
Action Research Project:

“How will we respond when students don’t learn?”

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How did we get started?

1

EES Study

2

PLC Summit- St. Louis

3

Arrows

NAFCS was committed to PLCs and was a Model PLC District ten years ago. However, without continuing PD and reteaching expectations teams and data have declined over the years.



Our Purpose: To Retrain, refocus, and revitalize PLCs.

Advance Integrated Systems of Collaboration	
Professional Learning Communities	Retrain, refocus, and revitalize Professional Learning Communities.
Balanced Assessment Systems and Data-informed Decision Making	Focus staff collaboration times on refining assessment practices and using data to make instructional decisions.
System of Support	Provide a tiered, data-informed framework to proactively support student achievement.

NAFCSNEW ALBANY FLOYD COUNTY SCHOOLS

Learning Prioritization Plan

New Albany Floyd County Schools Key Priority Areas

Craft a comprehensive corporation communication plan with integrated channels of continuous stakeholder feedback and input.

Refine Curriculum Development and Implementation

Science of Reading Experts	Build leader and staff capacity to recognize and implement evidence-based literacy practices in the 5 pillars of reading.
Curriculum Alignment	Ensure strong vertical articulation of standards, instructional practices, and expectations.
Project-based Learning	Increase opportunities for student agency and collaborative inquiry through project-based learning.
Instructional Priorities	Develop a shared understanding of evidence-based instructional practices and how to operationalize them in classrooms.

Advance Integrated Systems of Collaboration

Professional Learning Communities	Retrain, refocus, and revitalize Professional Learning Communities.
Balanced Assessment Systems and Data-informed Decision Making	Focus staff collaboration times on refining assessment practices and using data to make instructional decisions.
System of Support	Provide a tiered, data-informed framework to proactively support student achievement.

Implement a Proactive Behavior Management Framework

Develop a proactive behavior management framework to provide an environment conducive to learning at high levels.

Implement College and Career Awareness Framework

Implement college and career awareness (K-5), career coaching (6-8), and career exploration (9-12) opportunities system-wide.

Implement the Indiana GPS Diploma Framework

Implement the Indiana GPS Diploma Framework to provide a structured yet flexible educational pathway, ensuring all learners are equipped to meet their future educational and career goals.

EES INNOVATION

**We Wonder...If we focus on
data and intervention, will
we get buy-in and purpose
for our PLCs?**

Data

Essential Standard/Skill Planning Sheet

6th Grade ELA HHMS 24-25 Essential Standard/Skill Planning Sheet Quarter 2 Benchmark 1

Information to be Determined Prior to Teaching the Unit

Subject: ELA	Team Members: 6th Grade ELA Team	
Essential Standard/Skill: 6.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.		
Begin Date: Oct. 15	Assessment Date: Week of November 4	Date to have Results: November 14, 2024

What is the Smart Goal (Specific, measurable, achievable, relevant, time-bound)? On Quarter 2 Benchmark 1, students will achieve 85% mastery or higher for this standard.

Action Plan to Be Determined After the Formative Assessment

% Proficient after first instruction: 88%	List or a link to students who need more instruction: 6th Grade Reading Data *Students who need intervention on
What are the intervention plans for students who are not proficient yet?	Pull into a skill-based guided reading group. Go over questioned that were answered incorrectly with evidence with these groups
What are the extension plans for students who are already proficient?	Move on to the next skill in reading. Have discussion questions that require drawing inferences using higher level thinking
What were the instructional practices that got the best results?	Having students go back and read the text. Using colors (Ex. Halloween article) to highlight. High-interest nonfiction texts

Reflections to Capture After the Action Plan Has Been Completed

What % of students are currently proficient after the action plan?	78% of the kids were proficient on the assessment
What intervention strategies proved to be most effective?	Pulling skill groups for guided reading, smaller groups for just intervention students
What is the plan for students who still haven't learned this essential:	Communicate with teachers who pull them for special ed services, continue to review skill with new nonfiction text, spiral review with bell-ringers
Document changes to instruction to be made in this or in future units & any other learning, including common student errors on the assessment.	Change distractor A on 4 On 5, change a to another choice about coyotes in cities

Information to be Determined Prior to Teaching the Unit

Subject: ELA	Team Members: 6th Grade ELA Team	
Essential Standard/Skill: 6.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.		
Begin Date: Oct.15	Assessment Date: Week of November 4	Date to have Results: November 14, 2024

What is the Smart Goal (Specific, measurable, achievable, relevant, time-bound)? On Quarter 2 Benchmark 1, students will achieve 85% mastery or higher for this standard.

6th Grade ELA HHMS
24-25 Essential Standard/Skill Planning Sheet
Quarter 2 Benchmark 1

Information to be Determined Prior to Teaching the Unit

Subject: ELA	Team Members: 6th Grade ELA Team
Essential Standard/Skill: 6.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	
Begin Date: Oct.15	Assessment Date: Week of November 4
Date to have Results: November 14, 2024	

What is the Smart Goal (Specific, measurable, achievable, relevant) students will achieve 85% mastery or higher for this standard.

Action Plan to Be Determined After the Formative Assessment

% Proficient after first instruction: 88%	List or a link to students who need more time and support: 6th Grade Reading Data *Students who need intervention on this standard are highlighted blue
What are the intervention plans for students who are not proficient yet?	Pull into a skill-based guided reading groups Go over questioned that were missed over inference and text evidence with these groups
What are the extension plans for students who are already proficient?	Move on to the next skill in reading groups, continue to ask discussion questions that require students to make and support inferences using higher level texts
What were the instructional practices that got the best results?	Having students go back and highlight text evidence in different colors (Ex. Halloween article) High-interest nonfiction texts

Reflections to Capture After the Action Plan Has Been Implemented

What % of students are currently proficient after the action plan?	78% of the students were proficient
What intervention strategies proved to be most effective?	Pulling skill groups for intervention students
What is the plan for students who still haven't learned this essential:	Communicate with teachers to continue to review skill with bell-ringers
Document changes to instruction to be made in this or in future units & any other learning, including common student errors on the assessment.	Change distractor A on item 5. On 5, change a to another choice about coyotes in cities.

Data

Essential Standard/Skill Planning Sheet

Action Plan to Be Determined After the Formative Assessment

% Proficient after first instruction: 88%	List or a link to students who need more time and support: 6th Grade Reading Data *Students who need intervention on this standard are highlighted blue
What are the intervention plans for students who are not proficient yet?	Pull into a skill-based guided reading groups Go over questioned that were missed over inference and text evidence with these groups
What are the extension plans for students who are already proficient?	Move on to the next skill in reading groups, continue to ask discussion questions that require students to make and support inferences using higher level texts
What were the instructional practices that got the best results?	Having students go back and highlight text evidence in different colors (Ex. Halloween article) High-interest nonfiction texts

Data

Essential Standard/Skill Planning Sheet

6th Grade ELA HHMS 24-25 Essential Standard/Skill Planning Sheet Quarter 2 Benchmark 1

Information to be Determined Prior to Teaching the Unit

Subject: ELA	Team Members: 8th Grade ELA Team	
Essential Standard/Skill: 6.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.		
Begin Date: Oct. 15	Assessment Date: Week of November 4	Date to have Results: November 14, 2024
What is the Smart Goal (Specific, measurable, achievable, relevant, time-bound)? On Quarter 2 Benchmark 1, students will achieve 85% mastery or higher for the		

Action Plan to Be Determined After the

% Proficient after first instruction:

88%

List or a list

6th Grade
*Students

What are the intervention plans for students who are not proficient yet?

Pull into
Go over
evidence

What are the extension plans for students who are already proficient?

Move on
discuss
inference

What were the instructional practices that got the best results?

Having s
colors (B
High-inte

Reflections to Capture After the Action

What % of students are currently proficient after the action plan?

What intervention strategies proved to be most effective?

Pulling s
intervent

What is the plan for students who still haven't learned this essential:

Commun
continue
bell-ringe

Document changes to instruction to be made in this or in future units & any other learning, including common student errors on the assessment.

Change distractor A on 4
On 5, change a to another choice about coyotes in cities

Reflections to Capture After the Action Plan Has Been Carried Out

What % of students are currently proficient after the action plan?

78% of the kids who were not proficient on the benchmark were proficient on form B

What intervention strategies proved to be most effective?

Pulling skill groups for guided reading, smaller groups for just intervention students

What is the plan for students who still haven't learned this essential:

Communicate with teachers who pull them for special ed services, continue to review skill with new nonfiction text, spiral review with bell-ringers

Document changes to instruction to be made in this or in future units & any other learning, including common student errors on the assessment.

Change distractor A on 4
On 5, change a to another choice about coyotes in cities

Math Data

8.AF.8 Solving Systems of Equations by graphing.			
Student Name	Score	Score after Intervention	
	17/24(70.83%)	6/6	100
	13/24(54.17%)	6/6	100.00%
	15/24(62.5%)	4/6	66.00%
	15/24(62.5%)	2/6	33.00%
	15/24(62.5%)	2/6	33.00%
	15/24(62.5%)	4/6	66.00%
	16/24(66.67%)	6/6	100.00%
	16/24(66.67%)	4/6	66.00%
	16/24(66.67%)	4/6	66.00%
	2/24(8.33%)	2/6	33.00%
	5/24(20.83%)	2/6	33.00%
	8/24(33.33%)	0/6	0.00%
	10/24(41.67%)	6/6	100
	14/24(58.33%)	0/6	0.00%
	14/24(58.33%)	4/6	66
	14/24(58.33%)	4/6	66.00%
	18/24(75%)	4/6	66.00%
	18/24(75%)	4/6	66.00%
	7/24(29.17%)	4/6	66.00%
	10/24(41.67%)	6/6	100.00%
	11/24(45.83%)	4/6	66.00%
	12/24(50%)	6/6	100.00%
	17/24(70.83%)	6/6	100.00%
	18/24(75%)	4/6	66.00%
	7/24(29.17%)	4/6	66.00%
	9/24(37.5%)	4/6	66.00%
	13/24(54.17%)	0/6	0.00%

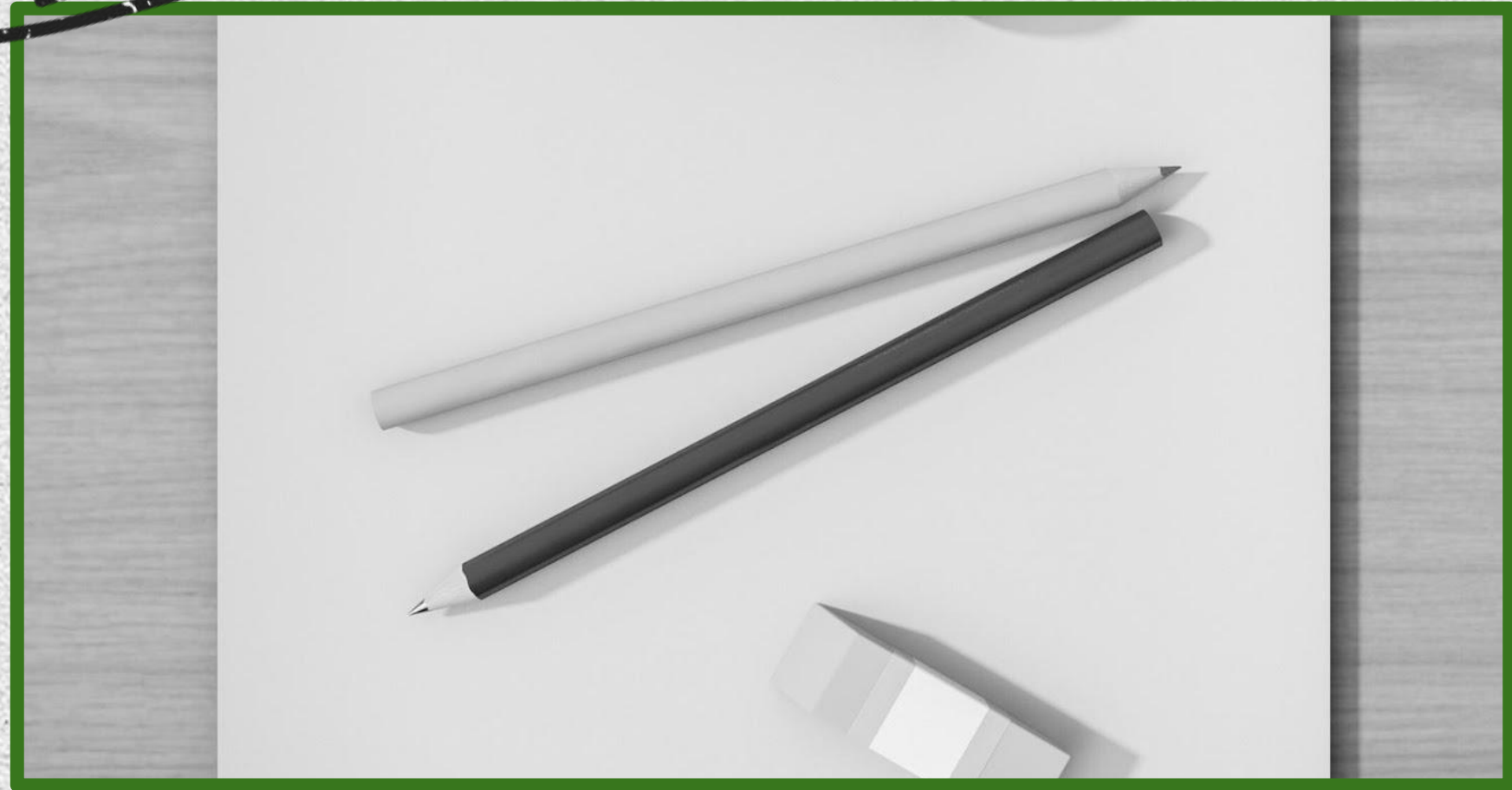
6.NS.1 Order of Operations		
Score	Retest Score	
2/6(33.33%)	5/5 (100%)	
2/6(33.33%)	4/5(80%)	
2/6(33.33%)	2/5 (40%)	
0/6(0%)	2/5 (40%)	
0/6(0%)	3/5 (60%)	
0/6(0%)	1/5 (20%)	
0/6(0%)	1/5 (20%)	
0/6(0%)	0%	not here for retake week
0/6(0%)	3/5 (60%)	
0/6(0%)	2/5 (40%)	
0/6(0%)		absent
0/6(0%)	2/5 (40%)	
2/6(33.33%)	5/5 (100%)	
2/6(33.33%)	4/5 (80%)	
2/6(33.33%)	5/5 1(00%)	
0/6(0%)	5/5 (100%)	
0/6(0%)	2/5 (40%)	
0/6(0%)	3/5 (60%)	
0/6(0%)	1/5 20%	
0/6(0%)	1/5 (20%)	

Intervention Students Q3B2			5.M.3
Name	Score	Retest Score	
	2/12(16.67%)	6/6	
	6/16(37.5%)	6/6	
	6/16(37.5%)	5/6	
	8/16(50%)	6/6	
	8/16(50%)	4/6	
	8/16(50%)	6/6	
	8/16(50%)	4/6	
	8/16(50%)	6/6	
	8/16(50%)	5/6	
	8/16(50%)	2/6	
	8/16(50%)	6/6	
	10/16(62.5%)	6/6	
	10/16(62.5%)	6/6	
	10/16(62.5%)	6/6	
	10/16(62.5%)		
	10/16(62.5%)	4/6	
	10/16(62.5%)	5/6	
	10/16(62.5%)	5/6	
	10/16(62.5%)	5/6	
	10/16(62.5%)	5/6	

ELA Data

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Key Takeaways



Takeaway #1:

Interventions are purposeful



Takeaway #2:

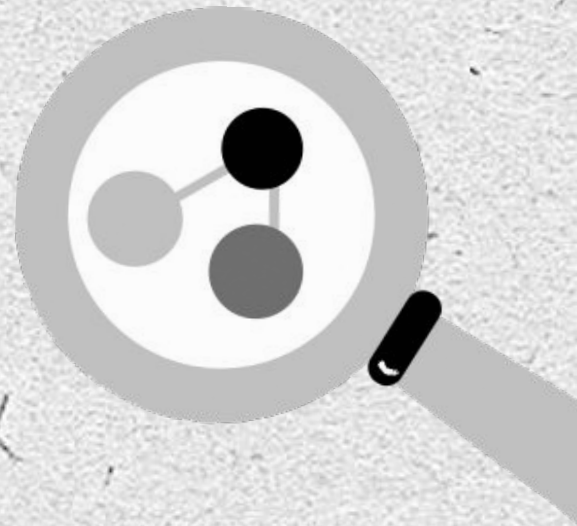
The PLC time is consistent and organized



Takeaway #3:

Small student gains- will we see improvement on ILearn Summative?

Next Steps



01 PLC Summit

Define PLC Leads, Train Leads, Clear Agenda and purpose for PLCs

02 SEEK

Student Enrichment and Extension of Knowledge

03 Professional Development

Continue to use waiver days, Professional Speakers, Team Time

Credits

