

## **December 18 Meeting - WebEx - 7:45-8:45**

Attendees: Julie Baltus, Shelly Mason, Brian Schneider, Steph Carlson, Hannah Ditto, Tony Karr

### **Review/discuss school's focus on strategies for individual student support**

At Holmes, we use a 3 tier process called MTSS. Students are grouped into tiers by support level need and the number of students accessing support in those tiers.

At the bottom tier there's general student support, universal, for all students. The current focus for this area is implementation of a Primacy / Recency approach to teaching strategy within block schedules. The model is: deliver the lesson, then immediately dive in to an activity around the lesson, and then close with checking understanding. There are 2-3 of these cycles in a block schedule. This rollout is going well so far and will continue as the focus for this tier's support.

The middle tier is students who need additional supports, as identified by the PowerBI early warning system, with possible gaps in either Academics, Behavior, or Coursework (ABC). These students are traditionally the more challenging to reach as there are too many of them for intensive support, but higher need than group interventions allow. The focus here for next quarter is to implement champions, staff members who can reach out to students in this group to help them with areas where they need more support. One of the identified gaps, for example, is follow-through on work turn-in, where students have completed work but aren't confident that it's good enough for turn in. These champions will help with additional academic or emotional support, and strategies and tools to succeed.

The top tier includes students with the most severe gaps on ABC metrics. These are addressed by bi-monthly home visits from staff members to identify what additional tools or resources are needed for student support. Generally these are effective and response is positive, but this approach isn't scalable to large numbers of students.

Students move into and out of these groups fluidly, based on need. We'll check in on these strategies in March. Additionally, we expect that the shift for 7th and 8th grade to dedicating specific teachers to full-remote students.

### **Review/discuss the school's implementation of the educator evaluation system and alignment with instructional goals**

Traditionally, evaluations for instructors are split into 2 sections: evaluator assessment based on a state-wide rubric, and teacher-led student progress: a year's worth of academic growth in a year's worth of time. Due to the pandemic, the 2nd section has been waived and the evaluation will solely use the 1st. These rubrics aren't customizable to each school, so they cover a baseline but don't necessarily always align with the schools USIP (Universal School Improvement Plan) goals, which are more tailored to the school's needs & focus areas.

### **Connections with incoming students & feeder elementary schools**

There was one virtual tour conducted, with positive responses from the families who attended. Tony has done some follow ups, those are ongoing. As it stands, experiences like shadowing a student, or student web leaders visiting elementary schools is on hold.

**Discussion on upcoming return-to-learn**

Current plan is to return 2 weeks after break to in-person schedule to allow time for any holiday travel quarantines. Return will be to hybrid as previous, with 7-8th grade full remote students seeing dedicated teacher shifts and some possible changes to the Green / Gold cohorts based on student shuffling.