



SCHOOL IMPROVEMENT LEADERSHIP TEAM MEETING

Tuesday, March 8, 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. Stacy Kilwein, Mrs. Amanda Hlibichuk, Ms. Audrey Bergeron, Mrs. Sara Streeter, Mrs. Sarah Olson, Mrs. Nicole Kittelson, Mrs. CaraLee Heiser, Mr. Randy Muffley, Mr. Henry Mack, Mrs. Amber Berg, Ms. Cassie Francis, Mrs. Carla Schaeffer, Mrs. Brittany Thier, and Mr. Randy Cranston.

Members Absent: Mrs. Sarah Trustem, Board Member David Wilkie, Mrs. Kristy Goodall, Mrs. Magdalyn Czech, Mr. Kevin Hoherz, Mrs. Sara Steier, Mrs. Tammy Peterson, Mrs. Tracy Lecoe, Mrs. Kandace King, Mrs. Jennifer Nokes, and Mrs. Sarah Crossingham.

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

Review and Approve the January 11, 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.

Cognia – Dr. Lewton noted the upcoming 2022-2023 school year will be a planning year for the School Improvement Team as they prepare for the 2023-2024 accreditation year.

School Improvement Leadership Team Camp – There were proposed dates of Wednesday and Thursday, June 1 and 2nd, 2022, for the DPS School Improvement Camp. Dr. Lewton referenced the District's strategic plan. The plan indicates the District would provide Positive Behavioral Interventions and Support (PBIS) training on a regular basis. Dickinson Public has been providing PBIS training for new teachers. He explained if there was a School Improvement Leadership Team Camp, one day could be set aside for PBIS training.

Professional Development – A handout was provided to the team members. The handout incorporated some suggestions for professional development that were shared at the January 2022 meeting. Some main themes for recommendations for professional development shared at the January meeting included: Response to Intervention (RTI), Literacy, Social and Emotional Learning (SEL), and Personalized Learning. Time for collaboration was also listed as a need.

Director of Instruction Kathrein referenced the three professional development days before the beginning of school. Historically, part of that time is set aside for training in ALICE and AED. There was typically a segment devoted to building specific professional development. Based on the recommendations from the January meeting, some suggestions were as follows that were mapped out on the handout.

- August In-service Days (order of days could vary)
 - Day 1 – RTI, or Personalized Learning, and/or Professional Learning Communities (PLC)/Climate and Culture
 - Day 2 – School Improvement Leadership Team (PBIS), Literacy Training (3 hours), SEL Framework (Social Workers, Counselors, School Psychologists)
 - Day 3 – Building Specific Training/Needs
- Early Release Days – District-wide or content specific collaborative work on High Reliability Schools (HRS) Level 3, literacy training, the required two hours of mental health/suicide prevention, and building specific
- January In-service – RTI or personalized learning and literacy training

Mrs. Kathrein suggested if the School Improvement Leadership Team were trained on PBIS, they would then train others in their building. There are also RTI pieces that could be personalized strands. She noted there have been other suggestions, such as motivational speakers, SEL training before school begins, and building-specific needs.

Mrs. Kathrein referenced the January 16 professional development day and the suggestion for RTI or personalized learning. She noted there could be a variety of areas covered.

Team members were grouped by building. Dr. Lewton asked each building group to discuss and give feedback on the handout. Did the group like the suggestions in the handout for professional development? What would they prioritize or change?

Roosevelt Elementary – This team suggested an expansion on the RTI to deal with certain behaviors more than just the academic piece. They are struggling with behaviors and the consequences of the behaviors. This could potentially be more building specific. They did like the recommendations in the handout.

Lincoln Elementary – This team referenced the RTI and thought a district-level meeting would be beneficial so that everyone was on the same page with the types of tools to support behavior to process the plan and then the building could explore deeper so they could have the same philosophy. They added for veteran teachers, maybe a refresher training on PLC and climate culture.

Berg Elementary – The Berg representatives felt the recommendations on the handout were relevant for Berg. They suggested a bigger focus on RTI for both academics and behavior. They liked the idea of building-specific collaboration. They also felt that personalized learning was probably too much for right now.

Roughrider Academies – The representatives wanted to focus on personalized learning. They want to make sure they were addressing the grade-level standards, not pushing students too far or leaving them behind. They would like time to focus on what personalized learning for online looks like K-8 and how does that shift over to the high school. The team also felt improved parent engagement at the K-5 level was needed. Potentially to address what that looks like and how do we get families on board a little more. PLC looks different for online teachers. They would like to find a better connection with teachers that are in the building for grade levels.

Heart River Elementary – The representatives liked the recommendations on the handout. They thought a speaker on personalized learning would be nice. Although schools are at different spots, this would lay the groundwork as the District moves towards HRS Levels 4 and 5. Heart River representatives also talked about RTI and also visited about the need for consistency of RTI across the District. Teachers at Heart River Elementary have been visiting each of the other elementary buildings and pulling some of those pieces and conversations regarding RTI. They have found the information to be beneficial.

Prairie Rose Elementary – The Prairie Rose representatives liked all the topics suggested on the handout. They felt training on personalized learning would be beneficial and that buildings could start small with something like student goal setting. What could we dabble into and help teachers get started with personalized learning? They also talked about RTI, specifically Tiers 2 and 3 with more focus on a common district-wide RTI process. They used an example if a student goes to Heart River, will that RTI follow through as it did at Prairie Rose.

Jefferson Elementary – Jefferson representatives liked the handout regarding proposed professional development. They felt there was a need to go back to PLC and RTI. Some individuals may view them as separate processes, but they are not separate and we are not using them as effectively as we could. It is important to understand the RTI framework and where it happens and how to identify students and monitor learning on specific skills or learning targets. Helping teachers understand the PLC process is essential so when we finish our unit planning those pieces truly push kids forward in learning the essential standards. When we have that common assessment and record the information, what options do we have to help kids that usually have a problem learning that essential? This should be discussed before we have students so that when we have the students we have gotten through that conversation and are more efficient. We shouldn't disconnect PLC from RTI.

Dickinson High School – DHS representatives liked the framework presented. They said it was clear for everyone. The priority at the high school level revolves around climate and culture but also training on a defined framework for RTI and time so all questions are answered and with an explanation of how time should be prioritized to meet student needs.

Dickinson Middle School – The DMS representatives also agreed a PLC refresher would be beneficial. Everybody needs to be using the same vocabulary and know what it means. The DMS group discussed having segmented PD, such as on the first day of PD, a topic for two hours for K-5 and then two hours for 6-12. Then go to an RTI two-hour session and then maybe a PLC session. It could be a menu to select the sessions. At DMS, they thought a motivational speaker in January would be important. DSU used to have professional development on the January in-service date and would have motivational speakers.

Dr. Lewton asked for input regarding having PBIS training during the School Improvement Camp with a target date of June 1 or 2nd. Mrs. Kathrein asked for a show of hands of how many participated in the PBIS training that was done several years ago. There were very few that had participated. The training was done with the School Improvement Leadership Team. They were trained and then went back to their buildings and trained others. She thought the employees were not doing all the pieces in the PBIS training anymore. Superintendent Lewton felt the structure part of the PBIS would need to be planned before school started in the fall with training in the spring, potentially during a School Improvement Camp. Mrs. Streeter inquired if it would be beneficial to invite other schools. Lincoln Elementary's representatives noted the behavioral leaders from their school were not at this meeting. Lincoln Elementary's principal may wish to send them to the PBIS training. Mrs. Kathrein thought there could be a limited number of participants in the PBIS training but that she would check.

Dr. Lewton said in the past, different schools participated in the training at different times. Those trained were provided a stipend to train others.

The consensus of all the groups was to have the training on June 1 during the School Improvement Camp.

Future Meetings – The next meeting will be scheduled in the fall.

Adjournment – The meeting adjourned at 5:00 p.m.