

**NWCS Strategic Planning Meeting Notes**  
**Dec. 9, 2019; 6:30 PM – 8:30 PM**  
**Norwell High School Rm 200**

- I. Welcome – Scott Mills *Scott reviewed history of SPC and shared information is on the Northern Wells website*
- II. Introductions - Attendees introduce themselves and share their connection to NWCS. *Theresa Casto, Janelle Valenti, Scott Elzey, David Parker, Angie McKean, Katie Lopolito-Meyer, Katy Burnau, Kathy Thompson, Erin Newcomb, Angie Topp, Aiden Blinn, Gavin Murphy, Sarinah Mattern, Dee Dee Larkey, Sheila Byler, Kailey Till, Anna Whetstone, Kylie Krugg, Corey Krugg, Ron Harnish, Beth Mallery, Ginger Butcher, Kent Kutesky, Jason Wilson, Mark Reinhard, Gene Donaghy, Kristen Wall, Scott Mills*
- III. NWCS Strategic Planning Committee overview and current goals  
*Scott reviewed*
  1. Positive & welcoming environment,
  2. Marketing our schools for the great things we do,
  3. Increase the awareness of the Graduate Profile and how we strive to equip students with those characteristics,
  4. Create a careers awareness and preparation model, and
  5. Implement student-led conferences to provide a format and forum for our students to speak positive about themselves
- IV. Student ICE presentations: Aidan Blinn, Gavin Murphy, and Sarinah Mattern. *Ron Harnish explained the ICE program & Internship program(Internship is more observation and not daily, requires 5 hours a week) ICE students work 15 hours a week. ICE students are learning skills and making money. Aidan shared that he works at Wayne Metals in Markle. He does the tasks the supervisors hand down to him. It gives him insight to the job. Aidan also works at McDonald's. He is getting first hand experience of team building. Aidan works in the shop and in the office. Aidan plans to go to college with mechanical engineering. Gavin shared that he works at Novae in Markle. The ICE program helps students learn how to communicate with others along with time & money management. It allows him to get out of school early and an opportunity to get foot in the door. Gavin's future plan is not to attend college but look into becoming a welder. The ICE program gives students an opportunity to see what they like and don't like for the future. His supervisors do not want to see him leave! Ron has 15 other students just like them! Gavin thinks the ICE program is the best class he has every taken. Gavin would like the school system to work on work ethic verses writing papers. Paper does not define you. ICE students get 3 credit hours verses internship that gets 1 credit hour. Dr. Mills asked, "When do*

*you start preparing for ICE?” Gavin shared you start thinking about it their freshman year. Angie asked if they had to find their own place to work. Gavin shared that he found he his right before school started. Aidan shared that his parents helped him get involved with Wayne Metals. Ron shared that Wayne Metals likes to get Norwell seniors. Ginger asked Ron how to connect with business/school. Sarinah shared that this semester she started in retail but was fired because of her attendance. She has always been a worker. Sarinah is working at a family business, DQ. ICE program benefits so many students. She is not a good test taker but the ICE program gave her a second chance to graduate. It has benefited her because she only has to study for 4 periods verses the 7. The program would benefit so many students in Wells county. It also benefits educators, teachers and admin because you have more time to work with students, less papers to grade, etc... David asked her to share the conversations they have had. She was mad because she wanted to graduate early so bad but Mr. Parker crushed her dreams. There were to many rules & regulations for her to do that but she got over it. She and Mr. Parker are on good terms now.*

V. Doing a better job with less effort – Guaranteed and viable curriculum updates. Update:

*\*Ginger-shared that both buildings are working together to agree to viable days. LES will be looking at it at vertical collaboration.*

*\*David- NHS general consensus is about 155 days for viable curriculum. The high school started looking at it last year. Students have 6-7 periods a day. Staff is looking at how they assess to measure what they know. David is proud of the way his staff is working at it.*

*\*Dee Dee- OES has been meeting and looking at how much time it takes to teach the standards. Janelle Valenti shared that their team unpacked the math & language standards. One standard could mean several skills. OES & LES have been working together. The team is looking at mastering the skill not just exposing them. The third grade team found it would take more than 180 days. They looked at depth of knowledge (DOK) questions. Grade levels were asked to look at actual instructional days; subtracting the field trips, sick children, elearning, etc... Our calendar says we have 180 days but that is not correct for viable instruction. We are looking at equity and fidelity and guaranteeing for every student. OES & LES have different daily schedules so some subjects/time are different. Janelle shared that they have been looking at the IDOE website.*

*\*Angie- shared the NMS data. Viable curriculum average is 154 days of viable but they would need 205 days for mastery. Scott shared that we should look at*

*what's important first. Corey asked if the teachers understand the end goal? He does not want the teachers to work hard on something then see the results.*

*\*Theresa shared that the teachers have told her that they do not see the end goal. In her conversations across all 4 buildings that some teachers do not understand.*

*Janelle said teachers need to clarify what curriculum is. Katy shared that at OES has started using the same literature and access to the same curriculum no matter what the level. The enthusiasm is great. Janelle shared that the below grade level students are receiving the same text. It is motivating to the students. It has challenged the teachers to raise the bar and expectations. Angie shared that Tim has been great at communicating with staff. Ginger shared that understanding the curriculum has been a conversation at LES. They are also unpacking. Some staff members have begun reading "Focus". Angie asked if the fear is from change. Beth shared that the admin has read the "Focus" book and she has as well because she is on the evaluation committee. Not all teachers have read the book and do not see the end goal. Angie asked if it was possible to get every staff member a book. Scott said he could force all teachers to read the book, but the teachers immediately objected to that. As admin we are trying to understand how many days do we have to teach the standards?*

*NWCS is working to determine how many days our of 180 that we have to teach the standards and the pare the standards down to match the days we have. After this, we will identify the assessments we want to use to measure learning. Then, and only then, curriculum work begin. Scott said that "curriculum" is what you teach and how you teach it. It should fit our community standards.*

*Dr. Demming shared we should be doing a better job with less effort so we polled the teachers to find that curriculum is the biggest concern.*

## **VI. Social & Emotional learning updates.**

*\*NHS- 9<sup>th</sup> graders working on stress management, conflict resolution. Earlier in year they had a "Get School Tour" program. The program created some common language. The bulk of SEL has been with the counselors one on one in their office. The students get a lot of support in the classroom with their teachers on daily basis.*

*\*NMS- "Get School Tour" There is a high need for them to meet with their students. Bowen and Erin's House have been in to help with recent tragedy. Skills coaches have been in from Bowen with a grant. Mindfulness minutes- brain breaks in the classroom. Bullying a focus. Victor is coming this year with body safe program. A new student spends the first day with another student. The HA committee is working on SEL standards.*

*\*LES- Individual and small groups, Why Try, continuing to add to teacher tool box , teacher focus on 7 habits and grit, Kathy and Cami are digging into the IDOE resource, what are teachers using*

*\*OES- Dee Dee shared OES is doing professional learning on social learning. There is a touchpoint system getting started. Several teachers went to Region 8 SEL. The team came back and started a Bear committee to create a common knowledge and vocabulary. Each classroom has a cool down corner. Kailey shared how she is instituting it in her classroom. The difference she is seeing is amazing. Kailey slips them a card with an invitation to visit the corner. Students can also invite themselves. It has helped students with frustration and being overwhelmed. Students are starting to identify themselves. Katy shared that her touchpoint is having a difficult time. The student brought a paper to her and was allowed to get a break. It is also beneficial for staff. Teachers are seeing the power they have to lift a child up.*

*\*Theresa- she started learning about trauma-informed instruction about 2 ½ years ago and used summer of innovation to dig deeper into the topic. She continues to learn and grow to help teachers with resources and tools. It's a neuroscience thing! Just starting to scratch the surface with the research. We have a lot students who struggle and we need to support them in the best way we can.*

*#RedforEd – Understanding the issues from a traditional public school's perspective. See Scott's slide presentation on the Strategic Planning page.*

*Scott is an advocate for traditional public schools. Some of things you might hear: Indiana is the 3<sup>rd</sup> lowest K-12 staff serving as teachers, 41.5 % of all public K-12 staff are classroom teachers. The point is 2/3 of the staff employed by schools are not teachers.*

*Speaker Bosma stated at the legislative organizational day on 11-19-19, "There is a 3% decrease in the number of teachers and a 31% increase in the number of administrators" (this is a statewide percentage not NWCS)*

*Scott shared that NWCS has added 2 assistant principals and a guidance counselor in the last 6 years, not because NWCS wanted to do so, but because of state mandates requiring the need.*

*Red For Ed – Scott showed what state funding for NWCS would be if only the state matched the rate of inflation education since 2009. Scott encouraged SPC to use facts with our legislatures. Katy thanked Scott for support and said teachers appreciate it.*

VII. Comments and public input. *Corey expressed that he went to private school. He is frustrated that they are getting the same money as public and not held to the same standards.*

VIII. Adjourn

Future SPC dates **Jan 20, 2020**

Mar 9, 2020

Apr 13, 2020