SCHOOL CORPORATION
a culture of excellence

White, Paul <paulwhite@npusc.k12.in.us>

New Prairie Info for Aug 5 & 6
1 message

White, Paul <paulwhite@npusc.k12.in.us>   Thu, Jun 3, 2021 at 1:21 PM
To: Mike Mattos <mikemattos@icloud.com>, Mike Mattos <mikemattos@me.com>

Mike-hello, below is some preliminary information on what our leadership team has discussed as key points and issues that we would like you to focus on in your work with us August 5-6.

First, I believe you are going to be virtual instead of physically here, if that is wrong let me know. Like last time, I think you will simply send us a Zoom link you will create and our IT staff will set you up visually with audio on our display screen in our high school auditorium.

Logistically, you will spend one full day with our K-5 Elementary Teaching Staff and one full day with our grades 6-12 secondary staff. For now, plan on August 5th with our secondary staff and August 6th with our elementary staff. Each day let's plan on 7:30 am central time to 2:30 pm central time but I will need to double check that and follow up with you this summer. I realize that is 5:30 am in California, sorry about that...

**Important background point-with federal ESSR funds and a state learning loss grant we have hired 7 additional teachers (3 at Elem level, 1 per building, 2 at HS, 2 at MS) that will free up 7 NPUSC teachers to serve as Interventionists for the next three years. Each elementary building will have one interventionist, with the HS and MS two each that will be heavily involved in tier II and III RTI efforts

Here are our preliminary thoughts on themes for your presentation with us on RTI implementation follow up...

Elementary Level RTI Topics-Focus on Tier III implementation

- Focus on Tier III instruction, Best Practices within Tier III programming
- Explain Tier III in general, major goals or themes of this level should be...
- Role of a General Classroom Teacher in Tier III
- Role of Interventionist in Tier III, Role of a RTI team at the building level
- Identification tips for Tier III programming
- Behavior Interventions for Tier III

Secondary Level RTI Topics- Re-Visit Key Best Practices of Tier II Instruction, Introduce Tier III

- Struggling with how to make it work logistically; kids with multiple essential standards needs and deficits
- Review visual on p. 172 of your *Taking Action, an RTI Handbook and similar summary.visuals*
- Review of what Tier II instruction should be and should not be

- Explain Tier III in general, major goals or themes of this level should be...
- Role of Interventionist in Tier III, Role of a RTI team at the building level
- Identification tips for Tier III programming

Let me know your initial thoughts and questions and we can set up a time for a phone call later in the summer, thanks

Critical Expectations & Commitments-What we are **TIGHT** about...
New Prairie United Schools Fall 2018

Expectation 1: Build a Foundation of Learning for ALL students
Focus on learning for ALL requires a clear understanding of our Mission (Why we Exist) and our Vision (What are We Working to Become)

Tight-We will be tight about communicating and re-visiting our Mission, Vision, & Values to ensure decisions and actions are based on these principles

Expectation 2: Create Collaborative Teams to Collectively Develop Best Practice

Tight- We Will Address the Four Critical Questions of PLC Process as collaborative teams and seek answers/solutions for best practice together to ENSURE HIGH LEVELS OF LEARNING FOR ALL STUDENTS

Expectation 3: Collaborative Teams will identify Essential Standards from a Guaranteed Curriculum
Teams will work together to separate "Nice-To-Know" standards from **Need to Know** Standards and Re-Visit often to Ensure High Levels of Student Learning on Critical Learning Skills.

Tight-We will identify Essential-Need to Know Standards in every course at every grade level that will be a critical focus of student learning

Expectation 4: All Students will have access to grade or course level identified Essential Standards with additional opportunities to show learning
Some students will need more opportunities to learn and show mastery of essential standards. We will provide additional learning and assessment opportunities on essential standards that will not involve penalties

Tight-We will provide, without penalty, additional learning and assessments opportunities for students on essential standards

Expectation 5: Collaborative Teams will create common, formative assessments based on identified essential standards

Teachers can best respond to student learning concerns when real time data is available to inform progress on essential standards. Waiting until state testing results, universal screening tests, or achievement test (while this data has value) results is not soon enough to intervene when students are not progressing in their mastery of essential standards.

Tight: Collaboration Teams will write Common Formative Assessments based on the latest best practice in assessment development. We will work first to create end of unit or 9 week common assessments, then build towards common formative assessments in three week cycles within a 9 week grading period.

Expectation 6: Teams and NPUSC Schools will Create a Systematic Plan to Provide Additional Time, Support, Re-Teaching, and Extension of Learning
A school will only make significant, positive impact on student learning when a collaboratively developed plan is in place to provide students with additional time, support, and extension of learning within the school day.

Tight-Teams and NPUSC schools will provide Tier II and III Interventions, during the school day, for students based on data from Common Formative Assessments built around Essential Standards. Interventions must not interrupt Tier I Instruction for All Students.

Expectation 7: Teams & NPUSC Schools will set SMART goals at the team, building, and district level based on critical academic needs tied to essential standards. Data and Progress Reviews will be developed at all levels
S-Specific   M-Measurable   A-Attainable   R-Results Oriented   T-Time Bound

Tight: NPUSC will be results focused at the team, building, and district level, setting SMART goals to create focus. Quarterly reviews of progress will be developed.

Expectation 8: We will examine our current grading and homework policies/practices to evaluate what is needed for student success and to foster true accountability
Professional Learning Communities examine current practices with best practices in the field to support student learning

Tight: We will collaboratively discuss and review NPUSC grading/homework practices at the team, building, and district level. Teams, schools, district committees, and feedback from families we serve will all be sought in the process

Expectation 9: We will collectively identify key student social & academic behaviors necessary for student success & explicitly teach/model these behaviors
Professional Learning Communities maximize focus and resources on what we have control of to maximize student learning. A key component is to explicitly teach behaviors that support student success, moving away from the assumption in traditional schools these behaviors are known or should be known.

Tight: NPUSC schools and classrooms will identify, teach, and model critical social and academic behaviors necessary for students to exhibit to be successful academic

Expectation 10: We will collectively build a shared vision for Best Practice Instruction in our classrooms (What We Will See/What We Will Not See)
It is critical in a Professional Learning Community to have a common language and shared understanding of best practices in the classroom plus what to avoid regarding practices in the classroom. This provides a shared platform of understanding to collaborative share our work together to support student learning.

Tight: We will collectively build by school a shared list of "What We Will See/Will Not See" in the classroom and re-visit yearly as we learn more about student learning.

PLC Implementation Framework
New Prairie United Schools

*Bold Item-Major Item First Year Intro & Learn
*Italicized Item-2nd Year Solidify

2017-2018

1. Build Collective Understanding for the PLC Process
2. Develop Guiding Coalitions of School Leaders to help educate and provide input about implementation of the PLC Process
3. Build Collaborative Teams & Establish Support within Contract Time to Implement Collaborative Teams
4. Build Mission-Vision-Collective Commitments-Core Values

2018-2019

1. **Review curriculum to identify Essential Standards per grade and subject that will drive student learning in the PLC Process**
2. Begin professional development & training on and off-site to deepen understanding and implementation the PLC Process
3. *Publish and solidify Mission-Vision-Commitments-Core Values*

2019-2020

1. *Solidify & Review Identification of Essential Standards based on student learning data; Ensure unpacking of Essential Standards into Learning Targets or Sub-Skills in Kid Friendly Language*
2. **Learn How to & Build Common Formative Assessments (CFAs) based on Essential Standards & Sub-Skills, begin implementation**
3. Continue professional development & training on and off-site to deepen understanding and implementation the PLC Process

4. Build Stop Doing/Start Doing Lists at Building and District Level for the Five Major Areas of Student Learning-*Instruction, Assessment, Intervention, Safety-Behavior, & Data Driven Decision Making*

2020-2021

1. Continue professional development & training on and off-site to deepen understanding and implementation the PLC Process; Check Essential Standards with Latest Student Learning Data
2. *Solidify Implementation of Common Formative Assessments (CFAs) & ensure Cycles of Learning for timely Intervention*
3. *Finish Start Doing-Stop Doing Charts for Areas of Student Learning*
4. **Build Comprehensive Intervention & Enrichment System both in the Classroom and Schoolwide-Response to Intervention (RTI)**

2021-2022

1. Continue professional development & training on and off-site to deepen understanding and implementation the PLC Process
2. *Solidify RTI Intervention Systems & Process per Building*

2022-2023

1. Continue professional development & training on and off-site to deepen understanding and implementation the PLC Process

2. Continuous improvement & review of major components of PLC Process

   o -Essential Curriculum & Standards Students need for Success
   o -Common Formative Assessments to track Student Learning of Essential Standards in Real Time
   o -System of Interventions (RTI) in the Classroom & School

New Prairie United School District
PLC SMART GOAL WORKSHEET

Date			10/26/2020
Smart Goal: NPUSC students will improve writing development, as measured by NPUSC teachers in the CFA process, by an average of one-two points from BOY to EOY as measured by assessment through a common grade level writing rubric.			
PLAN	*Analyze the Data*	What is the Data Telling Us?	Historical ISTEP/ILearn data reveals ELA concerns in grades 3-10; data drill down reveals writing concerns related to writing applications and conventions
DO	*Implementation Strategies*		1. Continue to ensure weekly writing instruction based on Smekens/Six Trait Strategies 2. Create common rubric for students expectations and scoring
CHECK	*Assessing, Maintaining, and Monitoring*	When will we check our progress? What is our overall goal?	As a natural part of essential standard/CFA process, students will learn writing genres (persuasive, narrative, expository, response to reading) & demonstrate growth through writing assessments tied to essential standards

ACT	Response	Have we taken the right course of action for improvement?	1. Ensure essential writing standards are identified per grade level 2. Ensure students learn appropriate grade level writing response genres 3. Create common grade level rubric that is developmentally appropriate 4. Start with ELA classrooms 2020-2021, 2021; 2022 share strategies with all classrooms for support

New Prairie United School District
PLC SMART GOAL WORKSHEET

Date	10/7/2020

Smart Goal: By May 2022, NPUSC will create a phase one grading policy that will prioritize best practices in grading that will minimize the level of variety among grading practices. Focus areas will include how zeros are assigned, late work, removing non-academic impacts on grades, and homework

PLAN	*Analyze the Data*	What is the Data Telling Us?	Our grading practices across the corporation are inconsistent and don't always align to best practice regarding late work, assigning zeros, non-academic impacts on grades, and impact of homework on grading.
DO	*Implementation Strategies*	What are we are going to do about it?	Continue corporation wide committee. Research best practices in grading. Collectively agree upon practices we will eliminate, change and incorporate.and utilize staff input to finalize position documents based on research in grading practices Create policy-phase one. Communicate with students and parents.

CHECK	*Assessing, Maintaining, and Monitoring*	When will we check our progress? What is our overall goal?	Begin work for phase two policy implementation at future time-grade level teachers will meet to identify consensus for Core List of Most Taught Standards that will appear on a future Standards-Based Report Card by subject Finalize position documents that will become basis for grading policy phase one recommendations for: -Zeros -Late Work -Homework -What Grades should Mean, eliminate impact of non-academics on grades
ACT	*Response*	Have we taken the right course of action for improvement?	Staff review of expectations for 21-22 after board policy enacted, survey impact of best practices focus on accuracy of grades as a reflection of true student learning

New Prairie United School District
PLC SMART GOAL WORKSHEET

Date			10/7/2020
Smart Goal: By May 2023, NPUSC will develop a comprehensive RTI system for all K-12 students for Academic and Social Behaviors Support			
PLAN	**Analyze the Data**	What is the Data Telling Us?	Discipline, academic, and anecdotal data suggests some NPUSC students are in need of more explicit instruction or support to develop necessary academic & social skills to be successful academically
DO	**Implementation Strategies**	What are we are going to do about it?	Tier One-clearly defined/expected academic/social- behaviors, explicitly taught to students BOY Tier Two-support/services for student in need of additional support system for success on SEL areas Tier Three-intensive supports, one on one focused support for students struggling SEL areas

CHECK	*Assessing, Maintaining, and Monitoring*	When will we check our progress? What is our overall goal?	Pyramid of Goal Interventions at each Tier will be established to strive to implement; Ex-Full-time social worker at NPHS to guide Tier Two support
ACT	*Response*	Have we taken the right course of action for improvement?	Evaluate student discipline, surveys, and behavioral data to determine improvement; The number of students requesting support will decrease 5% from Fall 2021 to Fall 2022

New Prairie United School District
PLC SMART GOAL WORKSHEET

Date			10/7/2020
Smart Goal: NPUSC students will improve writing applications, as measured by the number of students in orange or below proficiency status on Indiana state exam-NPUSC will reduce the number of students K-12 in orange status from spring 21' to spring 22'			
PLAN	*Analyze the Data*	What is the Data Telling Us?	Students are below proficiency on the state exam for writing at an average of 35% below proficiency
DO	*Implementati on Strategies*	What are we are going to do about it?	NPUSC ELA Teachers will implement Smekens writing strategies and incorporate writing skills in bi-weekly Common Formative Assessments NPUSC teachers will incorporate writing that makes sense for their discipline/subject area to support student writing development

CHECK	Assessing, Maintaining, and Monitoring	When will we check our progress? What is our overall goal?	1. Principals/Teachers will share CFA trends each semester 2. Review state exam data to track reduction in students below proficiency in writing at each tested grade level
ACT	Response	Have we taken the right course of action for improvement?	Will be measured by review of student proficiency data and if CFA strategy had a positive impact...

What are the Next Steps on this Journey?

NPUSC & the PLC Process

Let's Start with this Illustration

- The 1 or 2 Game in
- ...Rock, Paper, Scissors Format
- Winners in drawing for Heston's Gift Cards

Definition of a Collaborative Team

- Collaborative Teams are groups of people that work *INTERDEPENDENTLY* to <u>achieve a common goal</u> for which members are <u>mutually accountable</u>

What Have We Done So Far..

- Defined Mission-Vision-Commitments
- Built Collaborative Teams & the Time
- Identified Essential Standards

This Fall-The Next 6 to 8 Weeks

- Review Essential Standards against I-Learn Data & New Student Needs
- *If you haven't, unpack Essential Stds!!
- Write SMART Goal(s) with Your Team

Ok What about after That-What is Expected

- Common Formative Assessments
- PLC Implementation Framework

Building an Airplane on the Fly

Common Formative Assessments-What (CFAs)

- Graded or Ungraded-Different Types
- Every Few Weeks at the Least-Cycles of Learning
- Creates the Data we Need to Act Now

What we Need to Succeed

- CFAs is the Hardest Part of the PLC & What Students Need the Most
- What do we Need to Get it Done?

CFAs What do we Need #1

- Relationships-look at the Core Values you wrote two years ago

CFAs What We Need #2

- Give a Little to Gain A lot, The 1-2 Game Explained
- *Let your Colleagues In…

Vocabulary of a True PLC Culture

- --We, Us, Try this it Helped Students
- "Why don't we try this"
- What is the evidence of student learning?
- Open to Constructive Feedback

What do we Need #3

- Know our Achilles Heel & Weakness, it is a Common Problem, let's improve it...

What do we Need #3

- Rely Less on our Feelings/Emotions and our Experience

- Rely More on Data, Results, Best Practice & Collaborative identified Solutions

What do we Need #4

- Data Focused & Positive Peer Pressure
- A comment about Data First, you are Empowered in this...

Positive Peer Pressure

- What it is & What it is Not

- Check out the Norms of this PLC School in Chicago

One Chicago PLC School

- We will bring "fresh/relevant" student data to at least 50% of our meetings
- We will bring student data in a format that is ready for collaborative analysis
- We will examine data student by student, skill by skill
- At the end of all meetings, we will answer this- *"How did this Meeting improve Student Learning?"*

What We Need #5

- More Student-Centered Stances, Less Teacher-Centered Stances
- See Handout

What do we Need #6

- Culture is Built by 1000 Cuts…

What do we Need #7

- Failing Forward-What is that?

YOU HAVE BEEN FOREWARNED...

- The Next 18 Months will be the Hardest...
- Be Open to Grow & Remember Its not about Us, It is about the Students

Improvement – A Model to Learn From

- Consider the Most Visited School in America & this Video about the reality of conflict, growth & what we are about to do...