



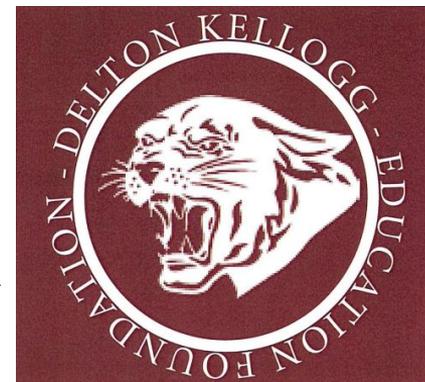
Barry
Community
Foundation

For Good. For Barry County. Forever.

Welcome back!

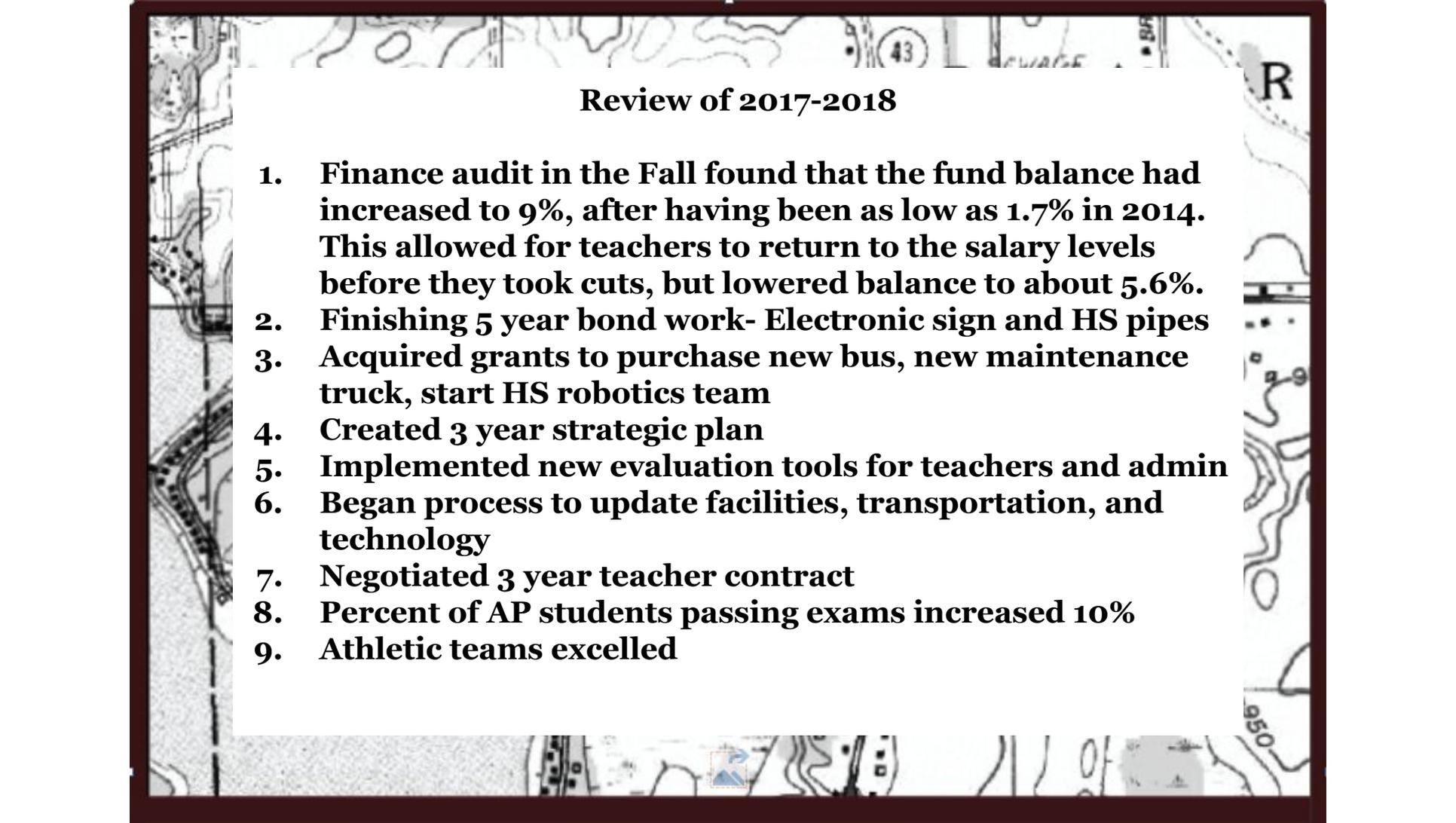
**Eat breakfast- Thank you Thornapple
Credit Union!**

**Annie Halle, Barry Community Foundation
State of District**



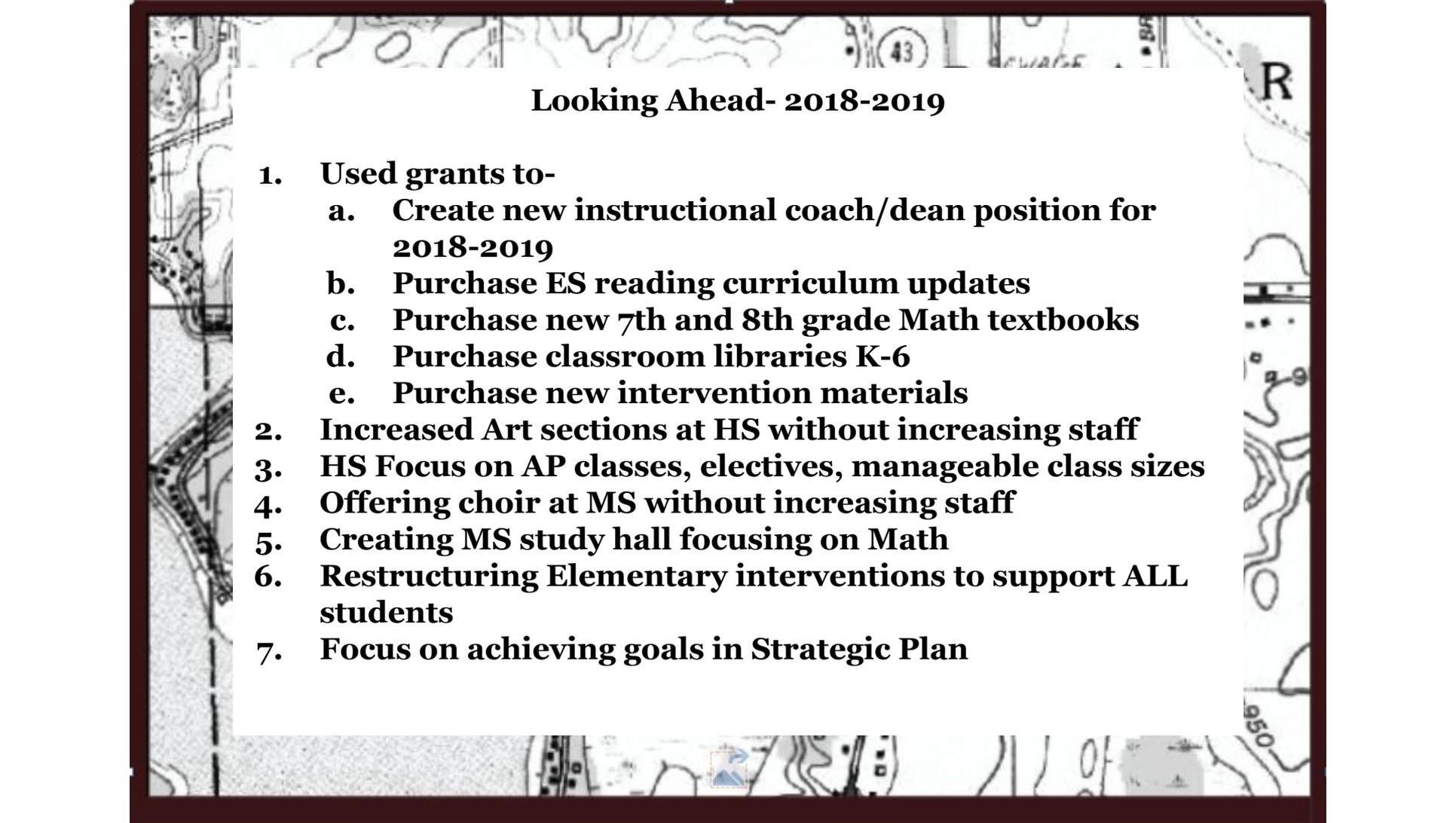


**State of the District Address
August 29, 2018**



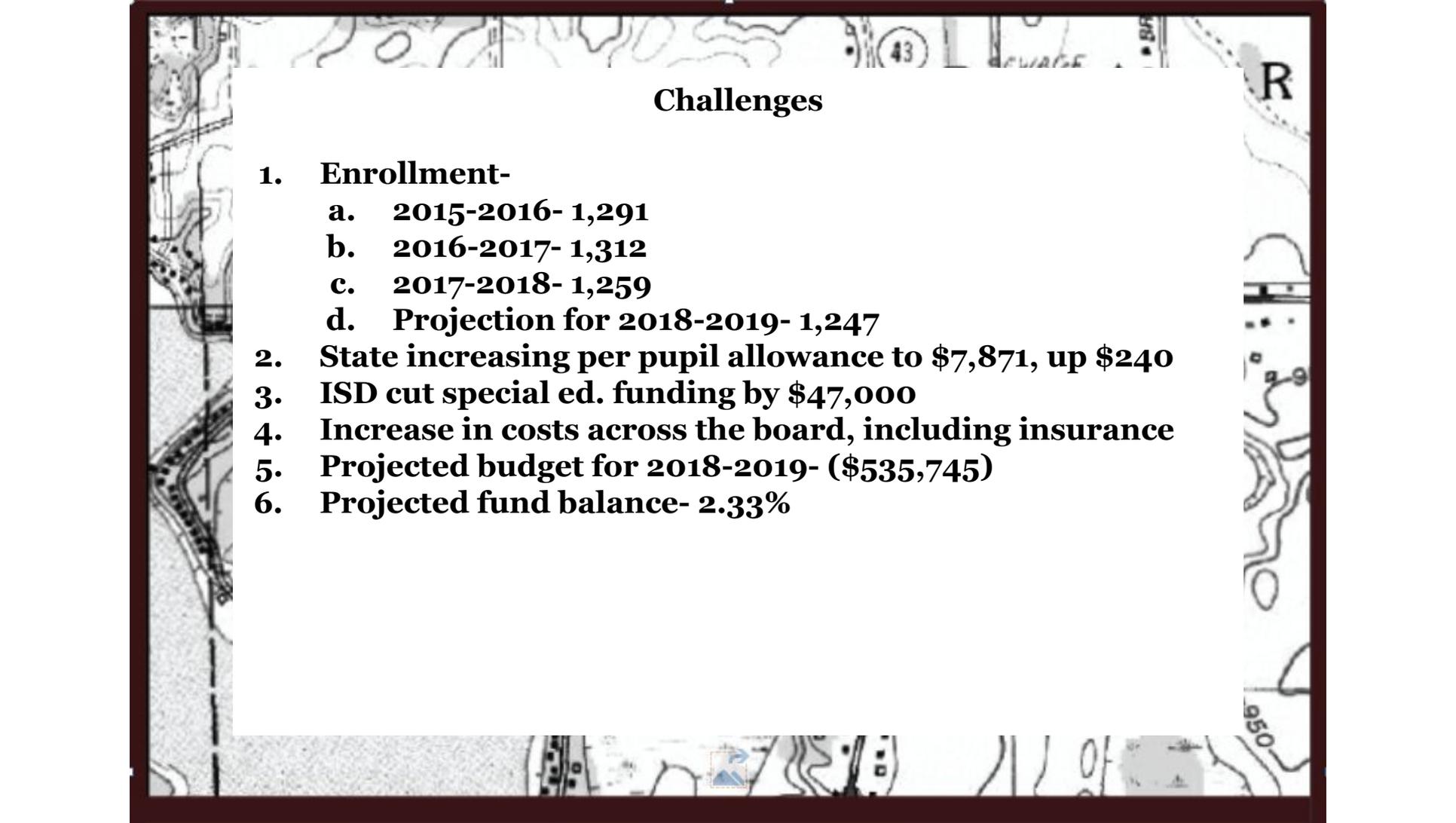
Review of 2017-2018

- 1. Finance audit in the Fall found that the fund balance had increased to 9%, after having been as low as 1.7% in 2014. This allowed for teachers to return to the salary levels before they took cuts, but lowered balance to about 5.6%.**
- 2. Finishing 5 year bond work- Electronic sign and HS pipes**
- 3. Acquired grants to purchase new bus, new maintenance truck, start HS robotics team**
- 4. Created 3 year strategic plan**
- 5. Implemented new evaluation tools for teachers and admin**
- 6. Began process to update facilities, transportation, and technology**
- 7. Negotiated 3 year teacher contract**
- 8. Percent of AP students passing exams increased 10%**
- 9. Athletic teams excelled**



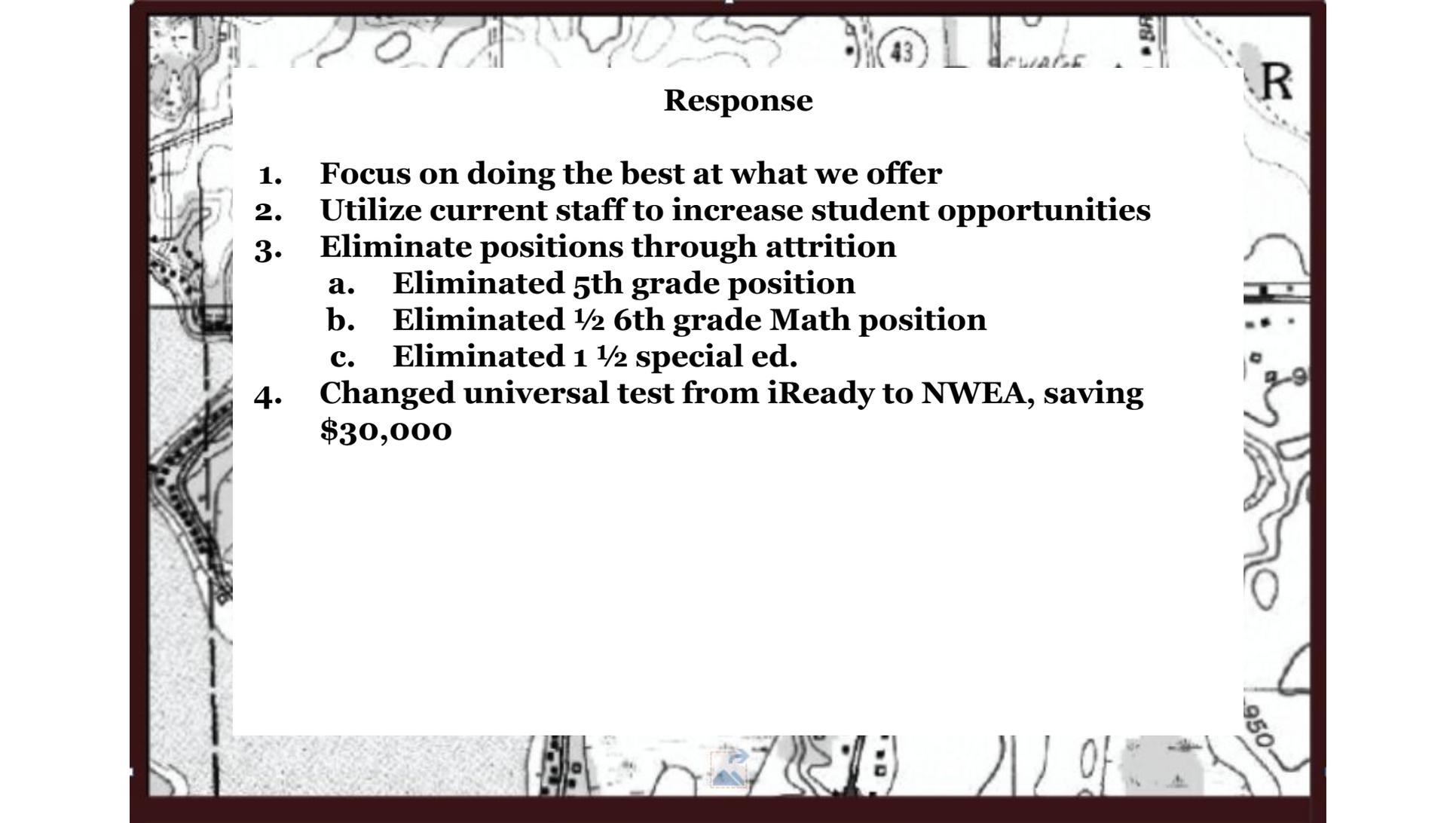
Looking Ahead- 2018-2019

1. **Used grants to-**
 - a. **Create new instructional coach/dean position for 2018-2019**
 - b. **Purchase ES reading curriculum updates**
 - c. **Purchase new 7th and 8th grade Math textbooks**
 - d. **Purchase classroom libraries K-6**
 - e. **Purchase new intervention materials**
2. **Increased Art sections at HS without increasing staff**
3. **HS Focus on AP classes, electives, manageable class sizes**
4. **Offering choir at MS without increasing staff**
5. **Creating MS study hall focusing on Math**
6. **Restructuring Elementary interventions to support ALL students**
7. **Focus on achieving goals in Strategic Plan**



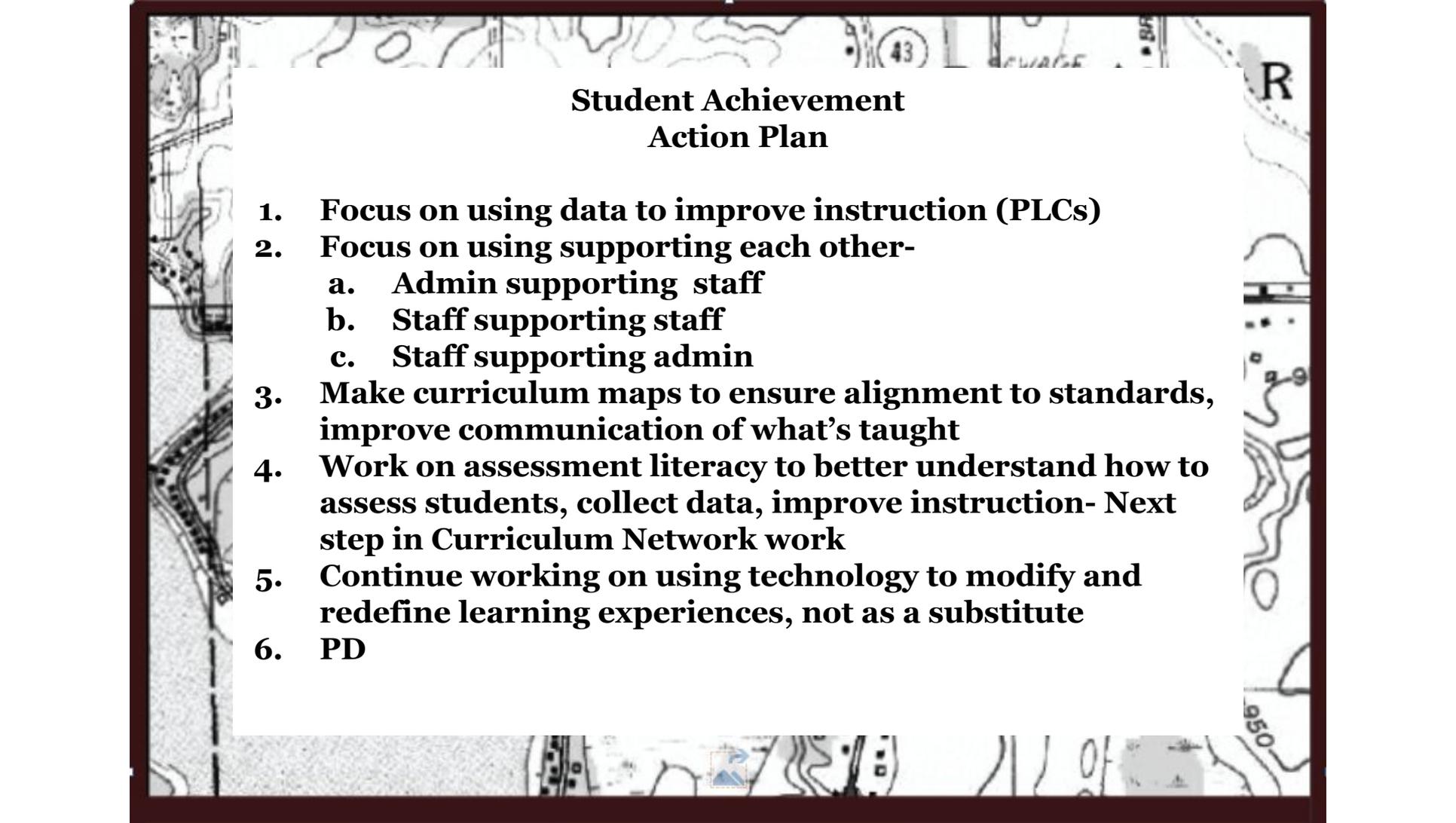
Challenges

1. **Enrollment-**
 - a. **2015-2016- 1,291**
 - b. **2016-2017- 1,312**
 - c. **2017-2018- 1,259**
 - d. **Projection for 2018-2019- 1,247**
2. **State increasing per pupil allowance to \$7,871, up \$240**
3. **ISD cut special ed. funding by \$47,000**
4. **Increase in costs across the board, including insurance**
5. **Projected budget for 2018-2019- (\$535,745)**
6. **Projected fund balance- 2.33%**



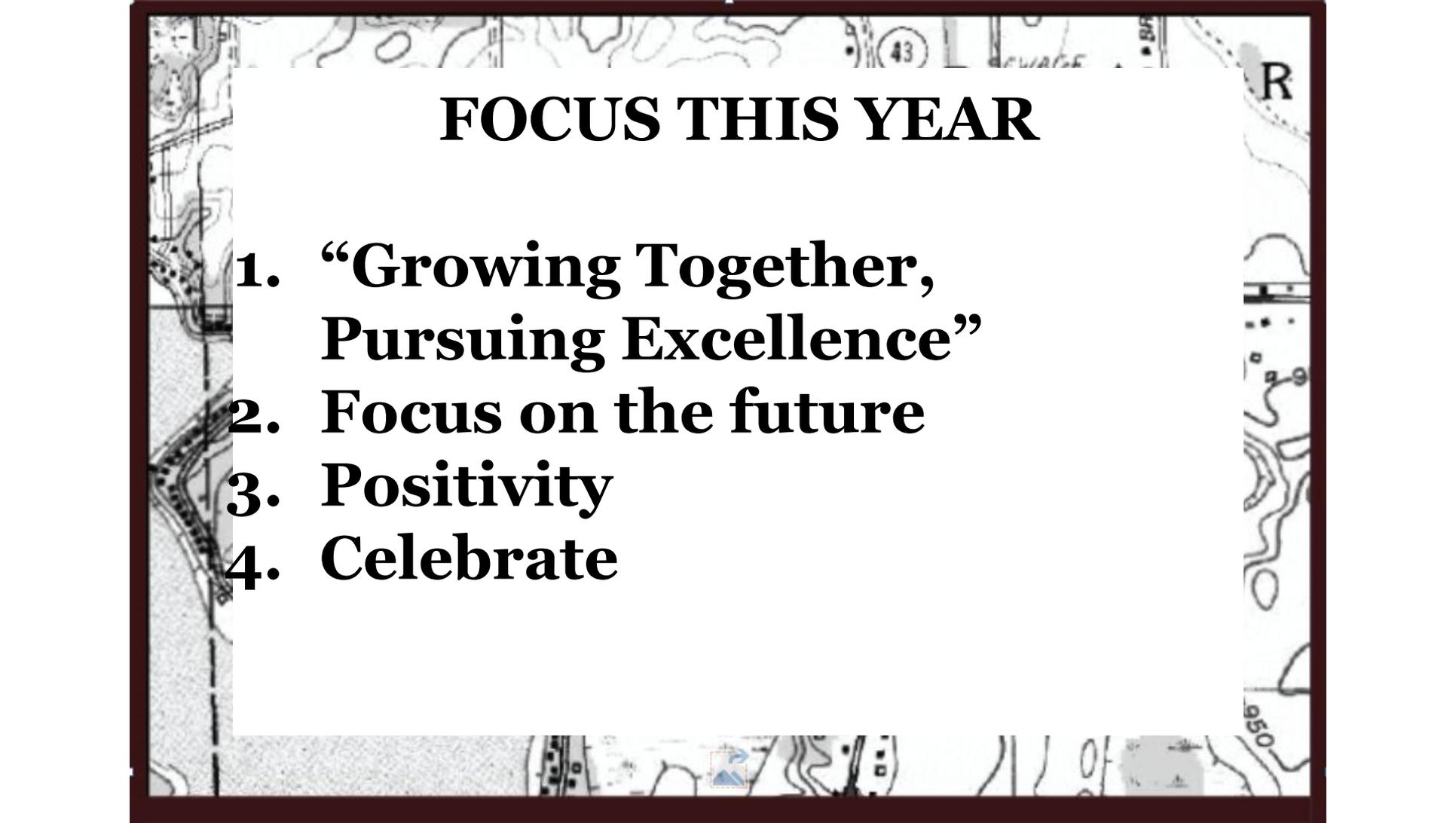
Response

- 1. Focus on doing the best at what we offer**
- 2. Utilize current staff to increase student opportunities**
- 3. Eliminate positions through attrition**
 - a. Eliminated 5th grade position**
 - b. Eliminated 1/2 6th grade Math position**
 - c. Eliminated 1 1/2 special ed.**
- 4. Changed universal test from iReady to NWEA, saving \$30,000**



Student Achievement Action Plan

- 1. Focus on using data to improve instruction (PLCs)**
- 2. Focus on using supporting each other-**
 - a. Admin supporting staff**
 - b. Staff supporting staff**
 - c. Staff supporting admin**
- 3. Make curriculum maps to ensure alignment to standards, improve communication of what's taught**
- 4. Work on assessment literacy to better understand how to assess students, collect data, improve instruction- Next step in Curriculum Network work**
- 5. Continue working on using technology to modify and redefine learning experiences, not as a substitute**
- 6. PD**

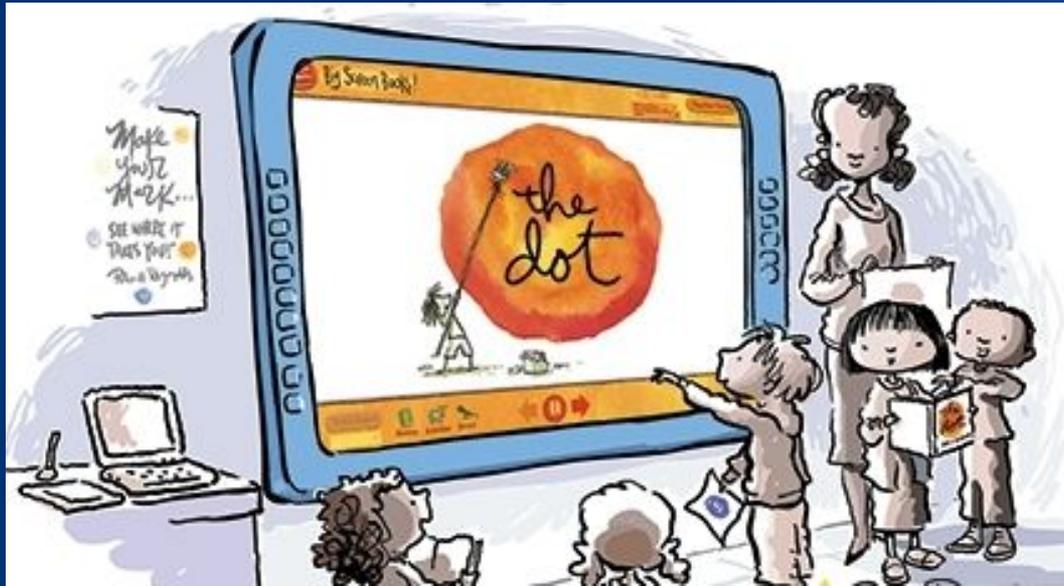


FOCUS THIS YEAR

- 1. “Growing Together,
Pursuing Excellence”**
- 2. Focus on the future**
- 3. Positivity**
- 4. Celebrate**

Growing as Professionals in PLCs

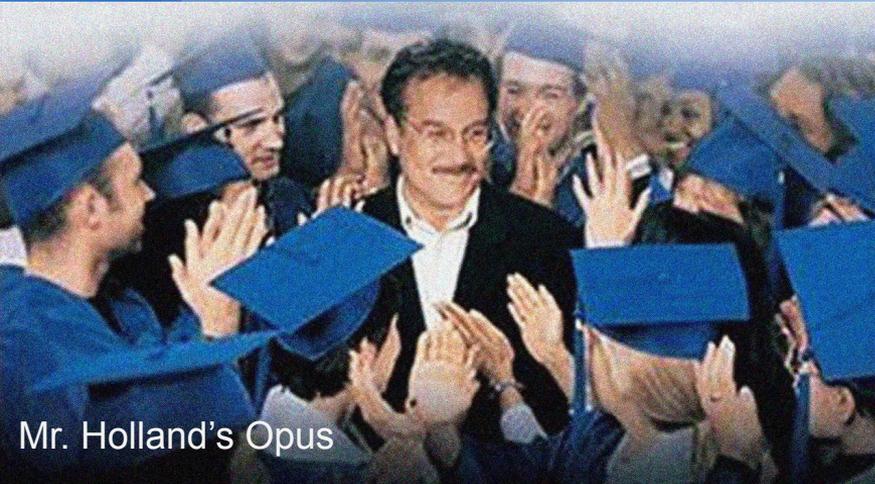
Leaving Your Mark as a Team



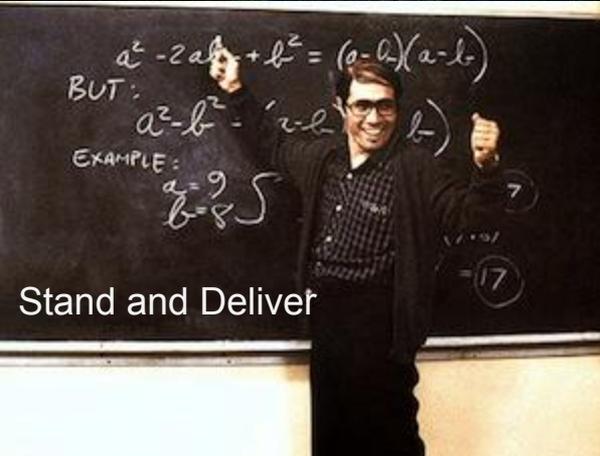
GOAL:

To understand the purpose of PLCs and
this year's Professional Development.

No Man Is an Island



Mr. Holland's Opus



Stand and Deliver



Dead Poet's Society

1. What is a PLC?

Collaborative Culture with a Focus on Learning

-teams work together to achieve common goals linked to learning, to improve professional practice



1. What is a PLC? pt. 2

-culture of freedom,
responsibility within
highly developed
systems

Agree?



Major Shift

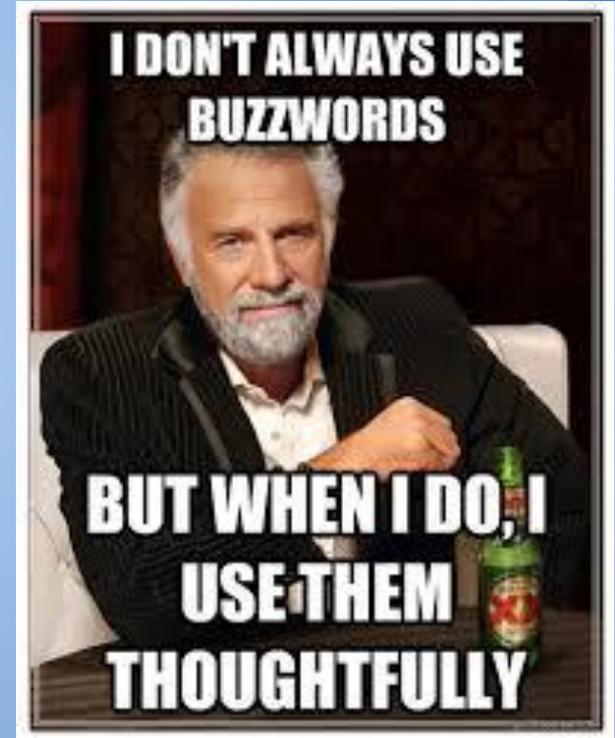
From teachers gathering data to assign grades

TO

Gathering formative assessment data to inform instruction and respond to students who need more time and support

PLC as a buzzword

What usually happens is-enthusiasm gives way to confusion, followed by problems, followed by a feeling that it failed, then starting a new initiative



Common Mistakes- Allowing Complacency



OUR GOAL

Goal of district is to make data based decisions, improving instruction based on formative assessment data



Schools that function as
PLCs are always
characterized by a
collaborative culture

Question: How do you change a culture?



-No more teacher isolation

REPLACE WITH

-**collaborative** teams

-members work **interdependently**

-to achieve a **common** goal

-the team is **mutually** accountable.

2. What do teams do?



How will we gain expertise?

1. Engage in collaboration and on-the-job learning
2. Teacher learning must be ongoing
3. Welcome instructional coaches or admin to join us to offer outside perspective

Participating in learning communities can revitalize teachers and focus energies on students



TIME

- Research supports meeting once a week
- We're doing every 2 weeks
- TIME is used for analyzing and improving classroom practices, through collective research and to learn together to generate a product as a result

2. What Do Teams Do?

1. establish norms for effective meetings
2. examine data
3. determines a goal
4. develop plan to increase teacher knowledge and improve instruction
5. engages in process of questioning, studying, planning, designing, and/or implementing new teaching strategies, assessing progress, reflecting, revising, and documenting

Questions to guide teams

Questions to guide the team-

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not learn?
4. How will we respond when they already know it?



3. Define Team Expectations

- Come prepared
- Stay focused



Activity 2

4. Plan for Learning and Action

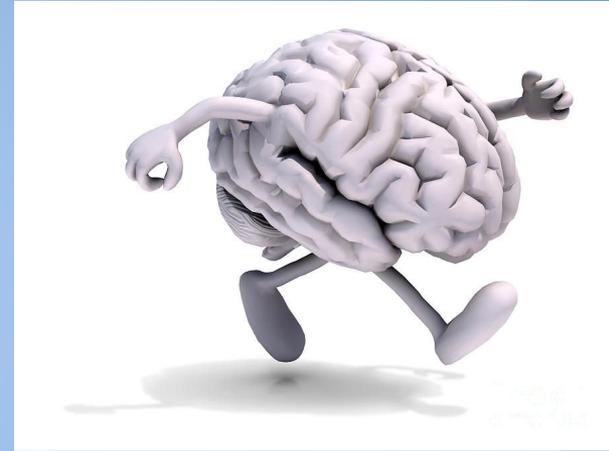


Sample Curriculum Area Focuses

- Reading comprehension in the content areas
- Math manipulatives and hands-on instruction
- Inquiry-based teaching approaches in science
- Effective approaches for teaching social studies
- Special needs students
- Writing across the curriculum

Sample Topical Focuses

- Looking at student work
- Differentiated instruction
- Inclusion
- Small group instruction
- Alternative assessments
- Critical thinking strategies
- Active learning strategies
- Using technology for learning



Sample Focus Questions or Goal

-What research-based strategies can we use to increase reading comprehension in Science?

Identifying Current Status

- Need to identify your own assumptions about students, teaching, and learning
- Identify what you already know
- Make short-term goals

Begin Inquiry-Action Cycle

1. Define what the team is going to learn and work on together
2. Identify current practices and explore new research-based practices

Begin Inquiry-Action Cycle

3. Design actions and experiment with new instructional strategies, practices, ideas, and theories

4. Reflect on the results individually and collectively

Begin Inquiry-Action Cycle

5. Decide on common strategies to try

6. Share regularly with other teams, teachers, students, administrators, community leaders, and other interested people.

Video Example of a Good PLC Meeting

PLC Team Feedback



Directions: Only have one member of the team complete this and "turn in" on Google Classroom. You may "Share" it with your team so everyone can access it.

Team Name (grade level and/or department):

Members Present:

Goal for Meeting:

Assessment Data:

Conclusion Based on Data (deficiencies, strengths):

Classroom Application (strategies to be used):

Questions/Concerns:

Getting It Done- Our Plan

- Beginning Oct. 1- complete a PLC every 2 weeks
- Figured out it's less meetings than Wed. and you do it when most convenient
- Give admin 3 days notice of meeting
- Complete PLC Form
- Everyone is in 1 PLC

Complete Exercise 3

PLCs- Team Documents

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade

PLCs- Team Documents

- 7th Grade
- 8th Grade
- MS Specials
- H.S. Social Studies
- H.S. Science
- HS English
- H.S. Math
- PE
- Trades
- Foreign Language
- Counselors

PLC ES Specials

PLC Music

PLC Art

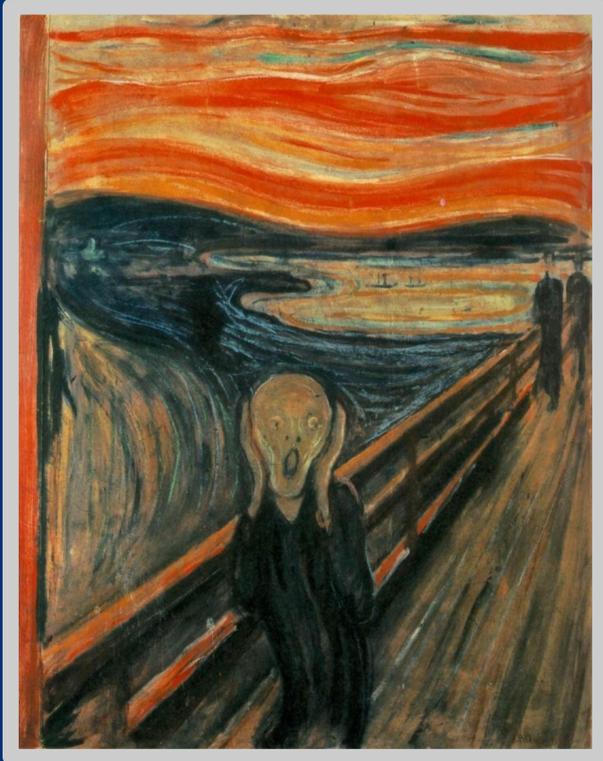
Let's Start



Preparing for New Evaluation Plan

Introduction to SLOs and Measuring Growth

Don't Stress



There will be questions.



It's okay not to know.

Agenda

1. Summary of the Law
2. Background Info. on Student Growth
3. What It Looks Like For Us
 - a. Student Learning Objectives
4. Time to Work on SLO

Summary of Law

Student Growth Required- 25% now. 40% beginning in the 2018-2019 school year.

- a. Must use multiple measures.
- b. Must use 3 years of data, if available
- c. Must use ELA, Math MSTEP scores for 4th-8th grade teachers for 20%

[-click here for legislation](#)

MDE recommends Student Learning Objectives (SLO)

[-click here for SLO resources at MDE](#)

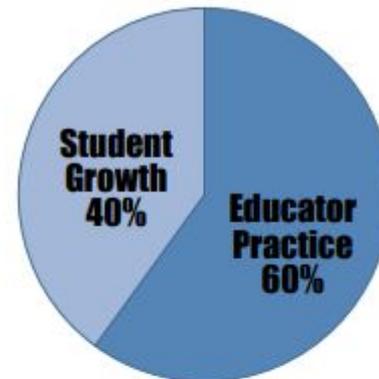


Student Growth Measures

- Nationally normed or locally developed assessments aligned to state standards
- Research-based growth measures or alternative assessments that are rigorous and comparable across the district
- Individualized education program (IEP) goals (as applicable)

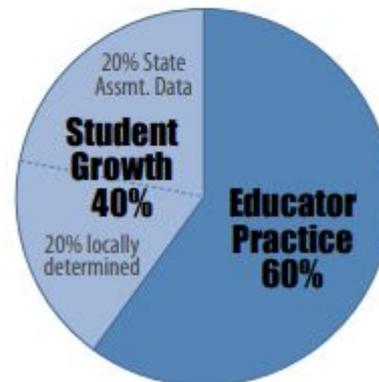
2018-19 and Beyond

Administrators and most teachers



2018-19 and Beyond

Teachers in grades 4-8 ELA & math



Student Growth

The change in student achievement between two or more points in time.

NOTE: There has not been any clarification/direction given regarding student growth ratings being based on trajectories toward proficiency.



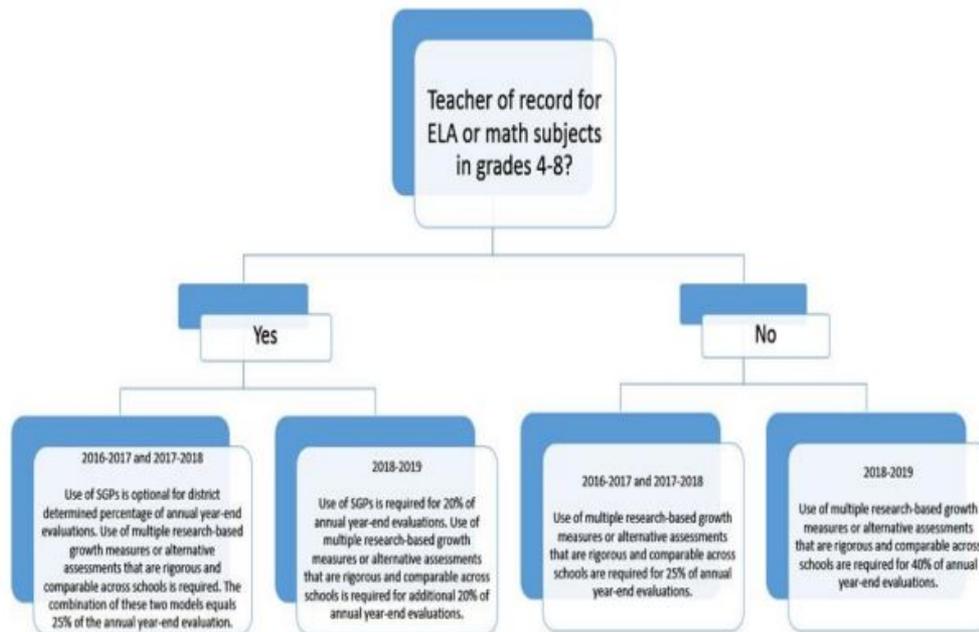
def·i·ni·tion

PA 173 – SECTION 380.1249

- With the exception of the required 50% of student growth measured by state assessments for teachers of tested grades and subjects (starting in 2018-2019), **there is no requirement that teachers' student growth measures and weightings be the same.**
- While the MDE recommends that teachers of the same grades and/or content areas within a building and/or district be evaluated on student growth measures that are as similar as possible to ensure equity, **there may be cases in which differences may be appropriate and equitable.**

REMEMBER THIS...

Only Teachers of ELA and/or Math in Grades 4-8 will be required to use state test data as part of their student growth and assessment data.



WHAT % OF TEACHERS (WHO) IN YOUR DISTRICT MUST USE STATE DATA? HOW?

SIMPLE GROWTH MODEL

Student	Pre-Test Score	Post-Test Score	Change
Student A	350	400	+50
Student B	370	415	+45
Student C	380	415	+35
Student D	325	390	+65
Student E	316	370	+60
Class or School Average	347	398	+51

Benefits

- Easy to calculate.
- Documents change in performance of individual students.

Drawbacks

- Only students who took both assessments are included in the educator's growth calculation.
- The points themselves provide no information. For Simple Growth Models to be useful, experts, educators must make informed judgments about how much growth is enough.
- Do not indicate if students are developing the skills they need to meet state standards of proficiency.

SIMPLE GROWTH MODEL

Sample Success Criteria

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Less than X% of students demonstrated adequate growth on the ABC assessment. The standard setting team, based upon trend data at the district/grade or building level, will determine growth on an annual basis using three years of the most recent data (if available).</p>	<p>Between X% and X% of students demonstrated adequate growth on the ABC assessment. The standard setting team, based upon trend data at the district/grade or building level, will determine growth on an annual basis using three years of the most recent data (if available).</p>	<p>Between X% and X% of students demonstrated adequate growth on the ABC assessment. The standard setting team, based upon trend data at the district/grade or building level, will determine growth on an annual basis using three years of the most recent data (if available).</p>	<p>At least X% of students demonstrated adequate growth on the ABC assessment. The standard setting team, based upon trend data at the district/grade or building level, will determine growth on an annual basis using three years of the most recent data (if available).</p>

Ineffective	Minimally	Effective	Highly Effective
Fewer than 60% of students meet growth targets	60 to 74% of students meet growth targets	75 to 89% of students meet growth targets	90% or more of students meet growth targets

A close-up photograph of Gene Wilder as Willy Wonka, looking slightly to the right with a confused or questioning expression. He has his signature mustache and slicked-back hair. The image is framed by blue decorative borders on the left and right sides. At the bottom, the text "What did you say?" is written in a bold, white, sans-serif font with a black outline.

What did you say?

What's a Student Learning Objective (SLO)?

- SLOs are content-specific,
- measurable learning objectives
- focused on growth in student learning
- aligned to curriculum standards or objectives.

Which students will be included in these SLOs?



District parameters

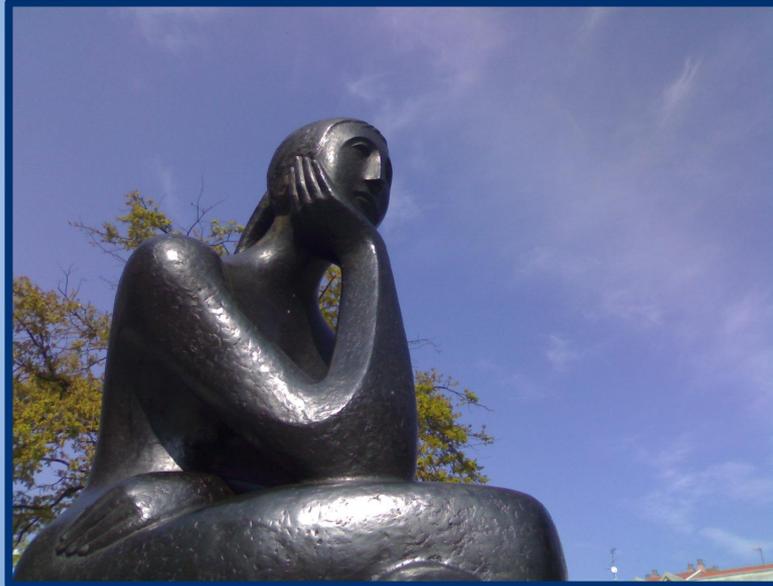
Student must

- attend 80% of class being tracked
- be enrolled in your class by the 3rd week of school

Please note:

It is possible to exclude specific students (ELL, IEP, etc.) but it may not be beneficial.

What do I need to do next?



SLO Template Overview

1. Baseline Data
2. Learning Goal
3. Rationale
4. Strategies
5. Assessment
6. Targeted Growth
7. Mid-point Check-in
8. Results



These will be completed early in the school year.

Baseline

1. Baseline

Criteria

- Uses allowable data to drive instruction and set growth targets on concepts, skills, or behaviors

Guiding Question

- How did students perform on the pre-assessment?
- What does the data show you about students' starting points?

-Include Baseline Data Here

The student population includes 16 ninth grade students enrolled in English I. In addition, Juliet, Richard, and Manuel have IEPs for specific learning disabilities, and Richard is also categorized as an English Learner.

Students were given an expository writing prompt prior to instruction at the beginning of the school year. This writing prompt provided a baseline measure that identified students' initial placement into five performance levels. Formative assessment was used to confirm students' initial placement within the first two weeks of instruction.

Beginning	Emerging	Developing	Capable	Experienced
1	6	7	2	

Essay Rubric

6+1 Trait Writing Model

Student Name: _____

Category	4	3	2	1
Focus on topic (content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Accuracy of facts (content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	No facts are reported or most are inaccurately reported.
Introduction (organization)	The introduction is inviting, states the main topic, and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but it is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.

Learning Goal

2. Learning Goal

Criteria

- Rigorous and measurable
- Targets specific objectives from CCSS or district curriculum, where available
- Use baseline data to guide selection and instruction

Guiding Question

- Are the targeted areas scaffolded and rigorous?

-State What Content Areas Are Targeted and Their Related Standards

-Goals should be a semester long

-Include the Rubric Detailing the Performance Levels of the Learning Goal

The rubric detailing the performance levels is attached - [Rubric Attached](#)

Students will apply the 6+1 Trait writing model (e.g., ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) when writing expository essays.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Rationale

<p>3. <u>Rationale</u></p> <p><i>Criteria</i></p> <ul style="list-style-type: none">• Aligns with teaching strategies and learning content <p><i>Guiding Questions</i></p> <ul style="list-style-type: none">• Why did you choose this objective?• What strengths and needs were identified?• Based upon what data?	<p><i>-Explain Rationale Of Choosing Goal Including Their Rigor and How Standards Were Chosen Based On Baseline Data</i></p> <p>The application of the 6+1 Trait writing model allows students to establish foundational writing skills that will be applicable within any content area or grade level. English teachers throughout the district use this model to align our expectations for writing.</p> <p>In 9th grade, students are learning how to develop arguments, explain evidence, and use transition statements. The word choice will be appropriate for the grade level and specific to the topic of their assignments.</p>
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Strategies

4. Strategies

Criteria

- Identifies the model of instruction or key strategies to be used
- Is appropriate for learning content and skill level observed in formative assessment data
- Follows research-based best practices

Guiding Questions

- How will you differentiate instruction?

-Describe What Methods You Will Use to Accomplish the Learning Goal

Students will analyze a variety of samples of trait-based writing in course texts. In addition, students will build writing portfolios that include drafts, revisions, and final copies of essays that they have worked on throughout the school year. Students will also engage in self- and peer-assessment of their writing that will be included in the writing portfolio

Assessment

5. Assessment

Criteria

- Reflects the purpose of the class and the skills students have the opportunity to develop
- Has the same content, administration, and results reporting for all students
- Aligned with standards taught

Guiding Questions

- What assessment will be used to measure whether students met the objective?
- What type of assessment (Type I, II, and III)?

-Describe the Assessment Used and How it Will Measure the Outcome of the Learning Goal

This assessment was created and used by the district English department. A variety of expository writing prompts have been created by the district English department aligned to the district curriculum and state standards. The 6+1 Trait writing rubric will be used to evaluate these writing prompts throughout the school year. In addition, formative assessment such as self- and peer-assessment will be used to regularly check for student understanding.

Assessments will be differentiated for Juliet, Richard, and Manuel according to the accommodations included in student's individual IEPs. Juliet will be allowed to use a word processor to complete all written coursework and assessments. Richard and Manuel will both receive extended time to complete assessments, and Manuel will also receive all directions and writing prompts verbally. In addition, Richard will also be provided with a task specific glossary, picture prompts for all directions, and a paragraph template that includes appropriate guiding questions for writing an expository essay.

Target Growth

<p>6. <u>Targeted Growth</u></p> <p><i>Criteria</i></p> <ul style="list-style-type: none">Based upon baseline data including pre-assessments, formative assessments, previous student performance, IEPs, 504s	<p><i>-Explain Your Goal for Student Achievement</i></p> <p><i>-Refer to the Learning Goal Rubric and State What Tier Each Student Placed and Where they're Expected to Reach</i></p> <p>The below targets are ambitious and realistic for a ninth grade yearlong English I class. Many ninth grade students struggle with their writing. Learning the 6+1 Trait writing model will provide valuable tools that students will apply throughout the school year as they increase their understanding through the process of writing, analyzing, editing, and revising text.</p> <p>Students who perform at the "Capable" level will be more prepared for the expectations at the sophomore level where that same level will be considered "Developing." To develop their claims</p>
	<p>they'll need to compare the quality of those claims, use statistics, and use transition statements that connect the relationships between claims.</p>

Midpoint Check In

7. Midpoint Check In

Criteria

- Explain changes made to the Learning Goal or Target based on assessment data

The growth target for Tony was adjusted from capable to experienced due to collected evidence (e.g., work samples, assessment data) indicating that he was on track to exceed his initial target. In addition, Talia was removed from the SLO due to absences exceeding 50% of the first half of the SLO cycle.

Results Example

8. Results

Criteria

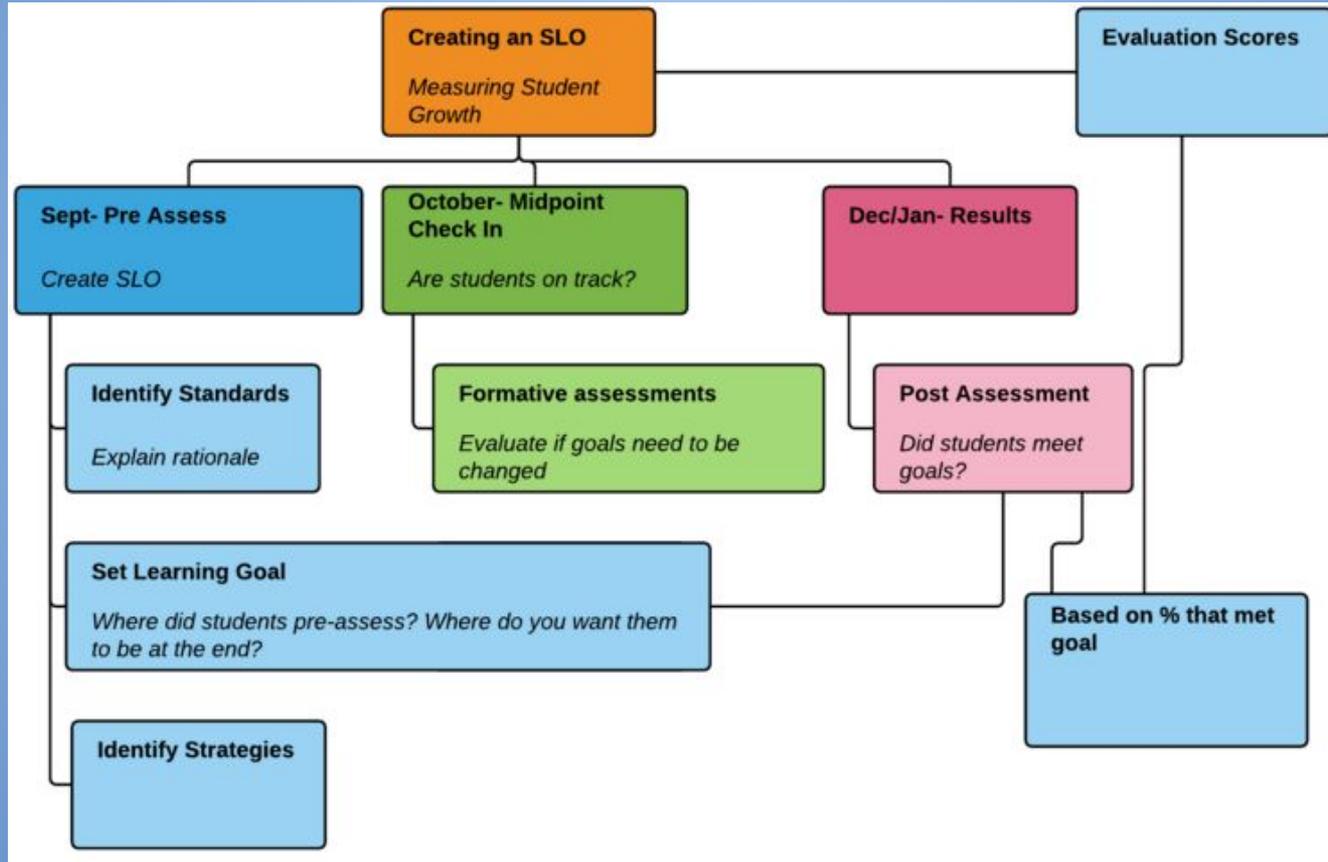
- Based on the summative assessment results, identify what students met their learning goals
- Identify what percentage of students met their goals
- Include any additional explanations to about the actual outcomes

Approximately 87% of students met their identified growth targets. All students met their growth targets with the exception of Esther who exceeded her growth target moving from developing to experienced, and Manuel who did not meet his growth target. Additional work samples were examined that confirm Manuel's performance level. A plan has been established by the teacher to further differentiate instruction to support Manuel achieve his growth target by the end of the school year.

Beginning	Emerging	Developing	Capable	Experienced
	1	2	9	3

	EL	LD	Beginning	Emerging	Developing	Capable	Experienced
Adrian							X
Anne					X		
Brian						X	
Carlos						X	

SLO Timeline Summary



Dig in....



[....to a sample \(click here\)](#)

On Your Evaluation



Highly Effective (80% or more met target)

Effective (65-79% met target)

Minimally Effective (50 - 64% met target)

Ineffective (< 50% met target)

MSTEP

Student Growth Percentile (SGP)

Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced		
Mathematics	3	1217-1280	1281-1299	1300-1320	1321-1361		
	4	1310-1375	1376-1399	1400-1419	1420-1455		
	5	1409-1477	1478-1499	1500-1514	1515-1550		
	6	1518-1578	1579-1599	1600-1613	1614-1650		
	7	1621-1678	1679-1699	1700-1715	1716-1752		
	8	1725-1779	1780-1799	1800-1814	1815-1850		
	Mathematics	3rd Grade Math 2016		4th Grade Math 2017		Growth in Scale Score	Percentile
		Scale Score 1275 (2 Ss)		1314 (NP) 1322 (NP) 1327 (NP) 1376 (PP) 1388 (PP) 1386 (PP) 1393 (PP) 1401 (P) 1406 (P) 1422 (A) 1423 (A)		+47	10th
				+105	40th		
Scale Score 1280 (3Ss)		1327 (NP) 1342 (NP) 1364(NP) 1375 (NP) 1383 (PP) 1399 (PP) 1401 (P) 1406 (P) 1422 (A) 1433 (A) 1434 (A)		+84 +95	20th 30th		
				+153	90th		

MEAN STUDENT GROWTH PERCENTILE

Teacher	Class SGP's	Mean SGP	Success Criteria
Mr. Roberts	S1 24th S2 25th S3 30th S4 36th S5 60th S6 63th S7 76th S8 79th S9 88th S10 93th	57.4	IE: 19.5 or less ME: 19.6-39.5 E: 39.6-59.5 HE: 59.6 or greater
Ms. Smith	S1 14th S2 36th S3 41th S4 45th S5 56th S6 65th S7 76th S8 88th S9 97th S10 99th	61.7	IE: 19.5 or less ME: 19.6-39.5 E: 39.6-59.5 HE: 59.6 or greater

MSTEP

Student Growth Percentile (SGP)

MEAN SGP Success Criteria

IE: 19.5 or less

ME: 19.6-39.5

E: 39.6-59.5

HE: 59.6 or greater

STUDENT GROWTH & ASSESSMENT DATA

3 Years of Data - Example

Year	Met	Possible	Percent	Rating	MEAN SGP
2015-16	312	346	90.17%	Highly Effective	48.3
2016-17	324	489	66.26%	Minimally Effective	45.1
2017-18	234	292	80.14%	Effective	50.8
2018-19	294	420	70%	Minimally Effective	
3 Yr Aggregate	852	1201	70.9	Minimally Effective	48.07 or 47.95

Sec.1249.(2)(b) If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

Assessment Requirements

Percentage Breakdown By Grade Level

- The student growth component will consist of SLOs, benchmark assessment data (ex. NWEA), and MSTEP, depending on the grade level.
- Grades 4-8- Include 20% MSTEP Scores. ELA and Math MSTEP Scores must be used for 20% of those teachers evaluations.

Kindergarten Teachers

- 20% SLO- specific to the grade level
- 10% Common Math Assessment
- 10% DIBELS

Grade 1 Teachers

- 20% SLO- specific to the grade level
- 10% Common Math Assessment
- 10% DIBELS

Grade 2 Teachers

- 20% SLO- specific to the grade level
- 10% NWEA Math
- 10% NWEA ELA

Grade 3 Teachers

- 20% SLO- specific to the grade level
- 10% NWEA Math
- 10% NWEA ELA

Grade 4 Teachers-

- 20% MSTEP SGP average of all 4th grade students
- 10% SLO- - specific to the grade level
- 5% NWEA Math
- 5% NWEA ELA

Grade 5 Teachers-

- 20% MSTEP SGP average of all 5th grade students
- 10% SLO- specific to the grade level
- 5% NWEA Math
- 5% NWEA ELA

Grade 6 Teachers-

- 20% MSTEP SGP average of all 6th grade students
- 10% SLO- specific to each teacher
- 5% NWEA Math
- 5% NWEA ELA

Grade 7-8 Teachers-

- 20% MSTEP SGP average of all 7-8th grade students
- 10% SLO- specific to each teacher
- 5% NWEA Math
- 5% NWEA ELA

Grade 9-12 Teachers

- 20% SLO
- 10% NWEA Math
- 10% NWEA ELA

Exceptions

Special Ed. Teachers may use student IEPs for their SLOs

- Ex.- If a special ed. Teacher has a reading group or math class, they use the IEPs to determine each student's Learning Goal for the SLO

Specials teachers- Art, Music, Band, STEAM, etc.

- Specials teachers will be required to complete an SLO for 20% of their evaluation. 20% will consist of the benchmark assessment scores for whatever building they spend more time in, with the average of all the grade levels being applied.

Principals will receive the average rating for all of the teachers in their building.

The superintendent will receive the average rating for all of the teachers in the district.

Collaboration with a teacher's PLC is encouraged when selecting or writing assessments.

Remember:



It's okay not to know.

[SLO Template \(click here\)](#)

SLO Examples

[5th grade Math](#) ([Ottawa ISD](#))

[Algebra I](#) ([Ottawa ISD](#))

- [2nd grade Math](#)
- [3rd grade writing](#)
- [4th grade science](#)
- [4th grade reading](#)
- [Elementary Music](#)
- [High School English](#)
- [Middle School Math](#)
- [Middle School ELA](#)



Teacher Evaluations

- Intended to support teachers
 - 3 walkthroughs meant for support
- Timeliness
- Lesson plans need to be submitted after one walk through, before one formal

NWEA MAPS

Growth

Goal

1 Why NWEA

2 Basic Info

3 Proctoring a Test

Why NWEA

- **MAP (Measure of Academic Progress)**
- **Provides ZPD (Zone of Proximal Development, the area where they best learn)**
- **Goal is to measure how kids respond to help**
- **Universal screener**

Basic Info

- **Adaptive test- will remember where kids left off and will start off just a little behind where they were the last time**
- **If 3rd grader has 6th grade math skills, it'll leave off where they left off**
- **Grade level only matters for the first question and then it adapts to where they're at**

Basic Info- Test Structure

- Reading items 40-43 test items- Not timed. Stops when the test feels like they have accurate measurement of instructional level of student**
- Math 51-54 items**
- 1 item a minute, average 37-55 min. to complete**

Log In to your NWEA account

- ◆ [Click here](#)
- ◆ Your username is your email
- ◆ Click on “forgot password” to reset it

Log In to a sample account for sample reports

◆ [Click here](#)

◆ Then pick a sample login name

Kindergarten Teacher	DeanCridering_PL1	InstructorPL1
1st Grade Teacher	HowardSaba_PL1	InstructorPL1
2nd Grade Teacher	TreyVelasquezRandall_PL1	InstructorPL1
4th Grade Teacher	PeterOkeefe_PL1	InstructorPL1
5th Grade Teacher	JaceFilek_PL1	InstructorPL1
6th Grade Teacher	AshleyHoffmeyer_PL1	InstructorPL1
7th Grade Teacher	BrandeeBarofsky_PL1	InstructorPL1
8th Grade Teacher	FrankReband_PL1	InstructorPL1

Log In to a sample account

- ◆ [Click here](#)
- ◆ Then pick a sample login name

9th Grade Teacher	MariaSchoberg_PL1	InstructorPL1
10th-11th Grade Teacher	MekiaJubran_PL1	InstructorPL1
10th-11th Grade Teacher	SumikaYamamoto_PL1	InstructorPL1
ES Admin	ThreeSistersAdmin_PL1	Administrator01
MS Admin	MtBachelorAdmin_PL1	Administrator01
HS Admin	MtHoodAdmin_PL1	Administrator01

Steps to Proctor a Test

[Click here](#) to see step by step

College Ready

- ◆ At end of 10th grade, reading 239, math 250- college ready
- ◆ need to be in 70th percentile to be college career ready
- ◆ 12th graders should aim for college and career ready scores

Resources

[NWEA learning resources](#)

-practice test

 Session name- grow

 Session password- grow

-teacher guides

-proctor tips

Test Dates

HS- Beginning week of Sept. 10

ES, MS- Beginning week of 17

Resources

-[Proctor Guide](#), [Proctor Training Video](#), [Proctor Steps](#), [Best Practices for Proctors](#)

-[Video Tutorials](#)

-[NWEA learning resources](#)

-[MAP Growth Teacher Toolkit](#) (parent guide, **RIT Reference Chart**, Your Reading Path, Khan Academy)

-[Mapping the Road to College](#)- shows average scores of SAT at colleges and costs

-[More Resources](#)

Action Plan

1. PLC Planning Exercises- next two slides
2. [Make SLO](#)
3. Get familiar with NWEA
4. Consider applying for [DKEF grant](#), supporting BCF

PLCs- Team Documents

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade

PLCs- Team Documents

- 7th Grade
- 8th Grade
- MS Specials
- H.S. Social Studies
- H.S. Science
- HS English
- H.S. Math
- PE
- Trades
- Foreign Language
- Counselors

PLC ES Specials

PLC Music

PLC Art

PLC Special Ed