



The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.

Board of Trustees – Teaching & Learning Committee

May Butler Center

55 S. Rodney Ave

Wednesday September 11, 2019 – 12:00p.m.

AGENDA

- I. CALL TO ORDER / INTRODUCTIONS
- II. REVIEW OF AGENDA
- III. **GENERAL PUBLIC COMMENT:** *This is the time for comment on public matters that are not on the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order. The Board cannot enter into a discussion during General Public Comment.*
- IV. **ITEMS FOR INFORMATION/DISCUSSION**
 - A. Founding Purpose Statement for Teaching and Learning Committee
Consider a statement to clarify the purpose of this new committee
 - B. Strategic Priorities: Next Steps (Attached)
Discuss steps taken since the Board discussed Strategic Priorities at the July retreat
Discuss next steps including communication and the development of operational plans
 - C. Developing District Measures and Targets (Attached)
Discuss draft measures in consideration of developing district-wide targets
- V. **SUPERINTENDENT’S REPORT / BOARD COMMENTS**
- VI. **ADJOURNMENT**

Next Meeting:

October 2, 2019 | MBC Conference Room



**Strategic Priorities w/ SY2020 Goals
2019/2020**

Strategic priorities were crafted through a variety of inputs including the district’s most recent strategic plan (2016) as well as information gathered and considered across the 2018/2019 school year (including the superintendent’s 100 Day entry plan and summary report). Priorities were specifically crafted to align with our district’s mission and vision. More specifically, these priorities are considered the *optimal state*, meaning, these statements will be true when our district has reached an optimal level of performance.

Our strategic priorities include two distinct but interrelated areas. Teaching and Learning priorities are most specifically aligned with our core educational responsibilities as a school district. Management and Operational priorities are more foundational in nature and support the educational environment of our schools.

Strategic Priorities

Teaching and Learning

Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant

Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation

Ensure a culture of interdependence exists on every HSD campus in which self-awareness, self-regulation, social awareness, and collaboration are taught and continually fostered as necessary 21st Century skills.

Management and Operations

Ensure that the learning of every HSD student and employee is supported by a school facility that is safe, healthy and neutral to additive to optimal student learning

Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.

Ensure that each HSD stakeholder receives and has access to timely, informative and relevant school and district information via a varied communications platform

Near-Term Goals:

As improvement is a rarely linear process, a series or succession of goals is largely theoretical until certain primary accomplishments are attained. For this reason, goals in alignment with priorities have been outlined but for the 2019/2020 school year, we will focus our efforts and resources on designated near-term efforts that drive improvement in real time. As part of our continuous improvement cycle, future goals and actions are contingent on our present progress. Therefore, future goals beyond SY2020 will be determined in advance of forthcoming school years.

Assessments and Target Outcomes

Priorities and related goals include assessments that, by design, measure our progress. While several assessments already exist, there are a number of areas in which we will need to identify new measures. Adding student assessments that take away from instructional time is counter-productive, therefore, we will need to consider new or repurposed measures. For existing measures, statistical baselines and targeted outcomes can be established. For new or repurposed measures, statistical baselines must first be established before successive, targeted outcomes can be considered. For each priority below, assessments have been named. Statistical baseline data and targeted outcomes remain forthcoming.

Operational Plans: Deliverables, Timelines and Accountability and Communication

Operational plans are required for each listed priority. While largely internal in nature, these plans frame important project management aspects including deliverables, leads, and delivery dates. Communication structures and the frequency of project-specific communication is an ongoing area of development. Communication structures will be updated as plans are finalized.

Genre: Teaching and Learning

Strategic Priority: Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant.

SY2020 Goals:

- Ensure that the learning every student, the instruction of every educator and the care of every parent is supported by a district-wide academic platform that includes 1) essential standards, 2) aligned proficiency scales, and 3) leveled curricular resources (both print and digital) available 24/7
- Expand data platform to include regular progress monitoring as an integral part of each school's instructional framework
- Explore, pilot and implement additional reading interventions targeted for intermediate elementary students

Assessments:

- (NEED) Measures to evaluate student connectedness
- (NEED) Percentage or rate of HSD students annually achieving or exceeding one year of growth on local assessments
- Percentage of HSD students scoring at/above grade level on local assessments, state assessments, and the ACT

Sources:

- 2016 Strategic Plan (Goals A1 and B2)
- 100 Day Snapshot (Long-Term Areas of Opportunity – Reach Through Relevance)
- 2019 Evaluation (Macro Strategic Priorities – Continued Development of Academic Program)

Genre: Teaching and Learning

Strategic Priority: Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation.

SY2020 Goals:

- Realign statistical benchmarks to ensure alignment with college/career/service options upon graduation
- Revisit the current design, function and the social/emotional, physical and academic outcomes of middle school to ensure vertical alignment between elementary, high school and post-high school options. Explore and draft an intended design process for spring implementation
- Expand curricular and professional development efforts designed to ensure cross-curricular writing at the middle and high school levels
- Explore, design and implement course patterning that ensures that students remain on-track through Algebra II

Assessments:

- (NEED) Percentages of HSD graduates that are enrolled and continuing their learning in 1) a four-year college/university, 2) a two-year college, 3) military service, 4) an accredited career education program (technical, agriculture, culinary, etc.)
- (NEED) Annual gap closure rate for students considered below grade level proficiency
- Percentage of HSD students scoring at/above grade level on local assessments, state assessments, and the ACT

Sources:

- 2016 Strategic Plan (Goals A3 and B1)
- 100 Day Snapshot (Long-Term Areas of Opportunity – Assure Options for Every Child)
- 2019 Evaluation (Macro Strategic Priorities – Mission/Vision Attainment)

Genre: Teaching and Learning

Strategic Priority: Ensure a culture of interdependence exists on every HSD campus in which self-awareness, self-regulation, social awareness, and collaboration are taught and continually fostered as necessary 21st Century skills.

Near-Term Goal:

- Develop a formal social/emotional health tier for each level (elementary, middle and high) that includes the formal teaching and reinforcement of proactive, researched-based programs/practices.

Assessments:

- (NEED) Measures to evaluate student connectedness
- (NEED) TBD

Source:

- 2019 Evaluation (Macro Strategic Priorities – Mission/Vision Attainment)

Genre: Management and Operations (District Facilities)

Strategic Priority: Ensure that the learning of every HSD student is supported by a school facility that is safe, healthy and (neutral to additive) to their learning

SY2020 Goal: Update the district facilities plan to include 1) the 2017 Bond deliverables and 2) an updated demographics study in order to develop clear next steps pertaining to school facilities and attendance boundaries.

Assessment:

- (NEED) Updated facilities plan including clear next steps (deliverables) and timelines
- (NEED) Student, educator and parent perception data pertaining to their school facility

Sources:

- 2016 Strategic Plan (Goals A3 and C3)
- 100 Day Snapshot (Long-Term Areas of Opportunity – Assure Options for Every Child)
- 2019 Evaluation (Macro Strategic Priorities – Mission/Vision Attainment)

Genre: Management and Operations (Budget/Finance)

Strategic Priority: Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.

Near-Term Goal: Update and communicate the multi-year budget model based on the approved FY2020 budget.

Assessment:

- Maintenance of elementary and high school district budgets at a maximum of 93%* salary/benefits for the budgeted fiscal year.
 - *93% for FY2020, 92% for FY2021 and 91% for FY2022

Sources:

- 2016 Strategic Plan (Goal D1)
- 100 Day Snapshot (Short-Term Areas in Need of Attention – Multi-Year Budget Outlook)
- 2019 Evaluation (Macro Strategic Priorities – Mission/Vision Attainment)

Genre: Management and Operations (Communications)

Strategic Priority: Ensure that each HSD stakeholder receives and has access to timely, informative and relevant school and district information via a varied communications platform.

Near-Term Goal: Develop a district communications plans that outlines the district’s communications platform, practices, methods and targets.

Assessment:

- (NEED) Perception data from internal and external stakeholders pertaining to their use and satisfaction with our district’s communications platform
- (NEED) Percentages of positive, neutral and concerning media stories within a given year (July through June)

Sources:

- 2016 Strategic Plan (Goal F1)
- 100 Day Snapshot (Short-Term Areas in Need of Attention – Internal/External Communications)
- 2019 Evaluation (Macro Strategic Priorities – Communication Strategy)

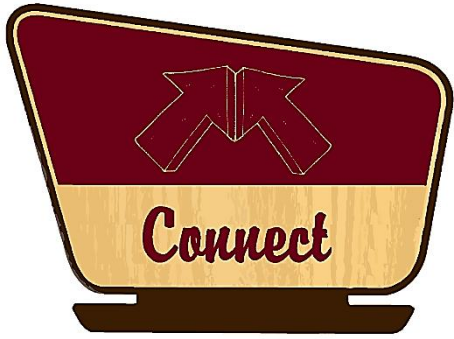


Our students present and ready to learn?

First and foremost, students must be present to take full advantage of their learning environment and associated opportunities. Without attendance, a student is effectively disconnected from their learning (academic environment) and learning environment (social environment).

How will we know?

- Daily attendance rates¹ (SP1)



Are students connected to and find meaning in their learning and learning environments?

For optimal learning to occur, students must be socially, emotionally and academically connected to their school. In addition, for students to fully comprehend new learning, they must find relevancy and a purpose to the content.

How will we know?

- Student connectedness rates² (SP1)



Are our students academically growing and developing towards having post-high school options to succeed?

In HSD1, our mission involves preparing students to be college and career ready. To accomplish this, we believe that each student needs to be learning at their optimal rate (as measured by growth). Upon graduation, each HSD1 student should be able to choose from a variety of career and college options as they seek to discover their pathway forward as adults.

How will we know?

- Rate of HSD1 students achieving/exceeding on year of growth in one year of time² (SP1)
- Percentage of HSD1 student scoring at/above "mastery" on local, state and nation (ACT) assessments¹ (SP2)
- Annual gap-closure rate for students performing below "mastery" on local and state assessments¹ (SP2)
- Percentage of HSD1 high school graduates who continued learning through a college/university, military service, an accredited career program or another form of service learning² (SP2)