



*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, November 6<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:

[Join the meeting now](#)

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### 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 10.02.24 Teaching & Learning Committee Meeting Minutes

**V. ITEMS FOR INFORMATION/DISCUSSION**

- A. Data Report & Accompanying Curriculum Report
- B. Updated Action Plan
- C. TOSA Reports
- D. SoR Showcase Hosted by Renaissance and HPS

**VI. BOARD COMMENTS**

**VII. ADJOURNMENT**



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## Board of Trustees Teaching and Learning Committee Meeting

Wednesday, October 2<sup>nd</sup>, 2024

12:00pm

Lincoln Center & TEAMS

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### 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 14<sup>th</sup>
- 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 14<sup>th</sup>
- 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 2<sup>nd</sup>. 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**

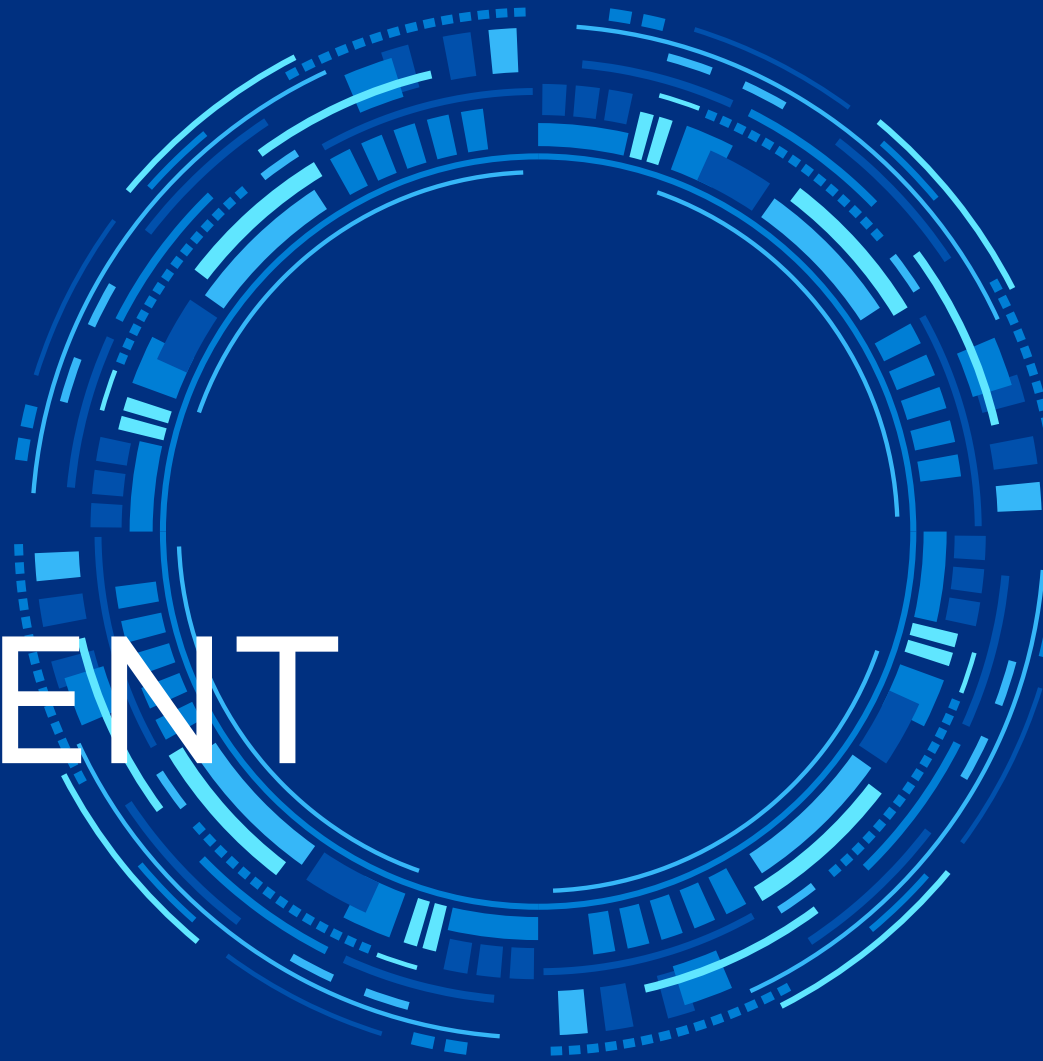
The meeting was adjourned at 12:59 p.m. by Board Vice Chair Jennifer McKee.

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2024



# FALL STUDENT DATA



# OUR VISION

Helena Public Schools foster dynamic educational experiences that prepare all students for life.

# OUR MISSION

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. This mission will be supported through the wise use of resources to meet students' needs, regardless of interests and talents. Students, families, educators and the community are committed to sharing the responsibility for creating a student-centered educational community that acknowledges learning as a life-long process

## GUIDING PRINCIPALS

01. Each student enters school healthy and learns about and practices a healthy lifestyle.
02. Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults
03. Each student is actively engaged in learning and is connected to the school and broader community.
04. Each student has access to personalized learning and to qualified, caring adults.
05. Each graduate is prepared for success in college or further study and for employment in a global environment.

# HPS COMPREHENSIVE ASSESSMENT SYSTEM

The Helena Public Schools Comprehensive Assessment System is designed to ensure that all students receive a high-quality education that meets rigorous academic standards. Our mission is to provide accurate, meaningful assessments that support student learning, inform instructional practices, and guide decision-making at every level of our school district.

## DISTRICT BENCHMARKS



Early Literacy



Grades K-1  
Reading



1st-8th Grade Math  
2nd-8th Grade  
Reading



9th & 10th Grade  
Reading and  
Math

## STATE ASSESSMENTS

**MAST**

Montana  
Aligned to  
Standards  
Through-Year

Grades 3-8  
Reading and  
Math



Retired State  
Assessment for  
grades 3-8

**MAST**

Montana  
Aligned to  
Standards  
Through-Year

Grades 5 & 8



11th Grade



# FALL BENCHMARKS ACADIENCE

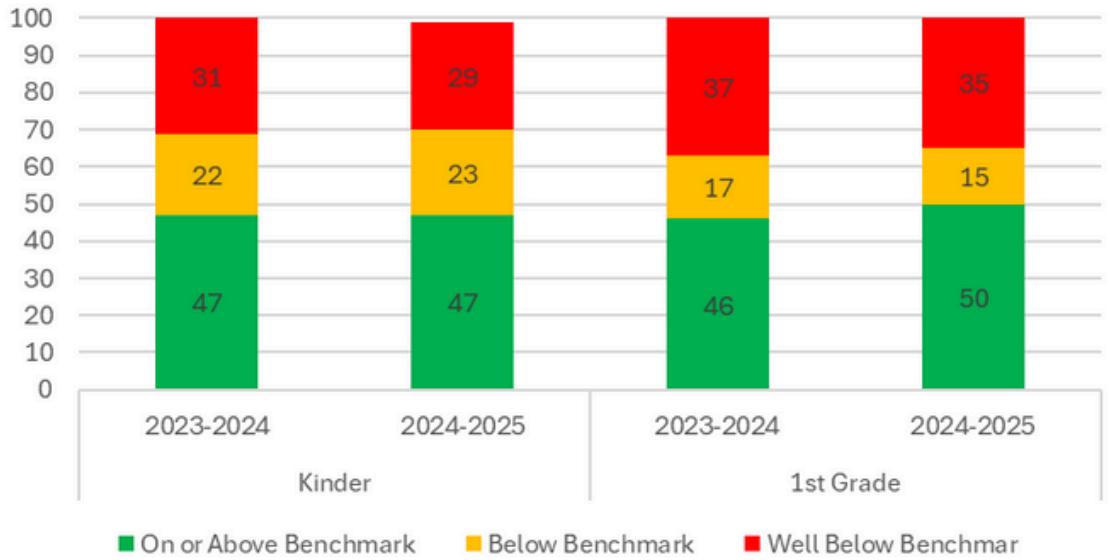


acadience™

## HPS 2024-2025 Academic Goal

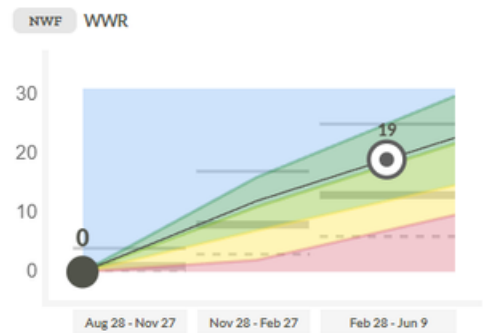
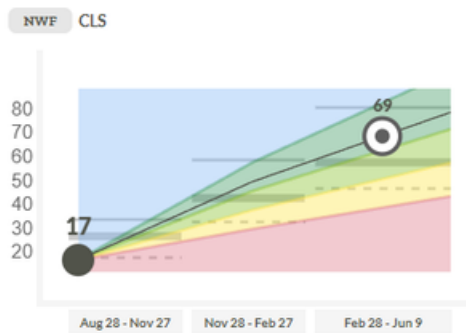
**Goal 1:** By spring 2026, 80% of Helena Public Schools' first graders will be proficient in foundational reading skills as evidenced by district Acadience scores.

Acadience Fall Benchmark Trends



## PATHWAYS TO PROGRESS

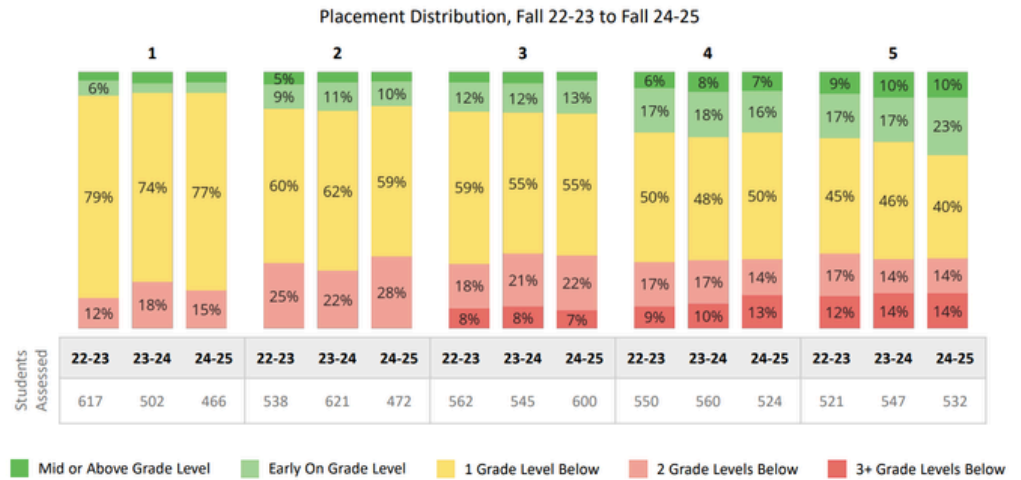
District K-8 literacy TOSA has been working with teams to set goals tied to progress monitoring within Acadience and Pathways of Progress. This tool charts student growth more clearly and give teachers tangible progress metrics.



# FALL BENCHMARKS GRADES 1-5



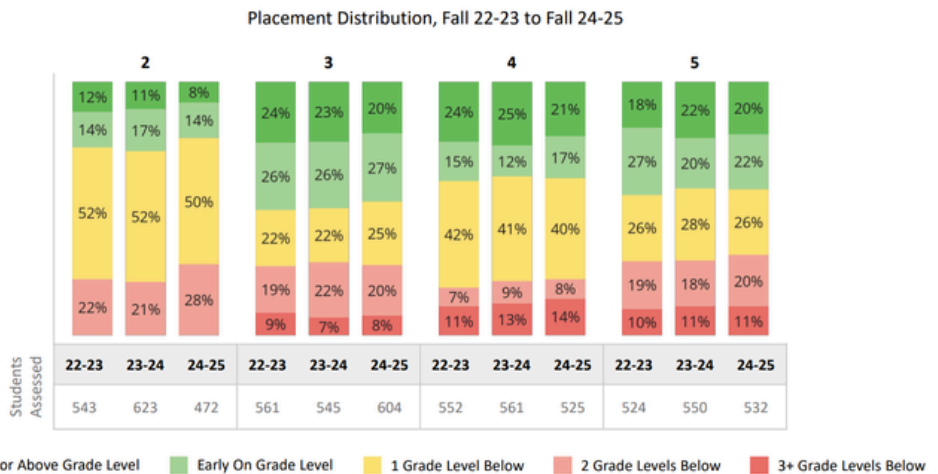
## How Have Relative Placements Changed From Fall to Fall?



This is a cross-sectional analysis.

All elementary schools are using a newly adopted curriculum, Eureka Math2. This curriculum has a high level of rigor and addresses procedural and conceptual understandings. We believe this will help move many of the students in the yellow band to the green. Anecdotally, teachers mention the pace is intense, but are overall appreciating the curriculum and are saying students enjoy the change in instruction.

## How Have Relative Placements Changed From Fall to Fall?



We are working on trainings that address each component of our ELA curriculum PAIRED with the Science of Reading and research on reading instruction. We also see a need to continue to develop phonics instruction and train our educators in the practice of explicit teaching.

The assessment addresses the students on the larger understandings and may not catch all the students with gaps in foundational skills. We have processes in place to identify the foundational gaps and are measuring those within WIN groups and diagnostic assessments.

Fall benchmarks serve as a foundational assessment tool to gauge students' initial understanding at the beginning of the academic year. These criterion-referenced assessments evaluate students' comprehension of grade-level standards prior to their exposure to the associated content and curriculum for the year.

## HPS 2024-2025 Academic Goals

**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.

**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.

# NATIONAL NORMS GRADES 1-5

Mathematics



## Math:

Overall grades 1-5 are coming in stronger at the start of the school year than the national norm.

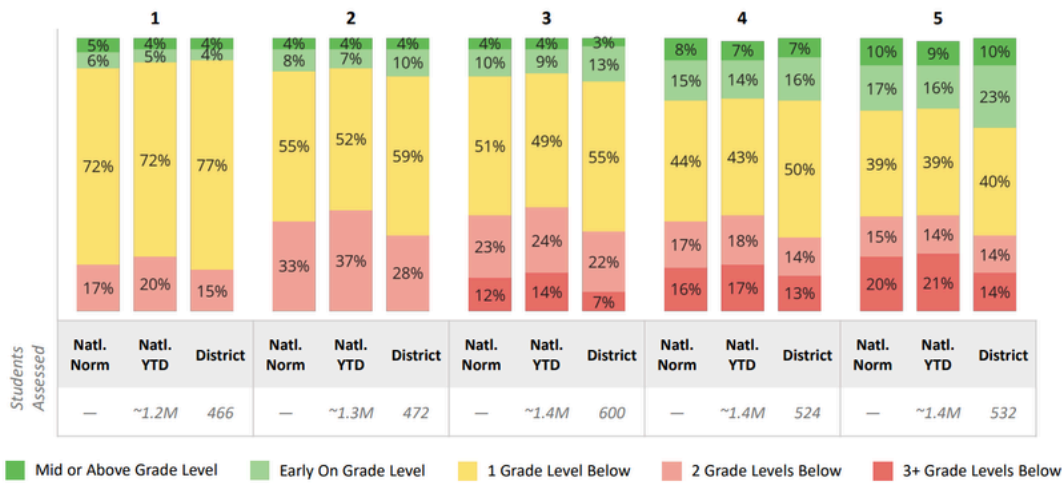
## Reading:

Grades 3-5 are coming in stronger at the start of the school year than the national norm.

Reading

### How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks



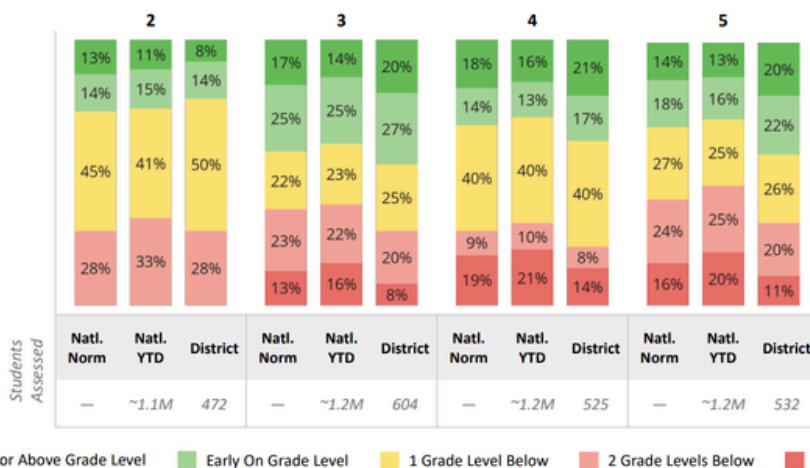
Legend: Mid or Above Grade Level (dark green), Early On Grade Level (light green), 1 Grade Level Below (yellow), 2 Grade Levels Below (orange), 3+ Grade Levels Below (red)

Natl. Norm: i-Ready National Norms Fall 22-23

Natl. YTD: National Year-to-Date Fall 24-25

### How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks



Legend: Mid or Above Grade Level (dark green), Early On Grade Level (light green), 1 Grade Level Below (yellow), 2 Grade Levels Below (orange), 3+ Grade Levels Below (red)

Natl. Norm: i-Ready National Norms Fall 22-23

Natl. YTD: National Year-to-Date Fall 24-25



## HPS 2024-2025 Academic Goals

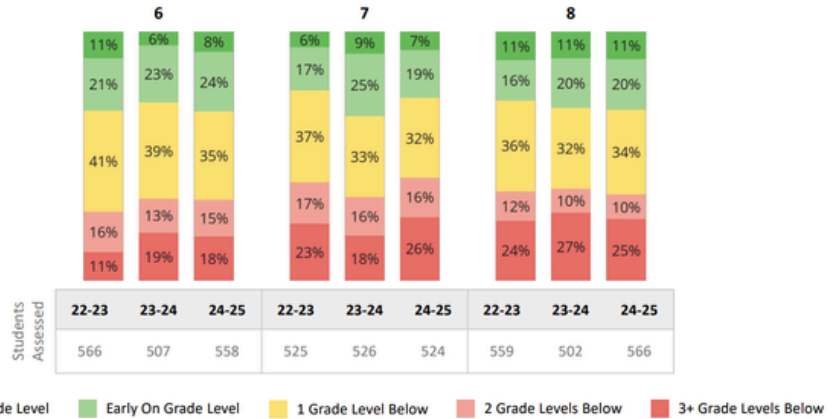
**Goal 4:** By spring 2025, an average of 50% of Helena Public Schools seventh-grade students will score on or above grade level, demonstrating proficiency of grade-level standards, as evidenced by the iReady Math assessment.

**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.

Mathematics

### How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 22-23 to Fall 24-25

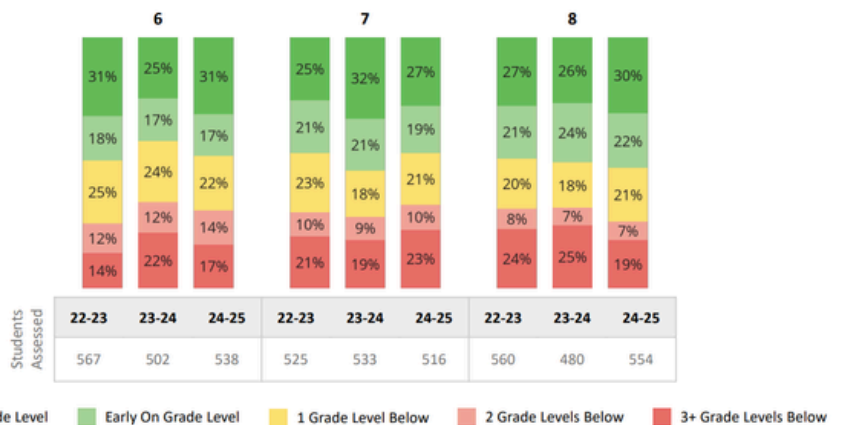


This is a cross-sectional analysis.

Reading

### How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 22-23 to Fall 24-25



This is a cross-sectional analysis.

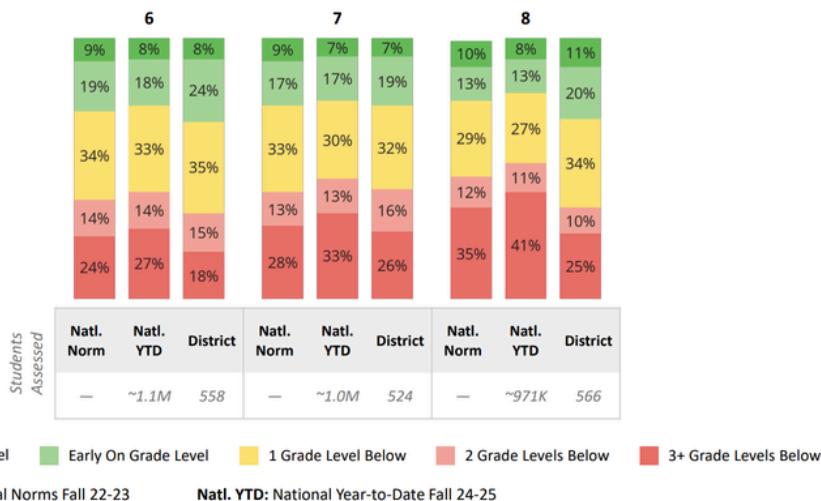
# NATIONAL NORMS GRADES 6-8

Mathematics



## How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks

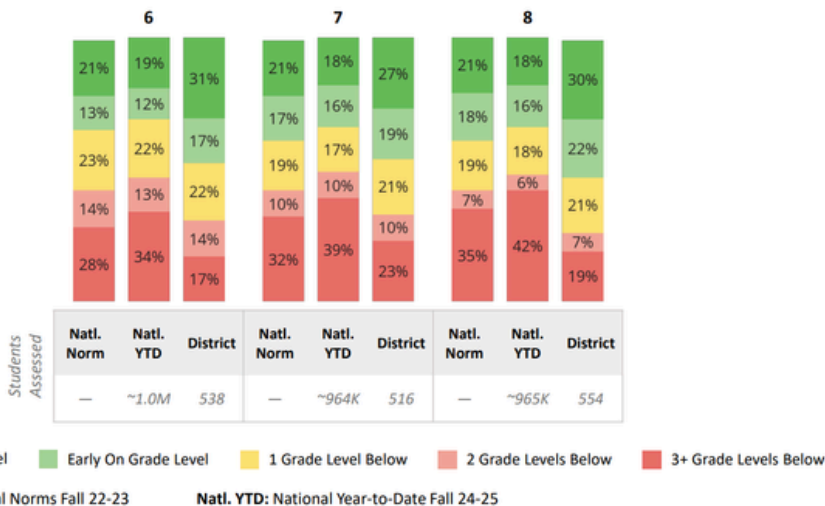


**Math:**  
6,7,& 8th grade are above the national norm last year and this year for incoming fall grade level readiness.

Reading

## How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks



**Reading:**  
6,7, & 8th grade are above the national norm last year and this year for incoming fall grade level readiness.



*“98 Percent of Grade 3 students who hit stretch growth in Mathematics two years in a row scored on grade level their second year”.*  
(Curriculum Associates, 2024)



**How HPS is using this data:** Each school has a report group with students who need to meet their stretch growth on iReady. Teachers are using this data in WIN groups and intervention

## Reading

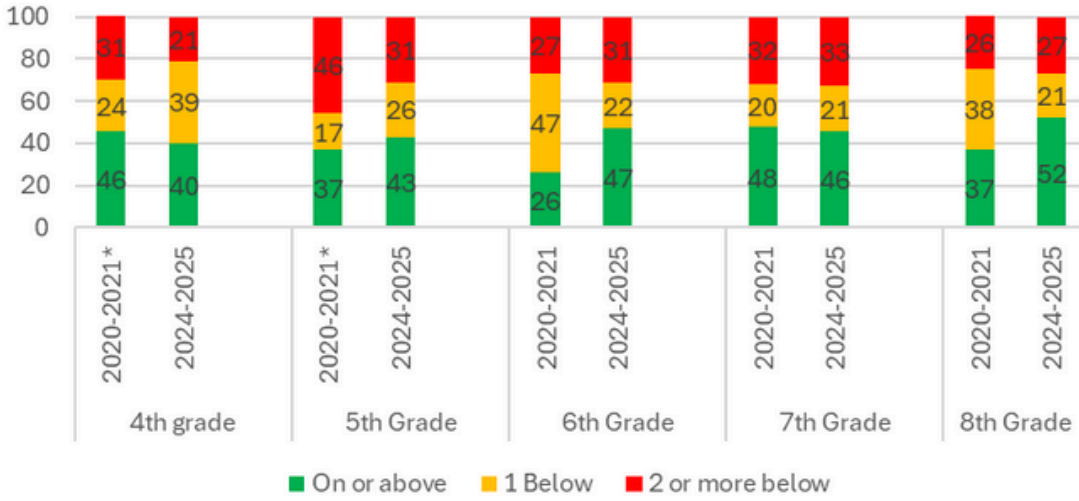
Helena SD			
Grade	Placement Category	# of students who will place <b>mid on grade level</b> if they reach their typical growth goal	# of students who will place <b>mid on grade level</b> if they reach their stretch growth goal
2	1 Grade Level Below Early On	51	114
3		0	36
4		0	51
5		0	7
6		0	39
7		0	7
8		0	13

## Math

Helena SD			
Grade	Placement Category	# of students who will place <b>mid on grade level</b> if they reach their typical growth goal	# of students who will place <b>mid on grade level</b> if they reach their stretch growth goal
1	1 Grade Level Below	98	178
2		79	152
3		123	227
4		64	140
5		0	111
6		0	51

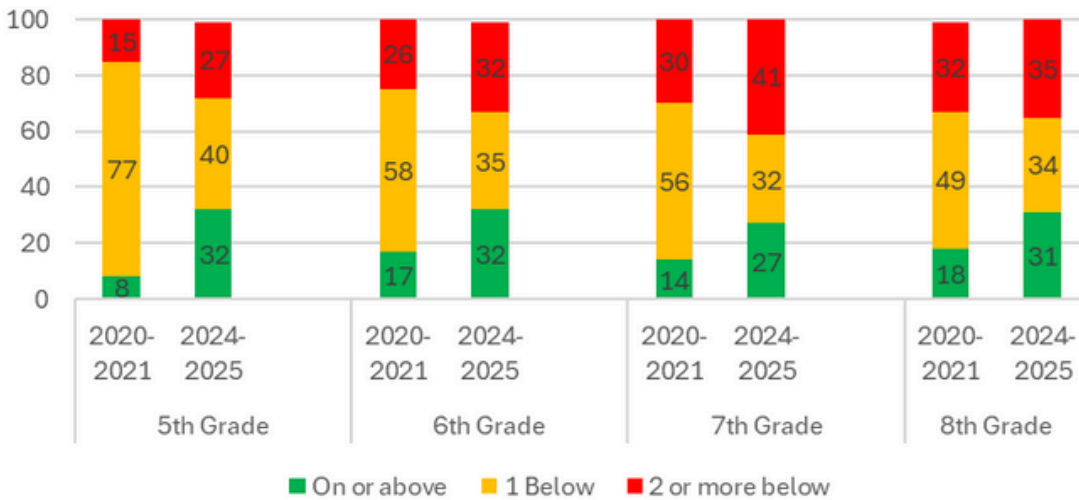
# PANDEMIC GROWTH

Fall Pandemic Trend by Cohort  
Reading (Acadience/iReady)



Current grade in 2024-2024	Grade in 2020-2021
4th Grade	Kinder*
5th Grade	1st Grade*
6th Grade	2nd Grade
7th Grade	3rd Grade
8th Grade	4th Grade

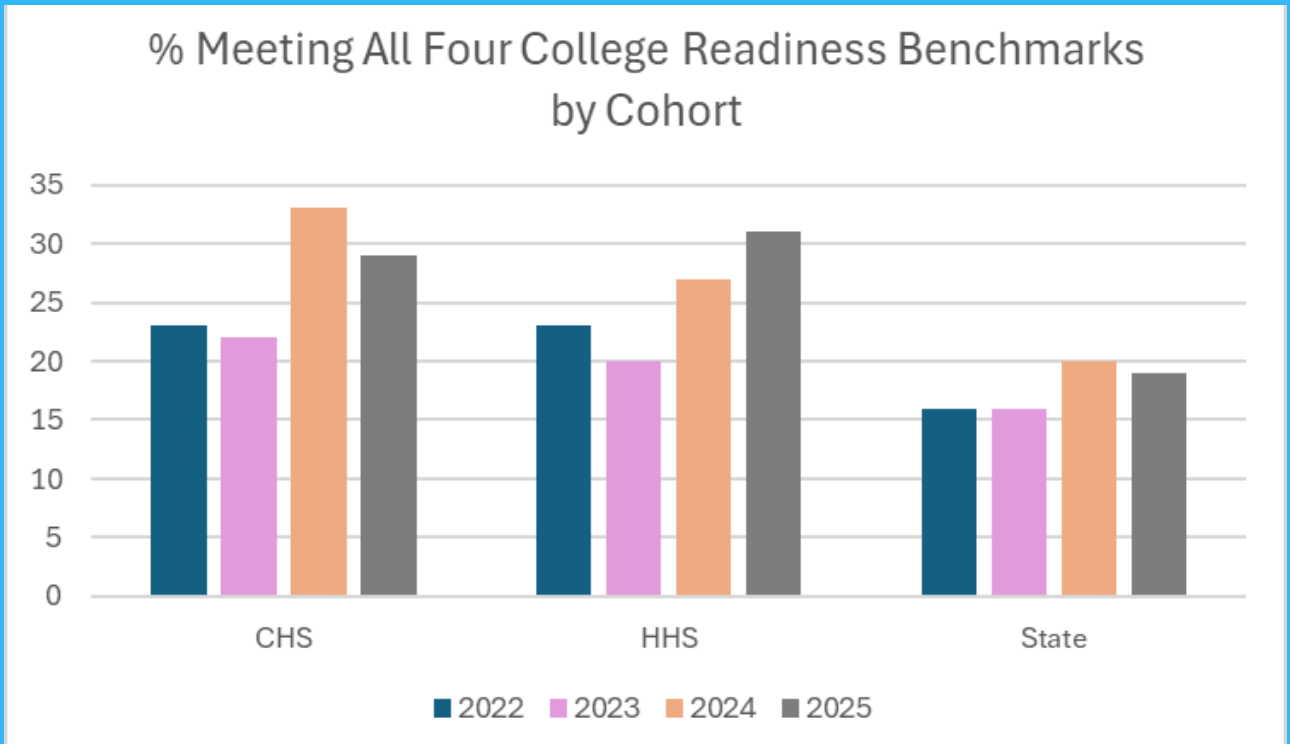
Fall Pandemic Trend by Cohort  
Math (iReady)



\*Data from Acadience

**“RESULTS FROM THE CURRENT STUDY OFFER TWO IMPORTANT REMINDERS: ACADEMIC RECOVERY IS NOT DONE, AND THE PATH OF ACADEMIC RECOVERY IS NOT A UNIVERSAL EXPERIENCE” (CURRICULUM ASSOCIATES, 2024)**

**“THIRTY PERCENT OF 2024 HIGH SCHOOL GRADUATES MET THREE OR FOUR OF ACT’S COLLEGE READINESS BENCHMARKS IN ENGLISH, MATH, READING, AND SCIENCE...ACT DATA FROM PRIOR GRADUATING CLASSES SHOWS THAT 84% OF STUDENTS WHO HAVE MET ALL FOUR BENCHMARKS GRADUATE WITH POSTSECONDARY DEGREES WITHIN SIX YEARS” (ACT, 2024).**



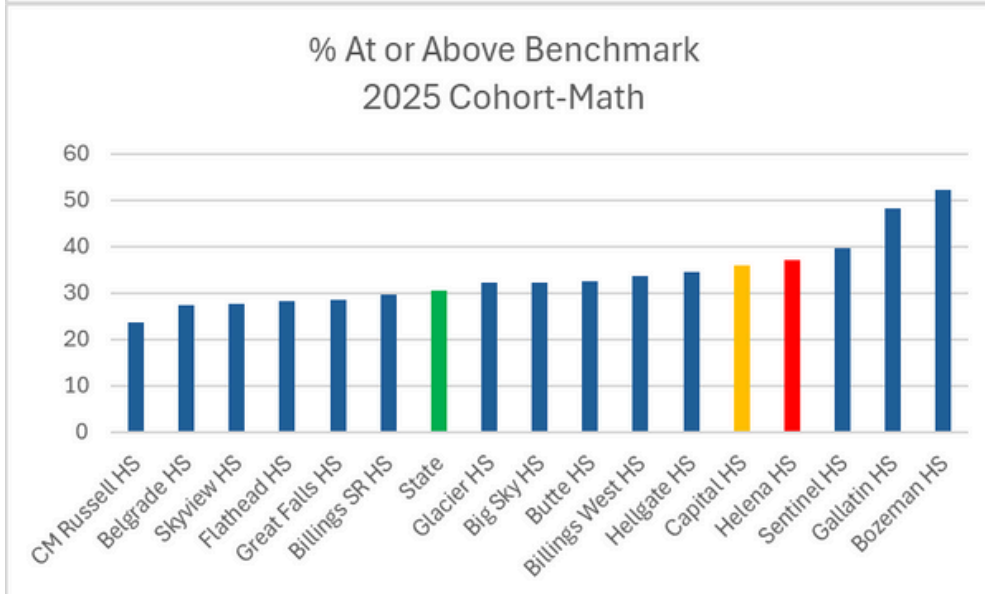
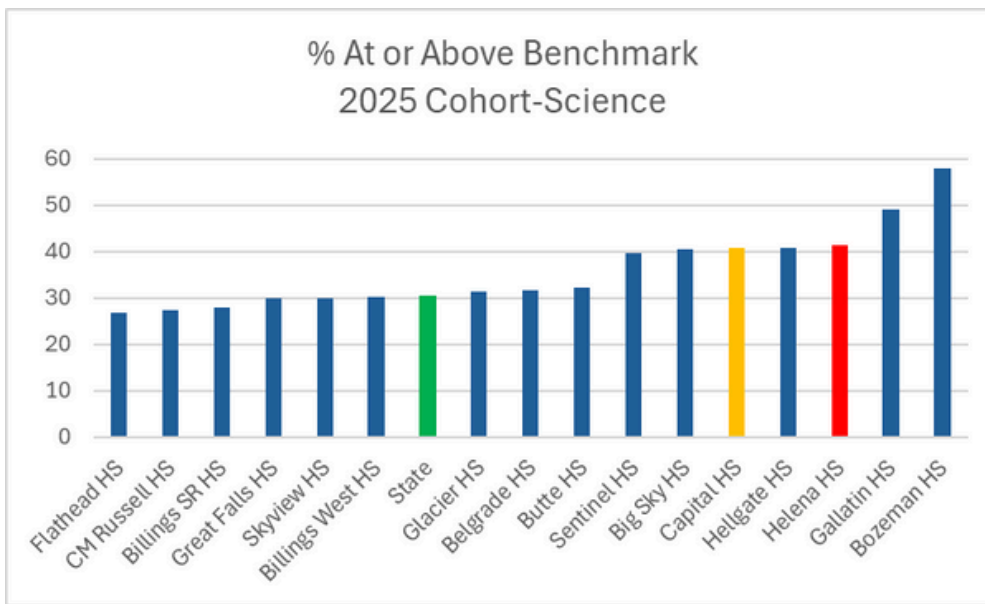
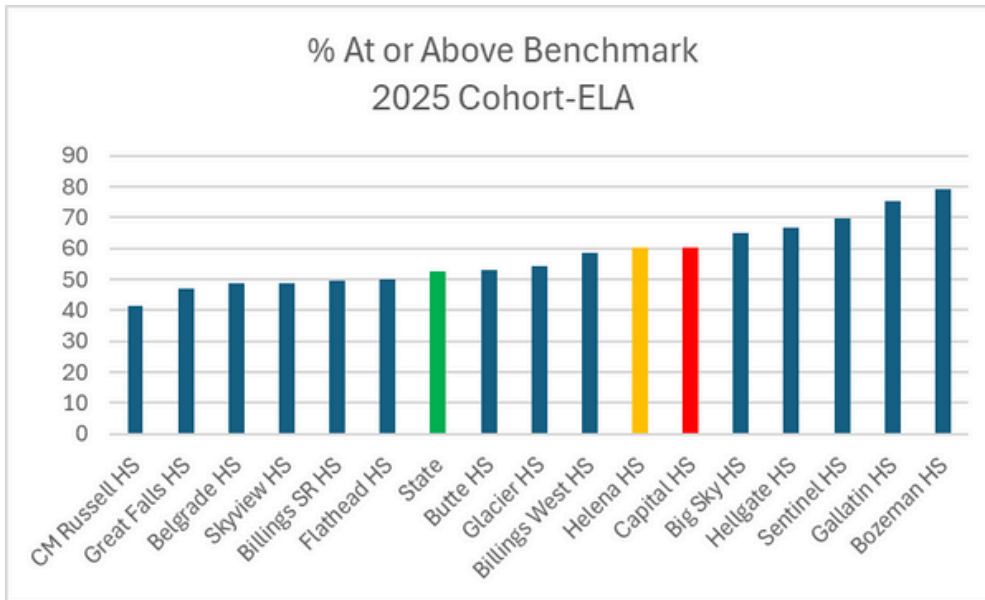
- This year, HPS 10th graders will take the PreACT in the spring. All 11th graders have access to a paid subscription for ACT Online Prep, which allows them multiple practice tests, study tools, and instructional lessons.



- *“Among the 35% of graduates who tested multiple times, students improved their ACT Superscore by an average of 2.4 points, compared to their first test” (ACT, 2024).*



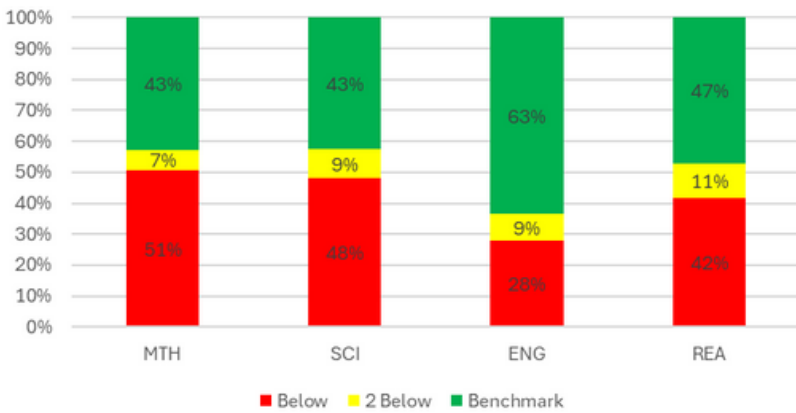
# ACT-COLLEGE & CAREER READINESS



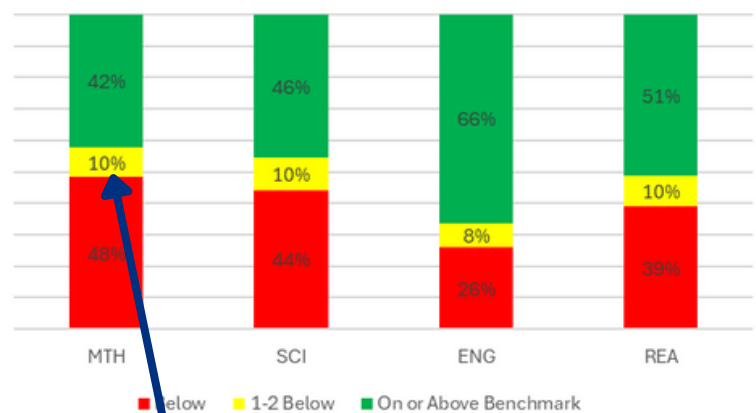
# INCREASING ACT PERFORMANCE

By focusing on students who are just 1-2 points below the benchmark, we can elevate our benchmark scores, enhancing our competitiveness with AA high schools throughout the state.

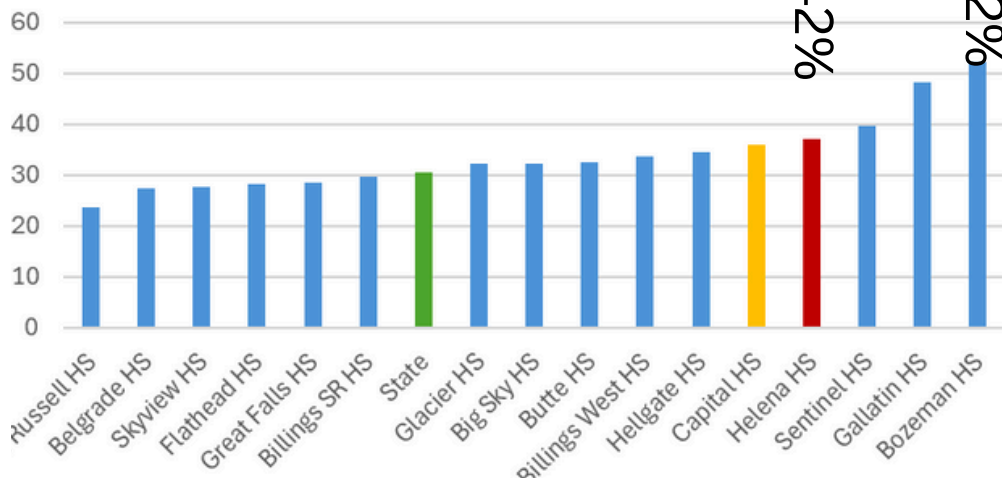
CHS % Meeting Benchmark



HHS % Meeting Benchmark



% At or Above Benchmark  
2025 Cohort



=10% (23 students)

42%

52%

Everyone will benefit from a targeted approach to instruction. Also, HPS is beginning to align the state standards with the college and career readiness standards to align instruction.

# PREPARING STUDENTS FOR POST SECONDARY

## Performance Measures

In accordance with The Carl D. Perkins Career and Technical Education Act of 2006 Federal Grant, all Montana high schools who receive Perkins funds are required to meet at least 90 percent of a state adjusted level of performance for any of the core indicators of performance as described in Sec. 113(b) (3) of Perkins IV. The following % are based on students who take a CTE Concentrator.

### **1S1: 4-Year Graduation Cohort Rate**

- HSD: 96.3%; State Threshold: 92.27

### **2S1: Academic Proficiency in Reading/Language Arts**

- HSD: 61.62; State Threshold: 50.35%

### **2S2: Academic Proficiency in Math**

- HSD: 39.56%; State Threshold: 31.35%

### **2S3: Academic Proficiency in Science**

- HSD: 37.5%; State Threshold: 20.9%

### **3S1: Post Program Placement**

- HSD: 38.65%; State: 83.6%

### **4S1: Non Traditional Program Concentrator**

- HSD: 45.85%; State Threshold: 23.75%

### **5S2: Attained Dual Enrollent**

- HSD: 92.08%; State Threshold: 33.25%

### **5S3: Work-Based Learning Credits**

- HSD: 92.08%; State Threshold: 25.65%

6/10



# Of CTE students who went on to a college or trade school

Of CTE students went on to a career right out of high school.

34%



99

Number of students enrolled in early college at Helena College

# REFERENCES

Grad class database 2024 research. ACT. (2024).

<https://www.act.org/content/act/en/research/services-and-resources/data-and-visualization/grad-class-database-2024.html>

Curriculum Associates. (2024, August). Annual Report: The State of Student Learning in 2024.

How we help students achieve grade-level proficiency. How We Help Students Achieve Grade-Level Proficiency. (n.d.). [https://www.curriculumassociates.com/access-and-equity/providing-a-path-to-proficiency-for-every-student?utm\\_source=VanityURL\\_1962262&utm\\_medium=WordofMouth\\_Multi-use&utm\\_content=StretchGrowth&utm\\_campaign=vanity](https://www.curriculumassociates.com/access-and-equity/providing-a-path-to-proficiency-for-every-student?utm_source=VanityURL_1962262&utm_medium=WordofMouth_Multi-use&utm_content=StretchGrowth&utm_campaign=vanity)

Grad class database 2024 research. ACT. (2024).

<https://www.act.org/content/act/en/research/services-and-resources/data-and-visualization/grad-class-database-2024.html>

# 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> <del>Continued collaboration with Math TOSA and a K-12 math consultant to target math instruction and professional development.</del>	Math TOSA, Curriculum and Assessment Administrators.	Ongoing- trimester progress (present T&L 11/6)
<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 checked="" type="checkbox"/> <del>Each elementary school will require 70 minutes of core math instruction per day, which includes 10 minutes of number sense instruction.</del>	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 checked="" type="checkbox"/> <del>Build a universal PLC protocol for K-12 teams to use consistently.</del>	Building Administrators, Curriculum and Assessment Administrators	August 2024
<input checked="" type="checkbox"/> <del>Build a commonly accepted document to promote collaboration and consistent communication between PLC teams, other departments/grades, and administration.</del>	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 checked="" type="checkbox"/> <del>District-level administrators and TOSAs will support new administrators and SLTs in evaluating, implementing, or maintaining the WIN model in their building.</del>	District Administrators, TOSAs	Monthly for 2024 school year <small>(present T&amp;L 11/6)</small>



## 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 checked="" 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 checked="" type="checkbox"/> <del>Each school will provide the RBHI screening at every level once a semester to assess students' mental health needs.</del>	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.

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## Index of Acronyms Used

Title	Acronym	Definition
School Leadership Team	<b>SLT</b>	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	<b>WIN</b>	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	<b>TOSA</b>	These positions support professional development for teachers and staff on high-priority projects for the district that directly impact student achievement.
Professional Learning Community	<b>PLC</b>	PLCs are groups of teachers that meet weekly to review student data and make instructional decisions based on that data.