

NWCS Strategic Planning Meeting Notes
October 28, 2019

- I. **Welcome & Introductions:** Attendance- Karen Harris, Andrea Larkey, Ginger Butcher, David Parker, Karrie Hamilton, Christina Allen, Angie Topp, Corey Krug, Jeff Miller, Traci Werling, Madi Bates, Sara Jarrard, Tim Wilson, Di Yonker, Ron Harnish, Kathy Thompson, Scott Elzey, Cami Shelton, Anna Sorg, Mark Reinhard, Kennedy Vachon, Makayla Troyer, Cylie Krug, Nicole Nussbaum, Kaiden Slader, Emmy Cupp, Scott Mills

Three Norwell High School students shared their internship experiences- Emmy Cupp is interning at Hope Missionary Church Preschool in Bluffton, it has helped her discover what she wants to do which is become a teacher. She is going to attend Taylor University. Kaiden Slater's internship has helped solidify his desire to pursue occupational therapy. He enlisted in the military as a reserve and will participate in ROTC when he attends Indiana Wesleyan. Kaiden believes his communication skills have developed and has helped him work on his punctuality. Kennedy Vachon is interning Ms. White at the Bluffton Middle School. This is something she wants to pursue. Her future plans are to attend Eastern Michigan to study psychology and pursue a guidance counseling degree.

Ron Harnish, NHS ICE & Internship Coordinator, described internships- require at least 5 hours and can get up to 90 a semester. ICE program has 17 students working at least 15 hours a week.

The students were asked how a group of people like SPC can help students be better prepared for the future? Kaiden responded that school not being too pushy. Students still feel intense pressure to go to college and just as much emphasis should be for job/career skills and military. Kaiden feels that Naviance can be annoying and tedious. Some students may not even want to go to college. It was noted that Juniors not taking PSAT could have done a job shadow on the day the PSAT was given. The students suggested that the College and Careers course could be moved from freshman year to junior year.

David Parker discussed the changes coming down from the state and the politics involved with the career pathways. Small school corporations are suffering with the options that will be required. In essence, the Governor's Workforce Council believes students need to be subjected to three years of the same CTE course to graduate.

- II. **NWCS Strategic Planning Committee Overview & Current Goals History-** the committee started in 2009. Scott gave an overview of the past and present goals.
- A. Positive & Welcoming Environment
 - B. Marketing our Schools
 - C. Increase Awareness of the Graduate Profile

- D. Create a Careers Awareness & Preparation model
- E. Implement Student Led Conferences

- III. **College and Career Feedback from Naviance-** *Feedback from Naviance shared by Scott. Scott shared the State requires 8th grade to have a software program to explore careers. Naviance is a software program that meets this requirement and it starts at 6th grade and goes through 12th grade for Norwell. There are learning style assessments, interest inventories, strengths assessment, etc... In theory, students would have an opportunity to explore the areas of interest for them that may be either college or careers. We would like for students to have a plan A & a plan B by their junior year. The class of 2020 shows that 54 students have an active application for college out of about 200. 51 have requested a transcript. The top schools are Ball State, IU, Indiana Wesleyan, Purdue, etc... There could be students who have applied and not have gone through Naviance. If you look back at historical data; The class of 2017, 68% had applied to one college and 2020 is under 25%. We are currently running at half for applying for a 4-year college. Naviance does have a scholarship leg but we have not implemented it yet.*
- IV. **Doing a better job with less effort. A review of teacher feedback & proposal of next steps-** *In an effort to continually improve, Scott survey teachers to find out what they said were the three biggest barriers that prevented them from doing a better job with less effort. Scott reviewed that teacher feedback. Teachers shared; Curriculum, technology, data/testing, meetings, administration, teacher/student ratio and evaluation were the top 7. Scott did an inner relational diagram with the top barriers to conduct a root cause analysis. Curriculum is the area that 48 of 102 teachers said was the biggest barrier. However, Curriculum was not the root of issue because it is influenced by three other areas and it influences 3 items.*
- V. *Administration has more influence than any other barrier. Administration influenced all 6 of the other items. To solve the Curriculum issue, we should be working on other causes that affect curriculum like data/testing, technology, and evaluation.*

We must also realize that Curriculum starts with Indiana State Standards. How should instruction flow? Standards to assessments to curriculum to instruction/evaluation.

“The number one factor affecting student achievement is a guaranteed and viable curriculum”, Marzano “What Works in Schools”

Viable: How much time do we have to teach in a year?

Curriculum is driven by Indiana State Standards: How long would it take? 22 years for K-12 to show mastery

Scott proposes that we work on the barriers from both ends, first by starting to determine exactly how much time do we have to teach and then determining how much of the curriculum could realistically fit into that time. Then we need to determine what data is needed and the fewest number of assessments to ensure we are helping students learn what is needed to be learned.

From the instruction end, we need to align a teaching evaluation to match the essentials that are needed for good teaching.

- VI. Comments & Input from SPC-** *Di Yonker asked if it was clear that teacher responses to the survey made it clear that the problem was that we have enough time or was it we don't have enough resources for curriculum? Scott shared we first need to look at the root of the problem which would start with standards and data/teaching before being able to answer the question. David shared at the high school level new teachers come in and don't know where to begin. The 5th grade team at LES feels strong about their curriculum and what they are doing. They are in the top 3 in students scoring on standardize tests amongst similar schools. Cory Krug likes hearing this but how did they come up it? The LES 5th grade team meets after school everyday and goes over what went well. Madi Bates shared that coming in as a new teacher she was fortunate and had support and resources. Tim Wilson shared that there are teachers who don't want to have to find the resources. Christina talked about having both groups and that there isn't a common vocabulary vertically. Are we looking at doing things the same at both elementary schools? Do we have vertical articulation? Do we have a document that anyone could pick up and carry on if the entire team is new? Angie Topp shared that the LES 5th grade team is unique. Not all teams are like their team.*

Scott discussed we want to work with teachers and not tell teachers exactly how they have to teach. Karen Harris asked if there was a way to determine if different levels had different needs? Scott agreed there is a lot of gray which is why we starting where we are. If our teachers are just "covering" standards (which is happening too frequently), we need to take a step back and try to solve that problem. Ginger shared it is valuable to work as a team. It can cause anxiety for teachers to remove standards.

NWCS and NCTA have a committee working on the evaluation as well. The committee is made up of teachers and administration.

Jeff shared about the technology and the resources we have. In area of technology they are looking at customer service and training. Sometimes we have to many tools in our tool-box. How can we trim our technology and better use our resources? Scott does not want us to be over-whelmed.

- VII. Comments?** What can we do to do a better job?

Nicole shared that being in the district 3 years, she finds it difficult to know what's happening at school. She is passionate about her child education. Nicole is hungry to know what is happening in the school.

Next Meeting is December 9 at 6:30.