



SCHOOL IMPROVEMENT LEADERSHIP TEAM MEETING

Tuesday, January 11, 2022; 4:00 p.m., Professional Learning Lab

Minutes

Members Present: Superintendent Dr. Marcus Lewton, Director of Instruction Melanie Kathrein, Assistant Superintendent Keith Harris, Director of Student Services Shawn Leiss, Mrs. Melanie Hanel, Mrs. Amanda DeMorrett, Ms. Morgan Kathrein, Mrs. Elizabeth Kuelbs, Ms. Nicole Weiler, Mrs. Robin Swenson, Mrs. Tracy Lecoe, Mrs. Kandace King, Mrs. Jennifer Nokes, Mrs. Amanda Hlibichuk, Mrs. Desirae Tibor, Ms. Audrey Bergeron, Mrs. Sara Streeter, Mrs. Sarah Olson, Mrs. Nicole Kittelson, Mrs. Magdalyn Czech, Mrs. Sarah Crossingham, Mr. Randy Muffley, Mr. Henry Mack, Mrs. Amber Berg, Ms. Cassie Francis, Mr. Randy Cranston, Mrs. Brittany Thier, and Mrs. Tammy Peterson. Also present was Mr. Drew Boedecker.

Members Absent: Mrs. Sarah Trustem, Mrs. Stacy Kilwein, Board Member David Wilkie, Mrs. Kristy Goodall, Mrs. Carla Schaeffer, Mr. Kevin Hoherz, and Mrs. Sara Steier.

Call to Order – Superintendent Lewton called the meeting to order at 4:00 p.m.

Review and Approve the November 3, 2021, Meeting Minutes – Mr. Henry Mack moved to approve the November 3, 2021, meeting minutes. Mrs. Sara Streeter seconded the motion. The motion carried unanimously.

Professional Development

Training for the 2022-2023 School Year – Superintendent Lewton divided the committee members into small groups by building. The small groups were asked to visit and prioritize the professional development needs in their building. The area considered most important was to be circled and the area that they would like to see happen during the August professional development was to be starred (⌘). The professional development was to be listed in the group of either High Reliability Schools (HRS), literacy, or other. Additionally, the groups listed areas that would be beneficial district-wide and specific to their building.

Following is the input received from each building on what was most important and what areas should be considered for the August professional development.

Jefferson Elementary

- HRS
 - ⌘ District-wide essential standards and proficiency scales
 - Response to Intervention review at the school level
 - Work with Level 5
- Literacy
 - District-wide: What are we committing to the K-12 language arts?
 - Essential standards alignment at the school level

Jefferson Elementary (cont.)

- Other
 - ✦ District-wide Social and Emotional Learning connections
 - ✦ District-wide positive and encouraging speaker

Heart River Elementary

- HRS
 - More unit planning time in the building
 - More District grade-level meetings
- Literacy
 - ✦ District-wide professional development training once adopted
 - Literacy coaching cycles or Professional Learning Communities (PLC) at the building
- Other
 - Training for Science, Technology, Engineering, Art and Math (STEAM)

Berg Elementary

- HRS
 - Response to Intervention training both District and school. Become better and stronger and follow through. Training for brand new teachers in the building.
- Literacy
 - Phonics
 - Grade level training
 - Benchmark Assessment System
- Other
 - Training from Dr. Ablon regarding collaborative problem solving and think excellence for everyone.
 - ✦ Think: Kids

Lincoln Elementary

- HRS
 - ✦ Personalized learning
 - ✦ Response to Intervention process
 - ✦ Time for collaborative leadership teams across the District
- Literacy
 - ✦ Action plan to drive literacy changes across the District
 - More unified
 - New pieces added to the library skills at the school level
 - Parent engagement, school level
- Other
 - ✦ Tracking data and moving forward with assessments, District-wide
 - ✦ Pulling Dr. Avlon into the safe and civil schools, District-wide
 - ✦ Promethean Board training, District-wide
 - So that technology can be utilized at its highest level

Dickinson High School

- HRS
 - Book study for standards-based grading for teachers, District-wide
 - ✦ Content specific to teachers at school to share, guide, give example, etc. of how to successfully implement proficiency scales
 - ✦ Time in the schools for PLCs to work on HRS Level 3.
- Other
 - ✦ PLC training in the school
 - ✦ Climate and culture training in the school

Prairie Rose Elementary

- HRS
 - ✦ Time to work on unit plans in the building. Lots of other things will fit into this including Tier II and vocabulary.

Prairie Rose Elementary (cont.)

- Literacy
 - District-wide, literacy framework
- Other
 - SEL for educators in the school

Roughrider Virtual Academy K-8

- HRS
 - Where does the K-8 Virtual Academy fall with HRS? Is the K-8 Academy independent or part of Prairie Rose Elementary?
 - 3-5 goals, survey through stakeholders
- Literacy
 - How are we getting the digital resources across to the parents?
- Other
 - Professional development on parent engagement
 - How to engage parents and let them know they are an even bigger part of the online world?

Roughrider Virtual Academy 9-12

- HRS
 - How do we incorporate HRS into the academy?
 - How to improve the virtual program?
- Literacy
 - How are we getting the digital resources across to the parents?
- Other
 - Professional Development on parent engagement
 - How to engage parents and let them know they are an even bigger part with the online world?
 - Develop an attendance policy for the virtual academies
 - How at the District level or the high school level are the virtual academies using the high school teachers? Is that the best use of resources when class sizes are 28 or more?

Dickinson Middle School (DMS)

- HRS
 - How are we going to implement standards? What does that rollout look like at DMS?
 - What does the timeline for HRS Level 4 look like at the District level and school level?
- Literacy
 - Increasing literacy in non-ELA classes, such as science and social studies.
 - Sign posts be adopted, common tools
- Other
 - Attendance due to COVID/rules, District-wide

Berg Elementary

- HRS
 - District-wide data analysis and personalized learning
- Literacy
 - Literacy Framework, District-wide
- Other
 - RTI Process and Tier II interventions at the District level
 - CPI verbal de-escalation at the school level

Mrs. Lecoe added that she noticed in conversations with staff that the information from Ms. Tammy Heflebower was a bit overwhelming in August 2021. The previous year, Ms. Heflebower presented in August 2020 and then came back again in January 2021.

Ms. Weiler said her staff had also talked about the in-service in August. She gave an example of how different areas were covered including unit plans, common assessments, and the literacy framework. There are so many pieces to cover and very little time.

Mrs. Streeter said that she heard there was a lot of information shared in August but then didn't come back to it again until January. It is monumental to get everyone together, but it is only 1.5 hours during the early release time. The standards-based grading needs to be better before it rolls forward into the middle school. They need to make the association that a "4" does not equal an "A" and how that differentiation happens. If it is not done correctly, there could be a lot of pushback.

Mrs. Kathrein questioned about the differentiation of it and the balance of time and the whole thought of not a large amount of information. It might be helpful to be upfront with those thoughts and come back to this committee with some options. As an example, there might be four options to choose from and some options might be virtual. Maybe it could be mapped out so staff know they don't have to do it all at one time.

Inclement Weather Closure Conversation and Expectations - Dr. Lewton inquired of the teachers what their assumption was if there would be a snow/storm day. What would happen with that day? One teacher responded the students would be provided with a STEM activity and then ask the students to write about it and present it on a blog as an example. Another teacher suggested having some preparation done in advance of a snow day and then selecting something to be utilized. Another teacher responded that something would be put out on Schoology for the students. One teacher asked if they would get the day off since there is enough built-in time in the school days. Superintendent Lewton noted that a storm day would be no different from a sick day; teachers would still have something prepped for a sick day. Buildings might monitor the weather and teachers might consider sending devices home with the students if there is inclement weather predicted.

Future Meetings – The next meeting was scheduled for Tuesday, March 8, 2022, at 4:00 p.m. at the Professional Learning Lab.

Adjournment – The meeting adjourned at 4:55 p.m.