



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, September 4th, 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:

[Join the meeting now](#)

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 05.01.24 Teaching & Learning Committee Meeting Minutes

V. ITEMS FOR INFORMATION/DISCUSSION

A. Purpose of the T&L Committee This Year:

1. Understand the Processes in Place At Each Level

B. Review of the Action Plan & Data

1. Revisit Any Questions or Big Ideas

C. Introduce New TOSAS

1. Purpose of Their Efforts and Work This Year In Terms of Teacher Support, Planning, and Systematic Sustainability (Look at Implementation Timeline)

VI. BOARD COMMENTS

VII. ADJOURNMENT



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, May 1st, 2024
12:00pm
Lincoln Center & TEAMS

MINUTES

ATTENDANCE

| <i>Trustees:</i> | <i>Others:</i> |
|----------------------------|---|
| Jennifer McKee, Vice Chair | Rex Weltz, Superintendent |
| Linda Cleatus, Trustee | Jane Shawn, HEA President |
| Jennifer Walsh, Trustee | Josh McKay, Assistant Superintendent |
| | Barb Ridgway, Chief of Staff |
| | Melissa Romano-Lehman, Instructional Coach |
| | Joslyn Davidson, Curriculum Director |
| | Abby Kuhl, Instructional Coach |
| | Candice Delvaux, Executive Assistant |
| | Karen Ogden, Communications Officer |
| | Jonna Schwartz, Instructional Coach |
| | Kaitlyn Hess, Assessment and Federal Programs |
| | Gary Myers, Director of Educational Technology |

I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:02 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 4.3.24 Teaching and Learning Committee Meeting.

V. ITEMS FOR INFORMATION/DISCUSSION

A. Comprehensive District Literacy Plan

The Teaching and Learning Committee viewed a presentation about the draft Comprehensive District Literacy Plan. In Helena School District's Comprehensive Literacy Plan, a robust Instructional Framework guides teachers in delivering effective instruction to students, ensuring comprehensive literacy development. Curriculum and instruction are carefully designed to align with educational standards and cater to students' diverse learning needs. An Intervention Plan is implemented to provide targeted support for students requiring additional assistance, utilizing strategies such as tiered interventions and collaborative decision-making. Benchmark data is collected to assess student progress and inform instructional decisions, while progress monitoring ensures that interventions are effective, and that students are making academic gains. An action plan is developed based on data analysis to adjust instruction and support strategies as needed. Regular walk-throughs are conducted to observe teaching practices, provide feedback, and foster a culture of continuous improvement. Professional development opportunities are offered to educators to enhance their literacy instruction skills and stay updated on best practices. Family engagement initiatives are encouraged to involve families in their child's literacy journey, creating a collaborative partnership between home and school to support student learning and success.

The Comprehensive District Literacy Plan details instructional framework. In Helena School District (HSD), the instructional framework LEARN is designed to provide a comprehensive approach to classroom instruction, encompassing various key elements to enhance student learning. This acronym encapsulates the core components of effective teaching and learning, emphasizing the importance of student understanding, teacher engagement strategies, interdisciplinary skill application, reflection on learning, and recognition of the need for next steps.

The Comprehensive District Literacy Plan details curriculum and instruction and goes into detail about Scarborough's Reading Rope, quality instruction, standards, and evidence-based curriculum. The Comprehensive District Literacy Plan also details assessment and data. In HSD, data and assessments play a crucial role in understanding student progress, identifying areas of

improvement, and guiding instructional decisions. Educators utilize various types of assessments to gather information about student learning and growth including benchmark assessments, screeners, diagnostic assessments, and progress monitoring. The plan details using data to drive instruction, strategies for using data effectively, and the benefits of using data in instruction.

The Comprehensive District Literacy Plan also details an intervention plan. The Helena School District utilizes Multi-Tiered System of Support (MTSS). MTSS serves as a structure for educators to collaborate and provide interventions that ensure all students have fair access and opportunities to meet academic standards. An intervention plan within MTSS consists of several crucial components to address the diverse needs of students and promote their academic success including gathering data, tiered interventions, team-based decision making, and progress monitoring. Information in the plan includes gathering data for (K-5), the K-5 HSD Literacy Assessment Decision Tree, WIN Groups, and the WIN process, data informed decisions for grades 6-12, and Professional Learning Communities (PLC). There are building level PLC meetings, specialist collaboration and grade band PLCs, grade level and content teams, and optional professional development opportunities.

The Comprehensive District Literacy Plan includes information about an action plan. The action plans outline specific objectives, goals, and strategies to support instructional effectiveness in a continuous improvement cycle. The action plan is developed at the start of each school year and monitored or adjusted as needed throughout the year. The district action plan, informed by district-wide data and incentives, is shared with all stakeholders, including the school board, teachers, administrators, and the community annually. Essential for ensuring consistency and alignment in literacy instruction across all Helena District schools, this plan promotes best practices, addresses systemic challenges, and fosters collaboration to enhance literacy skills district-wide. An updated district action plan can be found on the district curriculum and instruction website. With the goals of the district wide action plan in mind, individual schools create their own action plan. This plan is developed using school specific data and goals identified by the School Leadership Team (SLT). The school action plan drives school wide PLCs in a process of continuous improvement. By having a school action plan in place, educators can identify areas for improvement and implement evidence-based strategies to enhance reading, writing, listening, and speaking skills. In addition to school and district action plans, some PLC teams may create an action plan specific to their grade level goals and objectives for continuous improvement.

At every Helena school, a School Leadership Team (SLT) is formed, and may include teacher representatives from all areas, counselor, coach, and principal. The main objective of the SLT is to enhance the effectiveness of a school by providing strategic guidance, promoting collaboration, and fostering a shared vision for improvement. The team meets monthly to oversee the school's advancement towards the goals on the action plan and determine necessary action steps to achieve these goals, to review school wide data from benchmark assessments and the walkthrough tool, and to organize monthly Professional Learning Community (PLC) Professional Development sessions based on needs identified from the data. By leveraging the expertise, collaboration, and strategic leadership of a School Leadership Team, schools can enhance the implementation of their action plan, drive continuous improvement, and create a positive impact on student learning outcomes and overall school success.

The Comprehensive District Literacy Plan also details walkthroughs. The purpose of the walk-through tool is to provide a brief, structured, and non-evaluative method for observing classroom instruction to provide a clear view of the current reality of the school's instructional practices. This tool allows administrators, instructional leaders, and educators to conduct focused observations, identifying successful instructional practices and areas for improvement within the school environment.

The Comprehensive District Literacy Plan also details professional development and family engagement. Professional development (PD) is essential in fostering the ongoing growth and development of educators within Helena's schools. It equips teachers with the essential knowledge and skills needed to elevate their teaching methods, leading to positive impacts on the students they educate. Effective professional development is centered on improving educational practices that align with the growth goals of the district, school, and individual educators. By focusing on enhancing teaching practices through quality professional development, educators can continuously strive to improve their instruction, benefiting both their professional growth and the academic success of their students. HSD is committed to fostering a culture of collaboration between families, schools, and the community to support student success and well-being. Family engagement plays a crucial role in a child's educational journey, fostering a strong partnership between home and school to support student success. In HSD, the comprehensive family engagement plan is designed to actively involve parents and guardians in their child's learning process.

VI. BOARD COMMENTS

There were no further board comments.

VII. ADJOURNMENT

The meeting was adjourned at 1:02 p.m. by Vice Chair Jennifer McKee.

Helena Public Schools

DISTRICT ACTION PLAN



COMPILED BY: KAITLYN HESS & JUSTINE ALBERTS
DATA, ASSESSMENT & FED. PROGRAMMING CURRICULUM & INSTRUCTION

2024-2025

Student Achievement Goals

Helena Public Schools is committed to the success of every student. These action plan goals are built around critical benchmarks in each stage of a student's education, tracking progress and growth to ensure students are on a trajectory for success.

Goal 1: By spring 2026, 80% of Helena Public Schools' first graders will be proficient in foundational reading skills as evidenced by district Acadience scores.

Goal 2: By spring 2025, an average of 70% of Helena Public Schools third-grade students will score on or above grade level, demonstrating proficiency of grade-level standards, as evidenced by the iReady Math assessment.

Subgoal: By spring 2026, 70% of Helena Public Schools' third-grade students will meet their *annual typical growth* in math as evidenced by district iReady data.

Goal 3: By spring 2025, an average of 80% of Helena Public Schools third-grade students will score on or above grade level, demonstrating proficiency of grade-level standards, as evidenced by the iReady Reading assessment.

Subgoal: By spring 2026, 70% of Helena Public Schools' third-grade students will meet their *annual typical growth* in reading, as evidenced by spring iReady data.

Goal 4: By spring 2025, an average of 50% of Helena Public Schools seventh-grade students will score on or above grade level, demonstrating proficiency of grade-level standards, as evidenced by the iReady Math assessment.

Goal 5: By spring 2025, an average of 65% of Helena Public Schools seventh-grade students will score on or above grade level, demonstrating proficiency of grade-level standards, as evidenced by the iReady Reading assessment.

Goal 6: By spring 2025, 35% of Helena Public Schools 11th graders will meet all four ACT benchmarks.

Goal 7: By spring 2025, reduce suicidality from 10% to 5% in K-12 students.

Subgoal: Reduce K-12 student-reported depression/anxiety from 30% to 20% as measured by the BASC-3 BESS and RBHI screeners.

Action Plan Steps

Each goal includes a reference to effect sizes from John Hattie's *Visible Learning: The Sequel* (2022). We have aligned influential instructional and systematic strategies to emphasize the importance of each goal and outline the research that supports this plan.

Standards and Curriculum

Instructional Systems

Goal 1: Increase the effectiveness of instructional systems (SLT, PLCs, WIN, Walkthroughs) in all schools to ensure quality instruction as evidenced by self-assessment data.

Effect Size, Hattie (2022): Teacher Clarity (.85); Teacher expectations (.58)

| Action Steps | Who | When |
|--|---|-------------------------|
| <input type="checkbox"/> Review self-assessment data from the last update. | District and Building Administrators | September 2024 |
| <input type="checkbox"/> Take self-assessment for the upcoming school year and set new building goals for action plans. | District and Building Administrators | September 2024 |
| <input type="checkbox"/> Principals lead SLTs through the upcoming year's action planning for their building. | Building Administrators and SLTs | August & September 2024 |
| <input type="checkbox"/> As a collective, building principals and district administration will meet monthly to review the quality performance indicators of each system and share ideas. | District and Building Administrators, Title Coaches, and TOSAs. | Ongoing Monthly |
| <input type="checkbox"/> Title coaches meet monthly with district administrators to share ideas and discuss where they are with each system and their action plans in their schools. | Title Coaches, Curriculum & Assessment Administrators, TOSAs | Ongoing Monthly |
| <input type="checkbox"/> District-level administrators and TOSAs will support new administrators and SLTs in regular meetings, monitoring walkthroughs and goal-setting processes. | Curriculum and Assessment Administrators, TOSAs | Ongoing Monthly |

Goal 2: By spring **2026**, 60% of Helena Public Schools students in grades K-8 will demonstrate proficiency in math, as evidenced by spring iReady Math scores.

Effect Size, Hattie (2022): Direct and Guided Math instruction (.48), coaching (.26); Whole group Math instruction (1.60); Number Sense instruction (.88).

| Action Steps | Who | When |
|---|---|-----------------------------------|
| <input type="checkbox"/> Continued collaboration with Math TOSA and a K-12 math consultant to target math instruction and professional development. | Math TOSA, Curriculum and Assessment Administrators. | Ongoing- trimester progress check |
| <input type="checkbox"/> Monitor implementation of Eureka2 in K-5; it should include an emphasis on manipulatives and math discourse and will be monitored with walkthrough data. | Building Administrators, TOSAs, SLTs | Ongoing- trimester progress check |
| <input type="checkbox"/> Each elementary school will require 70 minutes of core math instruction per day, which includes 10 minutes of number sense instruction. | Building Administrators | September 2024 |
| <input type="checkbox"/> Begin math standards work and curriculum review for middle school, starting with grades six and possibly seven. | Curriculum Administrator, Building Administrators, Teacher Curriculum Teams | Ongoing |

Assessment and Data-Based Decision Making

Teacher Teams and Instructional Planning

Goal 1: Reestablish the PLC process for grades K-12 rooted in the four-question cycle as evidenced by the self-assessment rubric.

Effect Size, Hattie (2022): Planning and prediction (.83); Success Criteria (.64); Explicit Teaching Strategies (1.22).

| Action Steps | Who | When |
|--|--|--|
| <input type="checkbox"/> Build a universal PLC protocol for K-12 teams to use consistently. | Building Administrators, Curriculum and Assessment Administrators | August 2024 |
| <input type="checkbox"/> Build a commonly accepted document to promote collaboration and consistent communication between PLC teams, other departments/grades, and administration. | Building Administrators, Curriculum and Assessment Administrators, TOSAs | Ongoing |
| <input type="checkbox"/> Support PLC teams in buildings and with teacher teams. | Building Administrators, Curriculum and Assessment Administrators | Weekly throughout the 2024 school year |

Goal 2: 100% of K-5 schools will have a WIN model for reading and math based on student data and needs, as evidenced by the self-assessment rubric.

Effect Size, Hattie (2022): Whole class instruction (1.70); Small group (.70); Tier 1 Interventions (1.32); Tier 2 Interventions (.67).

| | | |
|--|---|---------------------------------|
| <input type="checkbox"/> Principals will complete a self-assessment of their current WIN model, evaluate it, and make adjustments as necessary. | Building Administrators | August 2024 |
| <input type="checkbox"/> As a collective, Principals will meet monthly with district administrators to review WIN models and discuss effectiveness. | District Administrators, Building Administrators | Monthly for 2024 school year |
| <input type="checkbox"/> District-level administrators and TOSAs will support new administrators and SLTs in evaluating, implementing, or maintaining the WIN model in their building. | District Administrators, TOSAs | Monthly for 2024 school year |

Community and Family Engagement

Support Inclusive Instruction and Inclusion of Caregivers

Goal 1: Increase family engagement in schools through various monthly opportunities at each building and level. *Engagement is measured by attendance at each opportunity.*

Effect Size, Hattie (2022): Parent programs (.39); Parental Expectations (.49); Communication Home (.38).

| Action Steps | Who | When |
|---|--|-------------|
| <input type="checkbox"/> Each school will have a calendar of engagement opportunities. | Title coaches, Building Administration, SLTs | August 2024 |
| <input type="checkbox"/> As a collective, Principals will meet monthly to share and collaborate on ideas. | District Administrators, Building Principals | Ongoing |
| <input type="checkbox"/> All schools will track data on family engagement attendance. | Principals, Title Coaches | Ongoing |

Student Well-Being

Student Belonging and Safety

Goal 1: Reduce suicidality in K-12 students from 10% to 5%, as measured by BASC-3 BESS and RBHI.

Goal 2: Reduce depression/anxiety from 30% to 20% in K-12 students as measured by BASC-3 BESS and RBHI.

| Action Steps | Who | When |
|--|--|--|
| <input type="checkbox"/> Each school will provide the RBHI screening at every level once a semester to assess students' mental health needs. | District Administrators, Building Administrators | Fall 2024 & Spring 2025 |
| <input type="checkbox"/> Grade-level students will receive best-practice instruction and resources for addressing mental health issues. | District Administrators, Building Administrators, Counselors, Mental Health Partners | Once per year at each school. |
| <input type="checkbox"/> With support from the Stronger Together grant, each school will train teachers to utilize MTSS-B Tier 1 and Tier 2 strategies to support all students' mental health needs. | District Administrators, Building Administrators, Counselors, Mental Health Partners | August 2024 and throughout the school year |
| <input type="checkbox"/> Each school will develop an SEL action goal in its Action Plan. | Building Principals, Building SLTs, RTI Teams, Counselors | August 2024 |

References

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

Index of Acronyms Used

| Title | Acronym | Definition |
|---------------------------------|-------------|--|
| School Leadership Team | SLT | The SLT is comprised of building-level staff. Members consist of different grade levels, departments, and/or specialist areas. Teams meet monthly to review their building-level action plan, evaluate progress of their action plan goals and determine next steps. |
| What I Need | WIN | WIN groups are Tier 1 and Tier 2 intervention groups. Teachers build flexible groups based on data and then target instructional strategies to build skills students need to meet the criteria of standards, such as remediation, repetition, or extension. |
| Teacher on Special Assignment | TOSA | These positions support professional development for teachers and staff on high-priority projects for the district that directly impact student achievement. |
| Professional Learning Community | PLC | PLCs are groups of teachers that meet weekly to review student data and make instructional decisions based on that data. |