Helena Public Schools

...a great place to learn

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 and Learning Committee Meeting
Wednesday, October 06, 2021 – 12:00pm

MINUTES

ATTENDANCE

Trustees:	*Others:*
Jennifer McKee, Committee Chair	Rex Weltz, Superintendent
Siobhan Hathhorn, Committee Member	Josh McKay, Assistant Superintendent
Jennifer Walsh, Committee Chair	Barb Ridgway, Chief of Staff
	Brian Cummings, Assistant Superintendent
	Joslyn Davidson, Curriculum Director
	Kaitlyn Hess, HSD TOSA
	Jane Shawn, HEA President
	Karen Ogden, Communications Officer
	Ashlie Buresh, Literacy Coach
	Gary Myers, Director of Educational Technology
	Janelle Mickelson, Business Manager

I. **CALL TO ORDER/INTRODUCTIONS**
The meeting was called to order at 12:06 pm by Committee Chair, Jennifer McKee.

II. **GENERAL PUBLIC COMMENT**
There was no public comment.

III. **REVIEW OF AGENDA**
No changes were requested to the agenda.

IV. **APPROVAL OF MINUTES**
The committee reviewed and approved the 09.01.21 Teaching & Learning Committee Meeting Minutes.

V. **ITEMS FOR INFORMATION/DISCUSSION**
   A. PDSA Cycles

The committee reviewed a power point presentation titled PDSA Review which stands for plan, do, study, act. They reviewed the PDSA cycles which includes doing a benchmark assessment, then you do a PDSA cycle regroup/focus folder. The elementary schools do these every ten days while using their WIN groups and focus folders to sort students where they are. In the middle and high schools, it is setting the stage for four to six weeks of instruction. Then you progress monitor to see if the instructional strategies you chose for that goal are successful. If they are you keep working on using them, if they are not then you adjust your instruction accordingly. You then do the PDSA cycle regroup focus folder. These cycles are implemented K-12. The PDSA cycles are the cornerstone for data driven instruction. It is using our data to explicitly target instruction and what we are doing in the classroom.

The committee then viewed a slide discussing growth and learning calendars. These calendars guide the implementation of PDSA cycles. We benchmark three times a year, then PDSA is done in K-5 every 2 weeks, and in 6-12 it is done every 4-6 weeks. Progress monitoring is then done one time between benchmarks. A progress monitor is an assessment specific to the standards that you have been working on. It is smaller than a benchmark, but we want to measure the trajectory of our growth and make sure we are on the right path before we get to the benchmark, and it is too late.

A slide about flowcharts was then reviewed. The iRready flowchart is used for the year based on the scale score ranges (at grade level, one grade level below, two or more grade levels below, and above grade level). The flowchart is used to layer the sticky notes 3 times a year to show progress in achieving at grade level or above grade level scale score ranges.
- Step 1-write each student's name on a sticky note indicating his or her level or tier based upon the overall reading placement score (pink for intensive, yellow for strategic, green for core, and blue for above core). If a student has an overall scale score of 603 or above, write his or her name on a blue sticky note. If a student has an overall scale score between 514-602, write his or her name on a green sticky, and so on for yellow and pink. Write each student's overall scale score and Lexile on the sticky note and then move onto Step 2.
- If…475 or below (pink sticky note), 476-513 (yellow/orange sticky note), 514-602 (green sticky note), 603 or above (blue sticky note).
- Step 2-Sort sticky notes by profile. Profile 1=Group A1. Profile 2=Group A2. Profile 3=Group B. Profile 4=Group C. Profile 5=Group D. Use the Instructional Grouping Profile Report, and place students from profile 1 into group A1, profile 2 into group A2, profile 3 into group B, profile 4 into Group C, and profile 5 into group D1 or D2 (based on Lexile scores). In addition, look at the group focus for each group on the focus folder and use additional data to help ensure correct placement, including iReady subtests, Lexile, an oral reading fluency (ORF) or MAZE measure.
- Step 3-Determine placement of each student's sticky note. If the student is way below grade level, they are placed in Group A, Profile 1 & 2-A1 Profile 1 or 0-148, A2 Profile 2 or 419-475. Below grade level students are placed in Group B, Profile 3. On-grade level students are placed in Group C, Profile 4. Lastly, above grade level students are placed in Group D, Profile 5-D1 Lexile 700 or below, D2 Lexile 700+.

The purpose of PDSA is to plan and carry out targeted instruction during WIN, and then to track student performance during WIN groups and adjust instruction as needed at the end of the 10-day cycle. Assessments match the goal listed in "Plan". Assessments are given at the end of the 10-day cycle and should be a quick check in-five minutes per student. K-2 ideas include Journeys Diagnostic, ESGI (K), Acadience subtests for PA or PH (K-1), and ORF. 3-5 ideas include Journeys Diagnostic, ORF, and C-D: Quick write, Journeys bi-weekly test, project-based.

The committee then reviewed a slide showing Bryant Elementary's current data and action plan as an example. Bryant's Action Plan states: SMART Goal #1: By June 2021, increase the number of students in grades 2-5 on or above grade level on the ELA iReady by 35% (56% of students on our above grade level by the end of the year).

- SubGoal: By June 2021, decrease the number of students in grades K-1 that are intensive on the Dibels by 32%.
- SubGoal: By Winter Benchmark 2022, increase the percentage of students in the benchmark band for CLS in first grade to 80%.
- SubGoal: By Winter Benchmark 2022, increase the percentage of students in the benchmark band for FSF in first grade to 80%.
- SubGoal: improve the phonics band in iReady to 80% by the winter benchmark.

*All goals will be revised by the end of the winter benchmark.

The committee then reviewed what an agenda looks like for a typical day.

- T=K-2 PDSA PLC
- *=I can use data to drive instruction.
- -Review schoolwide Action Plan Goals.
- -If WIN hasn't started yet, are their any details that need to be sorted out before we get rolling?
- -If WIN has started see questions below.
- -Students who grew on PDSA
  - What instruction worked and what need to be adjusted due to growth?
- -Students who did not grow or regressed.
  - What instruction didn't work and what needs to be adjusted?

A slide regarding study and act was then reviewed. This is what they use to track student's progress in K-5 while they are working on instructional routines. By collecting this data, we are able to identify trends, able to adjust instruction based on student need, have data to bring to PLC and/or A/B Team meetings, and make informed decisions on student groupings.

The final slide regarding the 6-12 PDSA Action Plan was then reviewed. Step 1: Plan-Look at your iReady data. Under reports select a class, then select CCSS Performance. Choose the standard that you will be going to focus on before the next assessment date. Focus Groups are red, yellow, or green. The slide then displayed different goals.

Goal # 1 (School-wide): Determine the meaning of words and phrases as they are used in a test, including figurative, connotative, and technical meanings. Then analyze the cumulative impact of specific word choices on meaning and tone. Goal #2 (Science, SS ELA only). Step 2: Do-Identify targeted activities to use with this group for each week before the next progress monitor. Under "Assess and Teach", "Tools for Instructions,"" Grade 8," choose an instructional strategy and break down how you will teach it in the next 6 weeks. Remember to scaffold, reteach, and spiral the literacy skill. Step 3 Study-Implementation of Targeted Activities (How do I know these strategies/activities are working?) Then fill in Formative Assessment, Summative, and Standardized Assessments: iReady. Step 4 Act-Next Steps: Who needs reteaching? More time? Who moves on to another different targeted activity? How do I know the skill was mastered?
(Complete this after your next assessment).

Joslyn Davidson, Curriculum Director commented. We wouldn't be here if it weren't for the grant. It is a competitive grant, and we are on the third grant that we have written for this. That has given us access to incredible, national level consultants. They have helped us with the setup for instructional framework, our school leadership teams, how to set goals, how to look at data, and how to monitor everything. The coaches are critical. They are the ones helping set up and support this in the classrooms, as well as working directly with the consultants. They are also running WIN groups and showing teachers how to perform these strategies. The coaches meet weekly and design all their professional development to be the same in all the schools.

VI.   BOARD COMMENTS
The board members discussed the concern that there is only one more year left on the grant after this year. In the event that this doesn't continue due to lack of funding, the system must be embedded to continue the program even if a coach is not in the building.
Siobhan Hathhorn, Committee Member commented. I am interested in seeing the benchmark data for the schools.
Kaitlyn Hess, HSD TOSA replied that the data information is coming out soon.

VII.   ADJOURNMENT
The meeting was adjourned at 1:00pm by Ms. McKee.