



***SCHOOL IMPROVEMENT LEADERSHIP  
TEAM MEETING***

Tuesday, April 2, 2024; 4:00 p.m., Professional Learning Lab

***Minutes***

**Members Present:** Superintendent Dr. Marcus Lewton, Director of Instruction Melanie Kathrein, Assistant Superintendent Keith Harris, Board Member David Wilkie, Mr. Jeff Brandt, Ms. Audrey Bergeron, Mrs. Jessica Wolf, Ms. Hannah Farstveit, Mrs. Tracy Lecoe, Mrs. Robin Swenson, Ms. Maria Stockert, Ms. Nicole Weiler, Ms. Morgan Kathrein, Mrs. Elizabeth Kuelbs, Mrs. Meagan Schlecht, Mrs. Nicole Kittelson, Mr. Randy Muffley, Ms. Toril Sanford, Mrs. Tonya Bishop, Mrs. Chantel Heth, Mrs. Sara Steier, Mrs. Tammy Peterson, Mrs. Kandace King, Mrs. Cassie McWhorter, Mr. Henry Mack, Mrs. Amber Berg, and Mrs. Jennifer Nokes.

**Members Absent:** Mrs. CaraLee Heiser, Ms. Casaundra Francis, Mrs. Tracy Lecoe, Mrs. Sara Streeter, Mrs. Sheri Twist, Mrs. Stacy Kilwein, Mrs. Sarah Trustem, and Mrs. Kristy Goodall.

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

**Review and Approve March 4, 2024, Meeting Minutes** – Mrs. King moved to approve the March 4, 2024, meeting minutes as presented. Ms. Sanford seconded the motion. A voice vote was taken on the motion. The motion carried unanimously.

**Student Performance Analysis** – Dr. Lewton explained today’s work session would be to analyze the academic data. He noted last week the Cognia eProve™ Workspace was opened for viewing. The work today would be around the student performance analysis. Next month, the committee will be reviewing the stakeholder feedback analysis such as found in the High Reliability Schools (HRS) surveys and the School Climate data. In May, the committee will be making some decisions and conclusions based on the feedback.

Today’s work will be beneficial to those committee members who are interviewed by the accreditation team. If the accreditation team should ask for justification for responses in Cognia, the committee members would have the support to back up the evidence.

The committee members were broken up into four groups by building. Superintendent Lewton explained the groups were divided to review the three Board goals. The data from the North Dakota State Assessment was distributed to the groups. Director of Curriculum Kathrein explained the data available for each group.

The groups were asked to identify the data sources, how valid were the data sources, do the results correspond with the quality of the work expected, and was there data that demonstrated that the District has equity in learning. Dr. Lewton asked the committee members to consider the areas that were good and areas that needed improvement.

The groups reviewed the data. They then discussed and interpreted the data identifying the strengths and challenges (weaknesses) as they correlated to the classroom, as they correlated to the school building, and as they correlated to the District.

The groups then listed some practices that were happening in the classroom that were successful and what should be worked on at the classroom level.

**Summaries From the Groups**

**Group 1      **Lincoln Elementary and Roosevelt Elementary**  
**Board Goal 1 – Third Grade Reading****

**Board Goal 1:**

Our school district will increase the percentage of students who are proficient or above in third grade reading as measured by the North Dakota State Assessment of the English Language Arts from 42 percent in spring of 2022 to 55 percent by the spring of 2027.

STRENGTHS			WEAKNESSES		
<ul style="list-style-type: none"> <li>• Percentage of 3<sup>rd</sup> graders proficient was higher than the state percentage.</li> <li>• More grade levels met projected growth (NWEA) this year than last year.</li> </ul>			<ul style="list-style-type: none"> <li>• Meeting expected growth across grade levels</li> </ul>		
<u>Classroom</u>	<u>School</u>	<u>District</u>	<u>Classroom</u>	<u>School</u>	<u>District</u>
<ul style="list-style-type: none"> <li>• Tier 1, 2, 3</li> <li>• Amplify</li> <li>• Core 95</li> <li>• Benchmark</li> <li>• Heggerty</li> <li>• UFLI</li> <li>• DIBELS Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Student motivation</li> </ul>	Pulling in extra ELA resources	Building fluency, <b>Tier 1 and resources, scheduling</b>	Scheduling, <b>authentic teaming and professional development, PLC (focused, intentional, and inclusive)</b>	

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**Group 1 Summary – Third Grade Reading** – Group 1 noted there were more celebrations which created more motivation for the students. They reported the District was providing more English Language Arts (ELA) resources. This has been needed. Some of the challenges were meeting the expected growth across the grade levels and still having grade levels that were not within the reach of the goals. There was a noted change in this from year to year.

Another challenge was the fluency in ELA. They also noted there was a need for Tier 1 resources and scheduling was a challenge in the classroom. Group 1 felt Tier 1 resources were potentially the largest challenge. The group knows this will become better with the implementation of the Core Knowledge Language Arts/Amplify (CKLA) Curriculum. The group felt having authentic Professional Learning Communities (PLC) time that was focused and intentional, would help with those areas.

**Group 2 Dickinson Middle School, Heart River Elementary, Jefferson Elementary, and Roughrider K-8 Academies**

**Board Goal 2 – Eighth Grade Mathematics**

**Board Goal 2:**

Our school district will increase the percentage of students who are proficient or above in eighth grade mathematics as measured by the North Dakota State Assessment from 28 percent in the spring of 2022 to 70 percent by the spring of 2027.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• 8th grade math percentage was higher than ND (NDSA)</li> <li>• 3<sup>rd</sup> grade ELA percentage was higher than ND (NDSA)</li> <li>• District-wide math was higher than ND (NDSA)</li> <li>• Comparable to ND scores on NDSA across the board</li> <li>• Winter to winter on NWEA jumped 57-67, 8<sup>th</sup> grade to 9<sup>th</sup> grade</li> <li>• Over half of grades showed growth on NWEA year to year, 6 of 10</li> <li>• 8<sup>th</sup> and 10<sup>th</sup> grade exceeded growth goals</li> </ul> <p><b>Being worked on in the classroom:</b></p> <ul style="list-style-type: none"> <li>• More consistent with what we are working on</li> <li>• Vertical alignment of priority standards</li> <li>• Consistent resource implementation K-5</li> </ul>	<ul style="list-style-type: none"> <li>• EL scores are lower than the state</li> <li>• Drop in percentage on the NDSA from 3<sup>rd</sup> to 8<sup>th</sup> low-income</li> <li>• Only three grades met the growth goal in 2022-2023 NWEA</li> <li>• Only two grades met the growth goal 2023-2024 NWEA</li> </ul> <p><b>Should be working on in the classroom:</b></p> <ul style="list-style-type: none"> <li>• Secondary work on consistent resource implementation</li> <li>• Make sure resources align to the standards</li> <li>• More consistent EL programming</li> <li>• More human resources with EL</li> <li>• How to prepare for changing student demographics</li> <li>• More consistency with intervention math across the District</li> <li>• Math coaches?</li> <li>• <b>More math tier 3 PD</b></li> </ul>

Red text denotes a priority

**Group 2 Summary – Eighth Grade Mathematics**

Group 2 reported overall the eighth-grade mathematics percentages were higher than the North Dakota percentage. One of the challenges was the EL scores were significantly lower than the North Dakota percentages. There was also a noted drop in the North Dakota State Assessment (NDSA) scores from the third grade to the eighth grade in the low-income groups. Group 2 felt that there should be more math Tier 3 professional development. The group reported that ELA will be a big focus for professional development for the next school year. The group feels it would be beneficial to have Eureka Math with Fidelity professional development. There is a challenge with the alignment of the resources with the standards at every level.

**Group 3 Dickinson High School  
Board Goal 3 – Choice Ready**

**Board Goal 3:**

Our school district will increase the percentage of students who are Choice Ready as measured by the Choice Ready Report from 53.4 percent in the spring of 2022 to 78.4 percent by the spring of 2027.

STRENGTHS	WEAKNESSES
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**Group 3 Summary – Choice Ready**

This group focused on the areas of strength and challenges regarding Choice Ready. The biggest strength noted by DHS Principal Brandt was the focus on Choice Ready. The biggest challenge was what to do when the ACT test will no longer be gauged as an accountability measure. The group felt if the ACT was no longer required, the percentages would decrease.

Group 3 noted another challenge was the fine arts and language offerings. The Spanish educator position has been open for two years. The group also noted the challenge with student attendance. It is difficult to get the students to show up for school. Students are regularly absent.

Group 3 noted some of the strengths were the increased focus on Tier 1, Tier 2, and Tier 3. There was also a noted increase in the workspace learning experience offered through the CTE center.

Group 3 reported there were lots of good things happening and the District was focusing on the challenges.

**Group 4**      **Berg Elementary and Prairie Rose Elementary**  
**Board Goal 1 – Third Grade Reading**

Board Goal 1:

Our school district will increase the percentage of students who are proficient or above in third grade reading as measured by the North Dakota State Assessment of the English Language Arts from 42 percent in spring of 2022 to 55 percent by the spring of 2027.

STRENGTHS			WEAKNESSES		
<ul style="list-style-type: none"> <li>• Accurate Readers <b>DIBELS</b></li> <li>• Improved fluency DIBELS</li> <li>• Overall above ND State average NDSA</li> <li>• NWEA 3<sup>rd</sup> grade growth</li> </ul>			Transient population		
<u>Classroom</u>	<u>School</u>	<u>District</u>	<u>Classroom</u>	<u>School</u>	<u>District</u>
<ul style="list-style-type: none"> <li>• Amira</li> <li>• Amplify Boost</li> <li>• DIBELS PM</li> <li>• Tier time</li> <li>• Phonemic Awareness</li> <li>• Direct explicit phonics instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Built in Tier instruction</li> <li>• Phonemic/Phonics instruction</li> <li>• PLC time analyzing data                             <ul style="list-style-type: none"> <li>○ Collective belief “All means all.”</li> </ul> </li> </ul>	Professional development around PA importance and application in classroom	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Texts in hands of students</li> <li>• <b>Foundational phonics skills</b></li> </ul>	Accountability across schools Collective belief “All means all.”	Collective efficacy

Red text denotes a priority

**Group 4 Summary – Third Grade Reading**

Group 4 interpreted the data and noticed the strengths were the accurate readers across the District and improved DIBELS fluency. One of the challenges they noted was the transient students going in and out of the District.

Group 4 reported that classroom awareness had increased this year. This reflected in the students becoming better and more accurate readers. One of the challenges they noted in the third-grade reading data, was the phonics skills. This was a work in progress. It needs to keep going through scaffolding of the grades.

Another challenge noted was getting the textbooks back in the hands of the students. The printing of the paper and the use of the pencil was something the students need.

As a school, Group 4 felt the strengths were the built-in tier instruction and the rolling out of Tier 3. The Professional Learning Community time was being used to analyze data. One of the challenges was accountability across the schools. This makes it hard for the teachers and students when it comes to vocabulary and if the teacher is not teaching Eureka moving up and the vocabulary changes. Another challenge noted by Group 4 was collective efficacy.

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Superintendent Dr. Lewton said there seemed to be some common themes. Those themes were EL, continuing to focus on continuity across the District, and the mathematics resources. Areas that could be improved on include eighth-grade mathematics resources, professional development in mathematics Tier 3, and the EL program.

The decision regarding ACT testing is a challenge. Student attendance has become a concern. Dr. Lewton also noted there needs to be continuity in grades K-12. This could start at the kindergarten and first grade level. If the continuity was worked on at the lower levels it could assist the students as they enter high school.

**Future Meetings** – The next meeting was previously scheduled for Wednesday, May 8, 2024, at 4:00 p.m. at the Professional Learning Lab.

**Adjournment** – The meeting adjourned at 5:05 p.m.