



***SCHOOL IMPROVEMENT LEADERSHIP
TEAM MEETING***

Thursday, November 3, 2022; 4:00 p.m., Professional Learning Lab

Minutes

Members Present: Superintendent Dr. Marcus Lewton, Director of Instruction Melanie Kathrein, Assistant Superintendent Keith Harris, Ms. Morgan Kathrein, Mrs. Elizabeth Kuelbs, Ms. Nicole Weiler, Mrs. Robin Swenson, Mrs. Amanda Hlibichuk, Ms. Audrey Bergeron, Mrs. Nicole Kittelson, Mrs. CaraLee Heiser, Mr. Randy Muffley, Mrs. Amber Berg, Mrs. Jennifer Nokes, Mrs. Brittany Thier, Mrs. Kristy Goodall, Mrs. Sara Steier, Mrs. Tammy Peterson, Mrs. Kandace King, Ms. Hannah Farstveet, Ms. Toril Sanford, Mrs. Meagan Schlecht, Mrs. Stephanie Hunter, Mrs. Jessica Wolf, Mrs. Tonya Bishop, Mrs. Trina Kudrna, and Ms. Cassie Francis.

Members Absent: Mrs. Stacy Kilwein, Mrs. Sara Streeter, Mr. Henry Mack, Mr. Randy Cranston, Mrs. Sarah Trustem, Board Member David Wilkie, Mrs. Tracy Lecoe, Mrs. Chantel Heth, and Mr. Jeffrey Brandt.

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

Review and Approve the March 8, 2022, Meeting Minutes – Mr. Henry Mack moved to approve the January 11, 2022, meeting minutes as presented. Mrs. Amber Berg seconded the motion. The motion carried unanimously.

Accreditation Timeline and Work Agreements – Superintendent Lewton explained the Cognia accreditation review of the District has been moved from the fall of 2023 to the fall of 2024. He noted the work agreements will be populated in Frontline towards the end of the school year or in June.

Review Professional Development – A handout was distributed with information regarding a summary of the team’s input regarding professional development. Dr. Lewton said the overall goal was to become Highly Reliable Schools (HRS). Some schools are at the HRS Level 2 certification and some schools are at the HRS Level 3. The goal is driven by the District’s strategic plan. Dr. Lewton noted some of the work is to ensure effective and authentic Professional Learning Communities (PLC). He added the District has been doing PLC collaboration for many years.

At a meeting last year with this team, input was shared requesting the District provide more training on Positive Behavioral Interventions and Support (PBIS). In response to that request, there was PBIS training during the summer. It was the task of those that participated in the PBIS training, to train others in their building.

Director of Instruction Kathrein referenced the handout. The topics for the professional development from the August Inservice dates and the January 16, 2022, inservice dates were listed on the handout for all grade levels. The professional development for most early release dates were also identified.

Committee members were asked questions regarding the PBIS training provided during the back-to-school inservice. Responses included the training was beneficial, it reaffirmed a lot of things in place, recommendations to include more input from paraprofessionals, and shifting consequences into a teachable moment.

Committee members were then asked questions regarding HRS and PLC and their input. Responses included tracking student goals, PLC is a work in progress, have the evidence but would like to see the student work/data, specific times in the day to intervene for student needs, doing some more surveys for staff, creating Smart goals, working on standards, working on proficiency skills, implementing the tier 2, becoming more highly reliable, and to have the mindset that it is “not my student but everyone’s student”.

The committee members were asked to chart what area of support their school needed to continue progressing toward the goals and targets. Responses were as follows.

Ideas and Impacts		Ideas and Impacts		Ideas and Impacts	
Heart River Elementary Idea	Heart River Elementary Impact	Lincoln Elementary Idea	Lincoln Elementary Impact	Roosevelt Elementary Idea	Roosevelt Elementary Impact
Classified PBIS	Consistent Responses Effective Relationships	Layered Paraprofessional Training	Gradual Release/Practice Reflection	Authentic PLC Leaders across PLCs to ensure the four critical questions are addressed	Unified growth across the PLC process in both RTI academics and behaviors – a more unified school
Cross School Collaboration – data binders, student-led conference	Consistent Expectations	Have/Use Early Release Days as Paraprofessional Training Time (Academic/ Behavioral)	Gradual Release/Practice Reflection	PBIS training for paraprofessionals and all staff	Common expectations from all adults; decreased behavior incidents; increased integrity schoolwide
Training for Level 5	Increased confidence among staff	Need an energizing fall inservice	Energize and excite teachers for the year Focus inservice on the inner person	PLC workdays at beginning of the year – save some trainings for summer and early release	Decreased stress load as school begins; time to plan and implement and then training will soak in better when the teachers’ brains are not preoccupied with the beginning of the year stress.
?Personalized Learning Institute	Increased awareness Increased understanding	Math screener	Skill specific to impact learning Time saver for teachers		

Ideas and Impacts		Ideas and Impacts		Ideas and Impacts	
Jefferson Elementary Idea	Jefferson Elementary Impact	Prairie Rose Elementary Idea	Prairie Rose Elementary Impact	Berg Elementary Idea	Berg Elementary Impact
Build left side RTI	Improve culture	Tier Two	Impact on teachers and students	Paraprofessional training	Consistent processes (behavior and academics)
PBIS training for all staff		PLC institute	More effective data driven teams	Effectively using data	PLC work and intervening on student needs and instruction
Student goal tracking	Move toward HRS level 4 Student ownership over learning			Behavioral strategies	Process for reteaching essential behaviors PBIS
Dickinson High School Idea	Dickinson High School Impact	Dickinson Middle School Idea	Dickinson Middle School Impact	Roughrider Academies Idea	Roughrider Academies Impact
Time to work on proficiency scales	Everyone would be at the same place; able to move forward	What does intervention look like in contents outside of math and ELA?		HRS 2	
Behavior strategies	How to keep school safe; student and teacher safety	Offer training opportunities to a broader group of teachers and classified staff. <ul style="list-style-type: none"> • PLC • RTI • Academic intervention strategies • Behavior intervention strategies (modifications) Avoid second/third hand accounts		Visiting other schools	

Ideas and Impacts		Ideas and Impacts		Ideas and Impacts	
Southwest Community High School Idea	Southwest Community High School Impact	Dickinson Middle School Idea (cont.)	Dickinson Middle School Impact (cont.)	Roughrider Academies Ideas (cont.)	Roughrider Academies Impact (cont.)
Bridges to community partnership	Community workforce experience	Share data vertically Provide time to review data in more concentrated amounts		Book Study	
School to work pathway	Job opportunities right away			PLCs for the virtual world	
Career counseling	Identify what is next. Options			Behavior strategies for families	
Intensive mental health services (whole child to the whole adult)	Everyone needs this				

Teacher Evaluation System – Superintendent Lewton explained last year the School Improvement Leadership Team directed him to start moving the District from the Danielson teacher evaluation model to the Marzano teacher evaluation model. He felt with the District heavily committed to Response to Intervention and the High Reliability Schools journey, would the transition of the teacher evaluation instrument take away from something else since everyone’s schedule is at full capacity. The consensus of the team was to wait to transition to the new Marzano teacher evaluation instrument.

Schedule Next Meeting – Superintendent Lewton inquired if there would be any conflicts with scheduling the next meeting for **Tuesday, December 13, 2022, at 4:00 p.m.** There were no conflicts noted.

Adjournment – The meeting adjourned at 5:03 p.m.