



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 2nd, 2024

12:00pm

Lincoln Center & TEAMS

MINUTES

ATTENDANCE

<i>Trustees:</i>	<i>Others:</i>
Jennifer McKee, Vice Chair	Rex Wultz, Superintendent
Rachel Robison, Trustee	Jane Shawn, HEA President
	Josh McKay, Assistant Superintendent
	Justine Alberts, Curriculum Director
	Ashlie Buresh, TOSA
	Candice Delvaux, Executive Assistant
	Kaitlyn Hess, Assessment and Federal Programs Director
	Gary Myers, Director of Educational Technology
	Lona Carter, Student Services Director
	Keri Mizell, Human Resources Director
	Barb Ridgway, Chief of Staff
	Two Guests of the Public

I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:00 p.m. by Board Vice Chair Jennifer McKee. Following the call to order, members of the Teaching and Learning Committee and other attendees introduced themselves.

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 accepted the minutes from the 9.4.24 Teaching and Learning Committee Meeting.

V. ITEMS FOR INFORMATION/DISCUSSION

A. Fall Data and Corresponding Curriculum Work

Ms. Kaitlyn Hess, Assessment and Federal Programs Director, and Ms. Justine Alberts, Curriculum Director, reviewed a fall data and corresponding curriculum work presentation with the Teaching and Learning Committee. The first part of the presentation described mission and vision.

Vision: To cultivate a vibrant and inclusive educational environment where every student excels academically, socially, and emotionally, empowered by innovative teaching practices, comprehensive assessment, and robust support for teachers and administrators throughout the system

Mission: Our mission is to foster academic excellence and equity by delivering a rigorous and culturally responsive curriculum, supporting educators through continuous professional development, utilizing data-driven assessment practices to inform instruction, and ensuring all students have the opportunities to succeed. We are committed to collaborating with students, families, and the community to create a supportive and inclusive learning environment that prepares every student for lifelong learning and success.

Next, there was a robust discussion about the 3-5 SBAC data for ELA and Math from 2021, 2022, 2023, and 2024 and grades 6-8 Fall iReady and Fall Math iReady trends for Tier 1, Tier 2, and Tier 3 for Fall 2023 and Fall 2024.

Ms. Alberts and Ms. Hess reviewed K-5 curriculum work in the district.

Grade Level and Task Force Meetings: Teachers from around the district met in grade level teams and as a Standards Based Grading Task Force to collaborate, learn and create.

Professional Development: Professional Development will begin after school to support WIN planning, next steps in Eureka and intervention, and using our data.

Forward Thinking: Looking into opportunities to strengthen interdisciplinary learning in addition to sustaining our literacy and learning in ELA. Standards work and implementation is coming.

Next, Ms. Alberts and Ms. Hess reviewed middle school curriculum work:

Math Curriculum Meeting-Purpose: Align MAST Testlets. Outcomes: Common pacing, collaboration, unified decisions and alignment across town, desire to grow as a team. Work to continue in the spring - reflection!

Middle School Writing Supplement: Through the 6-12 ELA work started last summer, groups are

strengthening their instructional units and identifying areas to supplement instruction based on need. Sentence Proficiency and cross-town collaboration.

Social Studies: Work coming up! Curriculum resource review and group work to follow and start this month. Standards, discussions and alignment.

Ms. Hess and Ms. Alberts moved on to discuss the new MAP Assessment for grades 9-12.

B. New MAP Assessment 9-12

Ms. Hess provided an overview of the new MAP Assessment for grades 9-12. This criterion-referenced assessment is similar to iReady, with a more tailored interface that aligns with students' current coursework, particularly in math. For example, all 9th graders took the Algebra 1 test, while 10th graders at Helena High were assigned tests in either Algebra 2 or Geometry, focusing on specific standards within their subjects. The MAP assessment is also nationally normed, allowing teachers to compare students' performance with their peers across the country. Teachers can utilize the data to group students based on their scores, enabling targeted small group instruction. The assessment is designed to engage students more effectively, featuring a serious, ACT-style format that contrasts with the graphics of iReady, which some students found juvenile. At Capital High, a different approach is being trialed for 10th graders. Teachers have identified students needing additional support and are using intervention time on Mondays to administer the assessment. This strategy aims to avoid unnecessary testing for students already demonstrating proficiency, addressing previous feedback from board representatives regarding student concerns about the assessment process. Overall, the new MAP Assessment is proving beneficial in tailoring instruction and engaging students while addressing past concerns about testing relevance.

Next, Ms. Hess and Ms. Alberts reviewed High School curriculum work with the Teaching and Learning Committee.

Intervention: New assessment data gives us new information to use. Teams are learning what intervention looks like at the high school level.

9-12 ELA: In collaboration with 6-8, groups met last year to begin reviewing their instructional units. Groups will meet this year to continue learning and developing stronger units of study. Standards are also being revised.

Looking Forward: Again, forward thinking. Standards are proposed for adoption with Math. Teams are continuing to review and revisit student learning.

Ms. Hess and Ms. Alberts discussed the data driven instructional decision-making process as well as School Leadership Teams, PLC groups, WIN groups, and interventions.

C. Planning For MAST

Ms. Hess and Ms. Alberts discussed MAST with the Teaching and Learning Committee.

- The first window opens October 14th
- Teachers in grades 3-5 have planning documents
- Teachers in 6-8 math developed their order of testlets
- We will be rostering, printing test tickets, and doing a final training in the next two weeks in preparation for game day on October 14th
- Fixed Form Test: MAST assesses a set of standards in a set time. It does not measure growth. Our district benchmarks allow us to measure growth and see if students are maintaining pace with the grade level standards.
- Not All Curriculum Is Covered: The last testing window closes May 2nd. We still have a month of content that will be on the test, but not covered in class.
- Overtesting?: We strive for a balanced assessment system. However, in this first year we are not sure what MAST can replace. We will be gathering teacher input throughout the year to garner a better idea of how MAST can fit within our curriculum and assessment system.

Ms. Hess and Ms. Alberts answered any questions the Teaching and Learning Committee had about any of the information presented today.

VI. BOARD COMMENTS

Board Vice Chair Jennifer McKee expressed her appreciation for the extensive effort and dedication that goes into the work discussed, noting that even a lengthy conversation may not capture the full extent of the hours invested.

VII. ADJOURNMENT

The meeting was adjourned at 12:59 p.m. by Board Vice Chair Jennifer McKee.