



*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

Wednesday, February 7<sup>th</sup>, 2024 – 12:00 PM

This meeting will occur at the Lincoln Center (1325 Poplar St., Helena, MT 59601) and via Microsoft Teams

To participate remotely, please use this link on Microsoft Teams:

[Click here to join the meeting](#)

### 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. REVIEW OF MINUTES**

Review of 01.03.24 Teaching & Learning Committee Meeting Minutes

**V. ITEMS FOR INFORMATION/DISCUSSION**

- A. Midyear Curriculum and Assessment Action Plan Update
- B. Winter Benchmark Data Overview

**VI. BOARD COMMENTS**

**VII. ADJOURNMENT**



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Board of Trustees  
Teaching and Learning Committee Meeting  
Wednesday, January 3<sup>rd</sup>, 2024  
12:00pm  
Lincoln Center & TEAMS

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## MINUTES

### ATTENDANCE

<i>Trustees:</i>	<i>Others:</i>
Jennifer McKee, Vice Chair	Rex Weltz, Superintendent
Linda Cleatus, Trustee	Gary Myers, Director of Educational Technology
	Jane Shawn, HEA President
	Kaitlyn Hess, Assessment and Federal Programs
	Barb Ridgway, Chief of Staff
	Melissa Romano-Lehman, Instructional Coach
	Josh McKay, Assistant Superintendent
	Joslyn Davidson, Curriculum Director
	Lona Carter, Student Health
	Abby Kuhl, Instructional Coach
	Candice Delvaux, Executive Assistant
	Karen Ogden, Communications Officer
	Erin Hunt, Science Teacher
	Meghan Schulte, English Teacher
	Jonna Schwartz, English/TOSA
	Hanna Warhank, Guest of the Public

### I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:00 p.m. by Vice Chair, Jennifer McKee.

## II. GENERAL PUBLIC COMMENT

There was no general public comment.

## III. REVIEW OF AGENDA

No changes were requested to the agenda.

## IV. APPROVAL OF MINUTES

The committee reviewed and approved the minutes from the 12.06.23 Teaching and Learning Committee Meeting.

## V. ITEMS FOR INFORMATION/DISCUSSION

### A. 9-11 Spring Assessment Plan

The Teaching and Learning Committee discussed the grades 9-11 Spring Assessment Plan. The district is re-evaluating the assessment plan for validity of assessment for students on or above grade level in grades 9-12 and for reliability of data for this grade level using iReady. The committee reviewed what assessments are needed for this grade band: those on benchmark need an ACT track sooner, writing assessment, and diagnostic/screener for those below grade level to determine interventions and fill gaps. A planning team consisting of administrators, coaches, and teachers from Helena High School and Capital High School met three times in the fall. A survey was sent to teachers about assessments with a 50% response rate. The outcome of the planning and feedback resulted in the 9-11 Spring Assessment Plan. In May of 2024 the Assessment Planning Committee will meet again to discuss what worked and what did not logistically for the spring semester. Also, they will look at the data and be ready to present and discuss with their building SLT. The Teaching and Learning Committee moved on to discuss Social Studies and Science Standards/Curriculum Work.

### B. Social Studies and Science Standards/Curriculum Work

The Teaching and Learning Committee reviewed Social Studies and Science Standards/Curriculum work. The committee discussed the instructional shifts for social studies. The C3 Framework, like the Common Core Standards, emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersections of ideas and learners. In the C3 Framework Organization there are four dimensions which are: Dimension 1-Developing Questions and Planning Inquiries, Dimension 2-Appling Disciplinary Tools and Concepts, Dimension 3-Evaluating Sources and

Using Evidence, and Dimension 4-Communicating Conclusions and Taking Informed Action. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to become active and engaged citizens in the 21st century. The Teaching and Learning Committee also reviewed a handout that showed Science and Engineering Practices, Disciplinary Core Ideas for Physical Sciences, Life Sciences, Earth and Space Sciences, Engineering, Technology, and Application of Science, and Crosscutting Concepts. Ms. Joslyn Davidson, Curriculum Director answered any questions the Teaching and Learning Committee had regarding the presentations.

**VI. BOARD COMMENTS**

There were no further board comments.

**VII. ADJOURNMENT**

The meeting was adjourned at 12:52 p.m. by Vice Chair Jennifer McKee.

# Curriculum, Instruction, and Assessment Action Plan

HELENA PUBLIC SCHOOLS

2023-2024



## Student Achievement Goals

**Goal #1:** By 2025, **an average of** 75% of **all of** HSD 3<sup>rd</sup> grade students will demonstrate grade-level proficiency on math grade level standards by achieving a proficient score on the iReady math assessment at the end of the school year.

**Subgoal:** By 2025, increase proficient math scores on SBAC by 10% in grades 3 (to 59%) and 4 (to 54%) and 14% in grade 5 (to 55%).

**Goal #2:** By 2025, **an average of** 85% of **all** HSD 3<sup>rd</sup> grade students will be on grade level as evidenced by the iReady reading assessment at the end of the year.

**Subgoal:** By 2025, increase proficient ELA scores on SBAC by 10% in grades 3 (to 56%), 4 (to 59%), and 5 (to 47%)

**Goal #3:** By 2025, **an average of** 50% of **all** HSD 7<sup>th</sup> graders will be proficient in math as evidenced by the SBAC assessment.

**Goal #4:** By 2025, **an average of** 70% of **all** HSD 7<sup>th</sup> graders will be proficient in reading as evidenced by the SBAC assessment.

**Goal #5:** By 2025, 35% of HSD 11<sup>th</sup> graders will meet all 4 benchmarks on the ACT.

**Goal #6:** By 2025, reduce suicidality from 10% to 5% in K-12 students and reduce depression/anxiety from 30% to 20% in K-12 students as measured by the BASC-BESS and RHBI screeners.

## Action Plan

### Standards and Curriculum Amount and Quality of Instruction

**Goal #1:** Implement instructional systems (SLT, PDSA, WIN, Instructional framework and walkthroughs) in all schools with 100% fidelity to ensure quality instruction.

Effect Size:: Teacher Clarity, (.85) Teacher expectations, (.58) Student Self efficacy (.64)  
Student self -control, (.66) and Student self-reported grades, (.96)

Action Steps	Who	When
1. Hire two district TOSAs under the MCLSDP grant to develop a districtwide plan and support schools with the implementation of systems.	District Admin	July (Abby Kuhl and Jonna Schwartz)
1. District Admin given ½ day PD on looking at assessment data.	District Admin, School Admin	August
2. Each school develops an action plan as their CSIP to guide monthly SLT meetings.	District Admin, School Admin	August
3. Each school builds in SLT meetings and WIN time into master schedule.	School Admin	August
4. Hire two district TOSAs under the MCLSDP grant to develop a districtwide plan and support schools with the implementation of systems.	District Administration	July
5. School admin meet once a month with district admin as a collective group to review the rubrics on each of the systems and share out ideas with one another	School admin, district admin, coaches	Ongoing/monthly Met September 2 <sup>nd</sup> and 25 <sup>th</sup> November 3 <sup>rd</sup> , January 19 <sup>th</sup> (K-5 only), and January 26 <sup>th</sup>
6. Title coaches meet monthly with district admin to share ideas and discuss where they are with each system and their action plans in their schools.	School admin, title coaches	Ongoing/monthly Met September 29 <sup>th</sup> , November 3, January 26 <sup>th</sup>

**Goal #2:** Increase math scores on SBAC by a minimum of 10% in two years by implementation of new curriculum and instruction.

**Effect Size::** Direct and Guided Math instruction, (.48) (More ES listed below)

<p>1. Hire a math TOSA to help facilitate curriculum work, professional work, and instructional practices. (Coaching, .26)</p>	<p>Curriculum and Assessment Admins</p>	<p>July (Melissa Romano)</p>
<p><del>2. Form a math team to support the K-5 math TOSA in developing new curriculum and instruction. (Professional Development, .44)</del></p>	<p>Math TOSA, Curriculum and Assessment Admins</p>	<p>September</p>
<p><del>3. Offer the opportunity for teachers to volunteer piloting Engage NY (Eureka 1.0).</del></p>	<p>Principals</p>	<p>August</p>
<p>4. Each elementary school will require teachers to teach a 70minute core block of math that includes 10 minutes of number sense instruction. (Whole group Math instruction, 1.60 Tier 1) (Number Sense instruction, .88)</p>	<p>District Admin, Principals, Teachers</p>	<p>Ongoing</p>
<p>5. Each elementary school will require teachers to include 30-45 minutes of My Path Instruction weekly. (Technology with learning needs students, .60) (Intelligent tutoring systems, .52)</p>	<p>District Admin, Principals, Teachers</p>	<p>Ongoing</p>
<p>6. Each Elementary School will require teachers to use math manipulatives in core math instruction. (Use of manipulative, .52)</p>	<p>District Admin, Principals, Teachers</p>	<p>Ongoing</p>

**Assessment and Data-Based Decision Making Goal:**

1- Each building has a School Leadership Team (SLT) that meets monthly and reviews action plans, student data, and assesses progress towards goals. 2- Implement Plan, Do, Study Act (PDSA) cycles in all PLCs K-12.

Effect Size:: Planning and prediction-(.83); Success Criteria-(.64); Explicit Teaching Strategies-(1.22)

Action Steps	Who	When
1. <del>Develop a district calendar that has all PLC's and expectations for the PLC dates.</del>	District Admin	August
1. Principals build monthly SLT meetings into the school calendar and district admin and TOSAs attend to support the work and improve feedback. (Collective teacher efficacy, 1.34)	Principals, Curriculum Director, Assessment Director	Ongoing-monthly Need principals to send dates of SLT meetings
2. Action Plans/ <del>CSIPs</del> ISAPs are submitted in OneDrive as a shared document for follow up and feedback.	Principals, Curriculum Director, Assessment Director	<del>September</del> January-Josh and Gary are developing the folders and principals can start adding Action Plans and Artifacts
3. District TOSAs and administrators support principals monthly in developing PDSAs for PLC groups and following up on feedback.	Principals, Curriculum admin, Assessment admin, TOSAs.	Ongoing



**Evidence-Based Interventions and Practices  
Instruction for Disadvantaged Students**

**Goal:** All (4) 6-12 schools will develop an intervention model for instruction in the core and decrease their pull-out interventions by 50%.

**Goal:** 100% K-5 schools will have WIN groups for reading and math with fidelity by spring 2024.

Effect Size:: Whole Class Instruction-(1.70); small group-(.70); Tier 1 Interventions-(1.32); Tier 2 Interventions - (.67)

Action Steps	Who	When
<del>K-5: Principals will build WIN time into their master schedules for both reading and math. 6-12 Principals will evaluate student data and develop individual schedules to address the gaps.</del>	Principals	August
Principals will meet monthly with district admin and other principals to review district rubrics and evaluate student data.	Principals, district admin, consultant	Monthly-ongoing Met September 2 <sup>nd</sup> and 25 <sup>th</sup> November 3 <sup>rd</sup> , January 19 <sup>th</sup> (K-5 only), and January 26 <sup>th</sup>
Curriculum administrator and Assessment administrator will attend SLT meetings to support WIN groups and evaluate student data.	District admin, TOSAs	Monthly-ongoing Principals need to send dates of SLT meetings to Kaitlyn and Joslyn
District TOSA will attend SLT meetings and meet with principals to support and evaluate the interventions.	TOSA	Monthly-Ongoing This is happening in other capacities, but having the SLT dates would help.

**Academic Leadership to Improve Instruction**

**Professional Development Goal:**

- 1- Support teachers with the shift in math curriculum and instruction K-5.
- 2- Leadership - will support PDSA cycles in PLC aligned to student and framework data

Effect Size:: Professional Development-(.44)

<b>Action Steps</b>	<b>Who</b>	<b>When</b>
Math Pilot Group will meet regularly throughout the year to discuss what is working and what is not with the Engage NY math curriculum.	Teachers, principals, district admin, TOSA's	Ongoing <b>2<sup>nd</sup> semester-need to start</b>
Math instruction at grade level meetings from the Math TOSA and consultant.	TOSAs, consultant	Fall and Spring grade level meetings <b>Once a month PLCs for grade levels in addition to the math coach work in all of the buildings</b>
<del>Job embedded professional development through modeling and mini coaching cycles.</del>	TOSAs	Ongoing
District administrators will attend SLTs and discuss PDSA cycles with principals	Curriculum administrator and assessment administrator	Ongoing <b>Principals need to send SLT dates to Joslyn and Kaitlyn</b>
Principals will oversee PDSA cycles within PLCs in their buildings.	Principals	Ongoing

### Community and Family Engagement to Support Instruction

**Goal:** Increase family engagement in schools by each school offering a family engagement opportunity at a minimum of 1/month. Title schools will offer more frequent family engagement opportunities.

Effect Size:: Parenting programs-(.39); Parental Expectations-(.49); Communication home(.38)

Action Steps	Who	When
1. Each school will put together a calendar of regular family engagement events	Title Coaches, Principals, SLTs	August/September
2. Principals will discuss family engagement events at monthly Friday meetings.	District admin, coaches, principals	Ongoing
3. Title schools will meet quarterly to discuss success with family engagement	Title administrator, principals, Title Coaches	October, January, March, May

Social Emotional Learning/Cultural

Goal: By 2025, reduce suicidality from 10% to 5% in K-12 students and reduce depression/anxiety from 30% to 20% in K-12 students as measured by the RHBI screeners.

Action Steps	Who	When
1. Each school will provide RBHI screening at every level, once per semester to assess student mental health needs.	District Admin School Admin	Once per semester
2. Grade level students will be provided best-practice instruction that addresses mental health issues and resources.	District Admin School Admin School Counselors Mental Health Partners	Once per year
3. Each school will require teachers and staff, once trained, to utilize MTSS-B Tier 1 and Tier 2 Strategies to support all student's mental health needs.	District Admin School Admin School Counselors Mental Health Partners	Ongoing training through the Stronger Together Grant
4. Each school will develop an SEL action goal to be included in monthly SLT meetings.	District Admin School Admin	August and ongoing

## References

Hattie, J. (2023). *Visible learning, the sequel: A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.

## Acronyms

SLT        School Leadership Team

PDSA      Plan, Do, Study, Act

WIN        What I Need (Targeted Intervention)

CSIP       Comprehensive School Improvement Plan (OPI required)

MCLSDP   Montana Comprehensive Literacy School Development Plan (OPI Grant) TOSA  
Teacher on Special Assignment

PLC        Professional Learning Community

February 2024

# Winter Student Achievement Data

REX WELTZ, SUPERINTENDENT  
HELENA PUBLIC SCHOOLS



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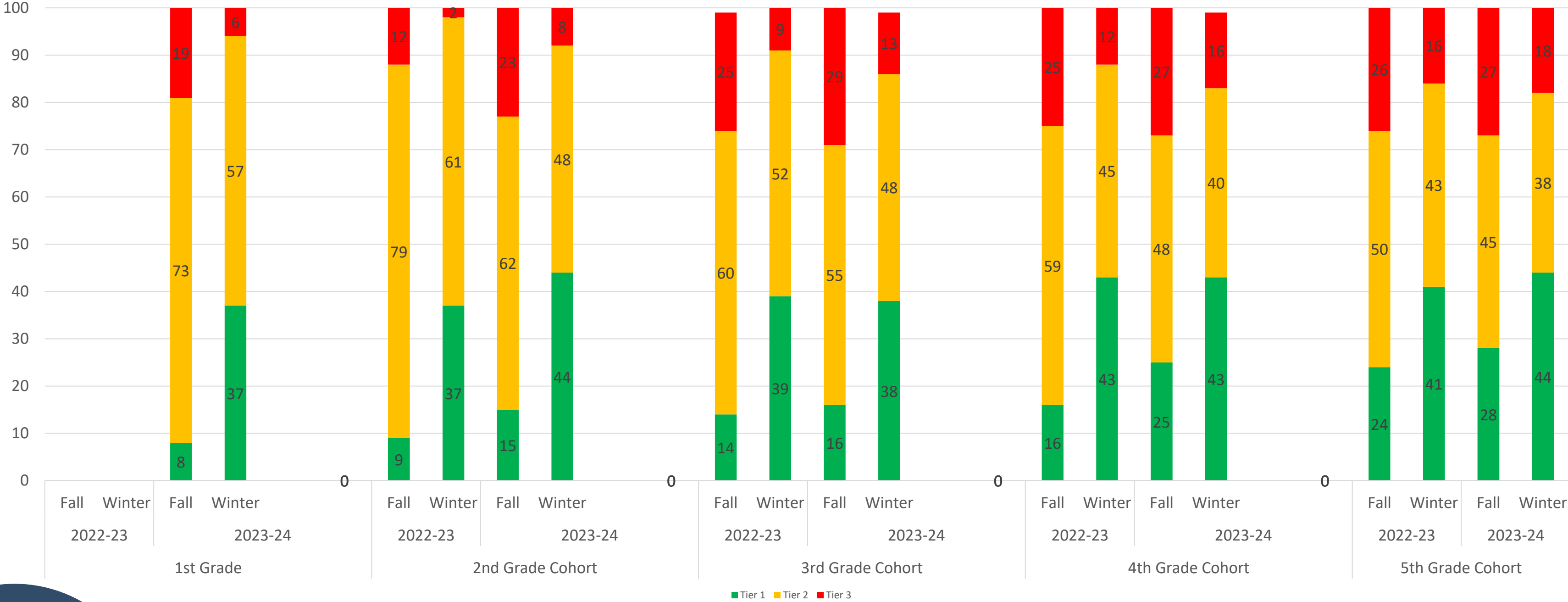
# Grades K-5 Winter Benchmarks

2

# iReady Math Growth Grades 1-5



Percent

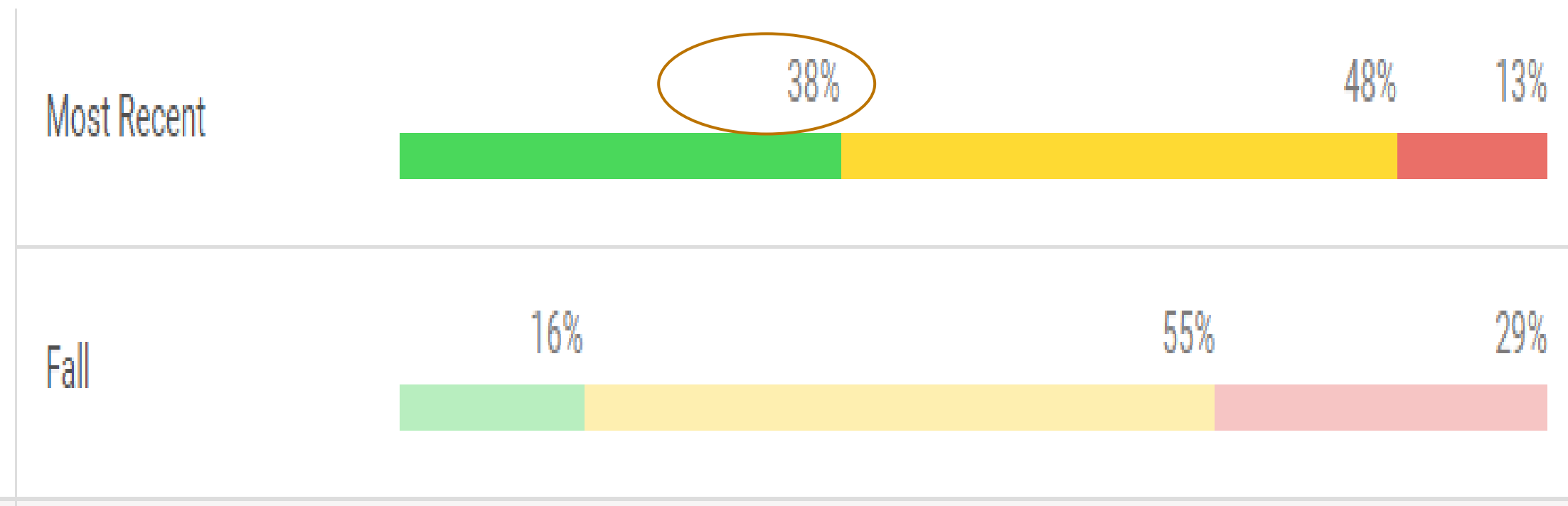




# Strategic Academic Goal Math

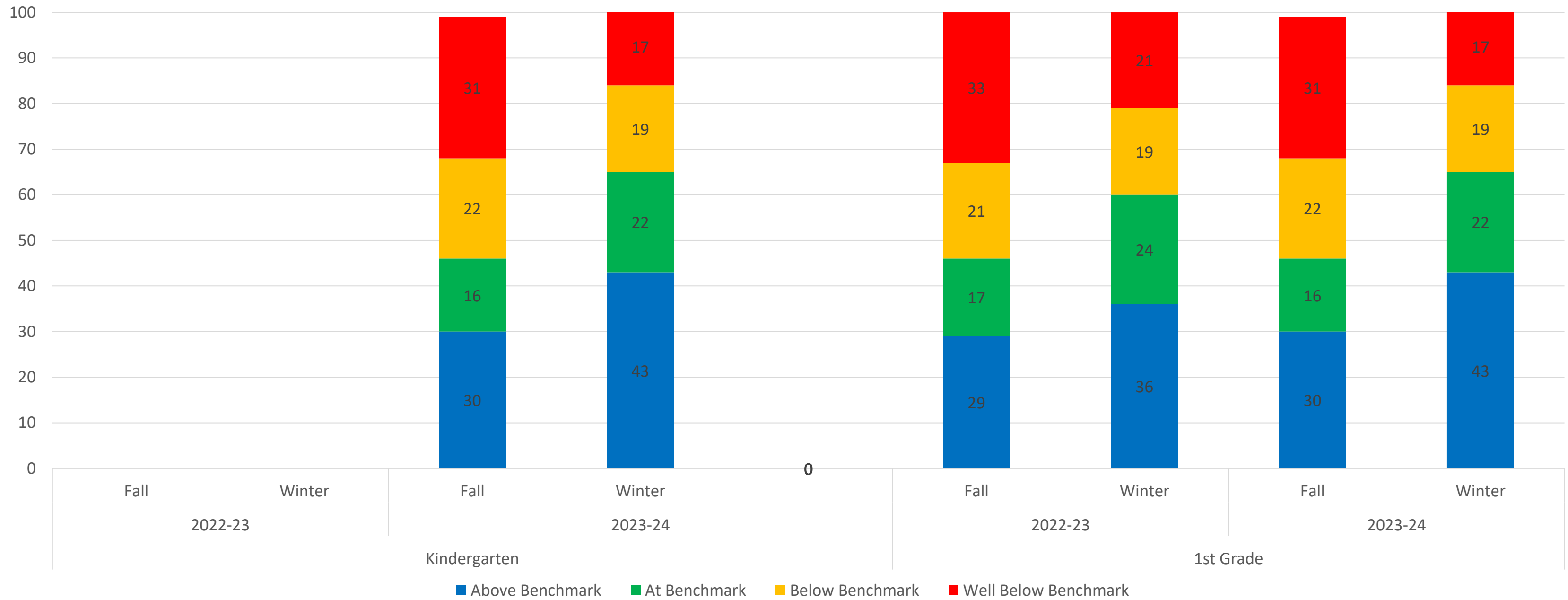
**Goal #1:** By 2025, an average of 75% of HSD 3<sup>rd</sup> grade students will demonstrate grade-level proficiency on math grade level standards by achieving a proficient score on the iReady math assessment at the end of the school year.

Grade 3



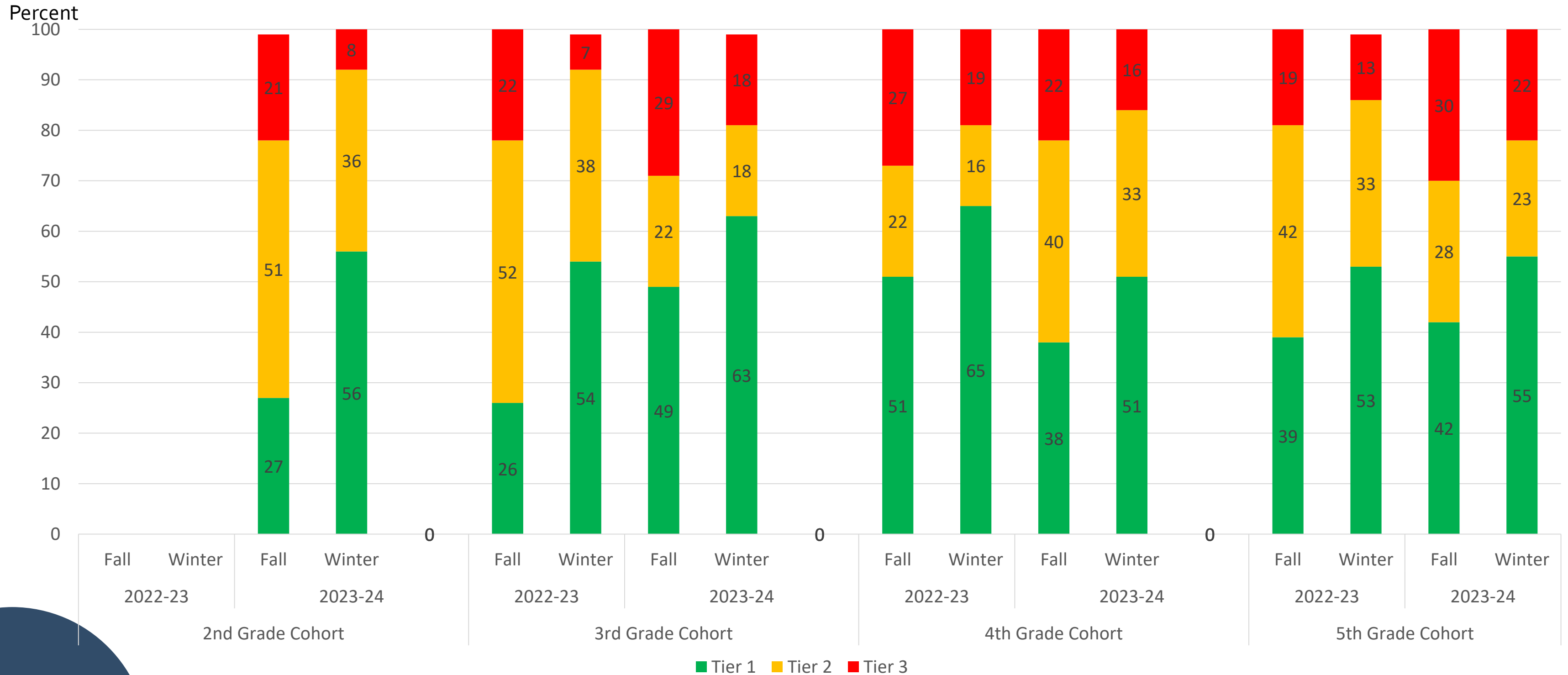
# Grades K-1 Acadience (Reading)

Percent



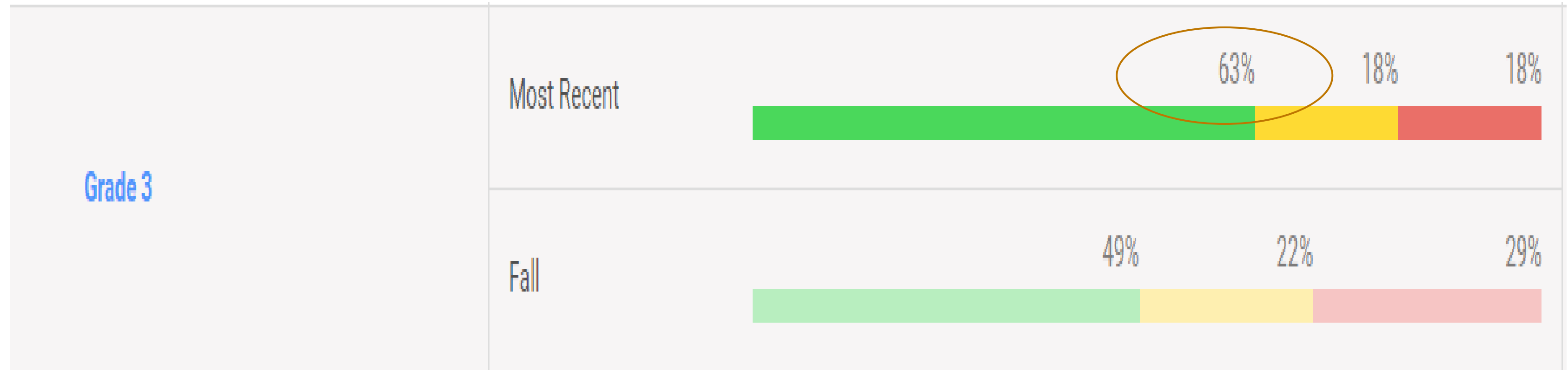
- **Well Below Benchmark** Likely to need intensive support
- **Below Benchmark** Likely to need strategic support
- **At Benchmark** Likely to need core support
- **Above Benchmark** Likely to need core support and enrichment

# iReady Reading Growth Grades 2-5



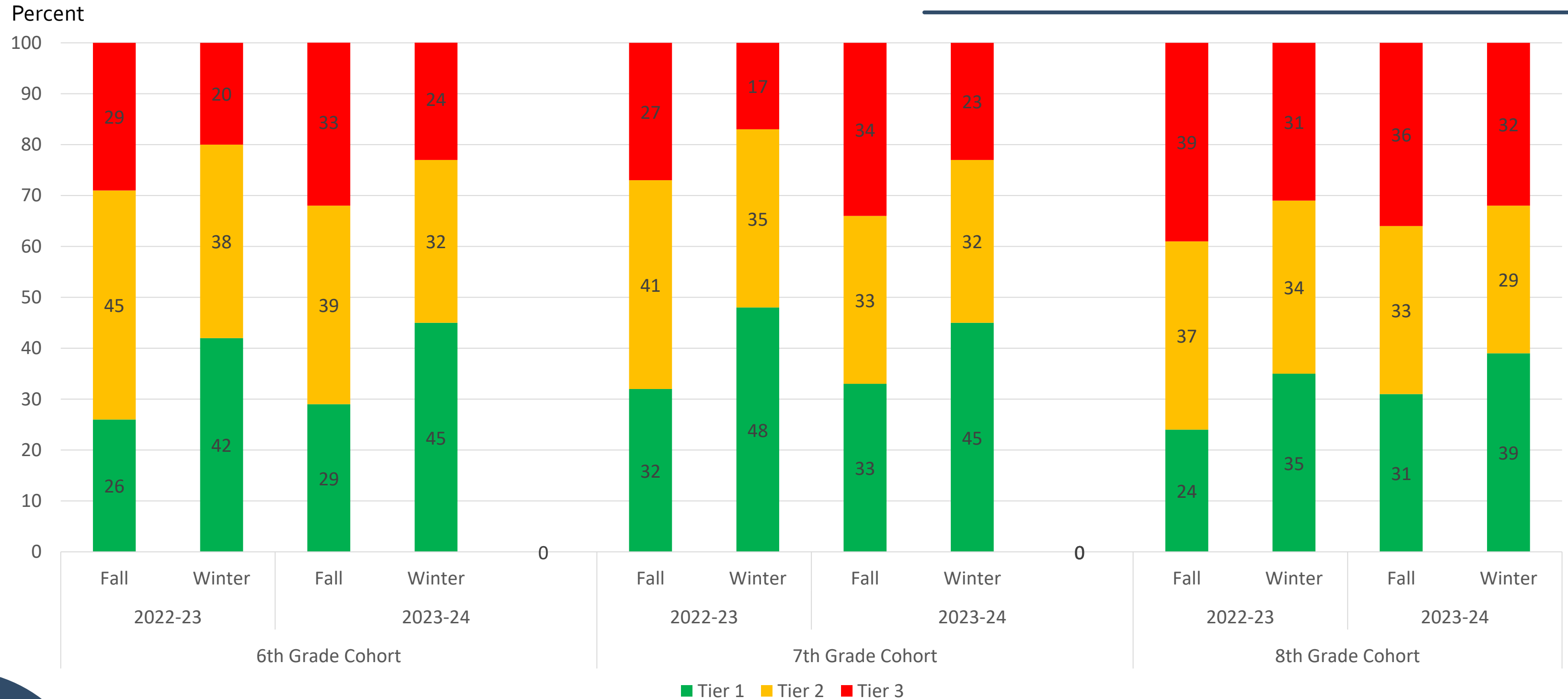
# Strategic Academic Goal Reading

**Goal #2:** By 2025, an average of 85% of HSD 3<sup>rd</sup> grade students will be on grade level as evidenced by the iReady reading assessment at the end of the year.



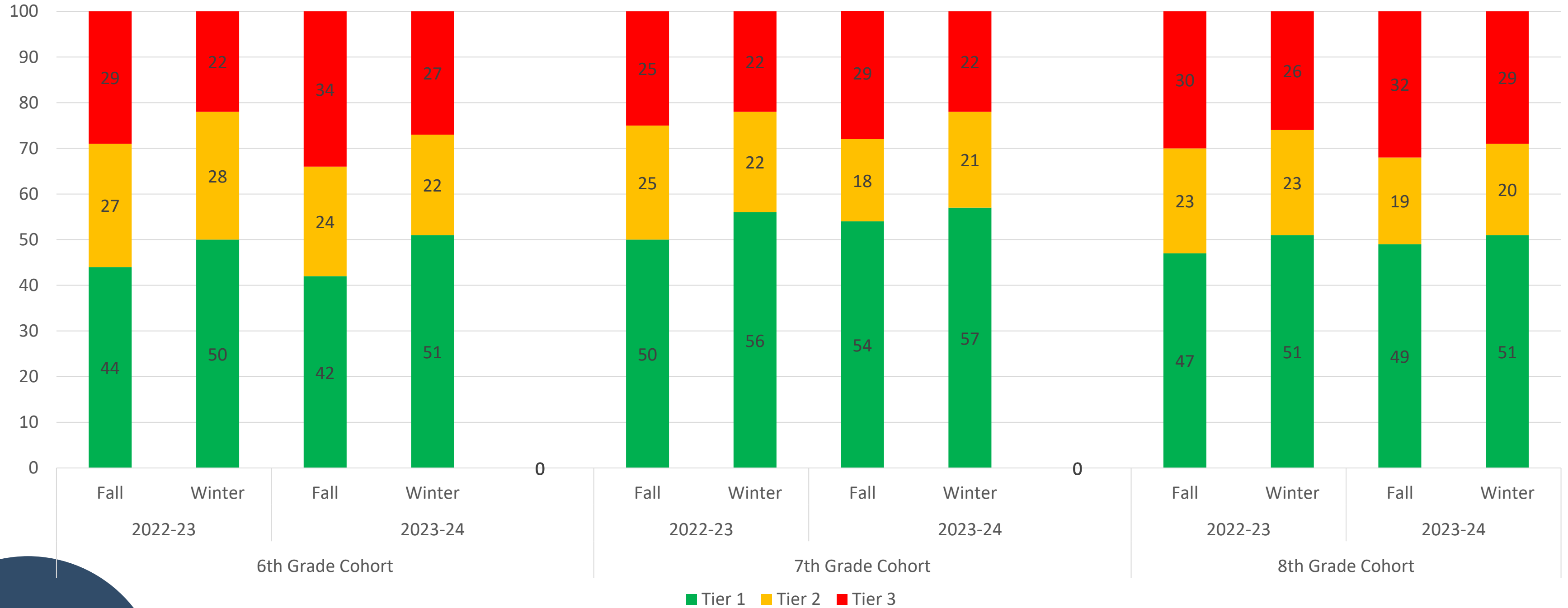
# Grades 6-8 Winter Benchmarks

# iReady Math Grades 6-8



# iReady Reading Grades 6-8

Percent



# Upcoming Assessment Updates

## High School:

### **April 9, 2023**

- This will be a juniors only day, with options for students in grades 9, 10, and 12 remote learning day

### **April 10 & 11**

- CHS will assess 9<sup>th</sup> graders on iReady and 10<sup>th</sup> graders will take the PreACT

### **May 22<sup>nd</sup> & 23**

- HHS will assess 9<sup>th</sup> and 10<sup>th</sup> graders on iReady

## Grades 3-8:

### **MAST Assessment Planning**

- February 27<sup>th</sup>-State Summit
- Team will meet monthly this spring to plan for next school year





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**Helena**  
**Public Schools**

*A great place to learn*

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