

SAC Meeting 05/09/25 (Holmes)

25-26 School Year Improvement Strategy Meeting

The meeting focused on the targeted Major Improvement strategies for 25-26. Improving student engagement and safety at Holmes Middle School is the major improvement strategy and will shift from subject-specific to school-wide. Specific emphasis is student agency and teacher facilitation/ action steps include coaching cycles and differentiated training models of learning. Hallway safety was identified as a culture/climate issue. Plans being drafted include adult supervision, staggered passing periods, and re-teaching students appropriate behavior. Discipline data highlighted a reduction in behavior issues.

Agenda Items

* Discussion on 2025/2026 plan. Improvement Plan – Reflections on 2024/2025 data.

* Behavior Data Review

Academic Major Improvement Strategy Reflection

- The trend over time shows a significant improvement in ELA and math scores, with a 30-point scale score jump from spring 2022 to spring 2025. However, the need is now to rethink the strategy to break the stall in academic performance, particularly in math.

25-26 Plan Student Engagement and Agency

- The shift from teacher-directed to student-focused learning is emphasized, with teachers facilitating learning and monitoring progress.
- The action steps include developing content knowledge and instructional skills through coaching cycles and PLC teams.
- The coaching role, expectations, and structures are defined, with a focus on developing skills in both content knowledge and student engagement.
- The plan includes identifying the coalition of the willing, training new staff, and involving special teachers and exploratories.

Culture and Climate Major improvement Strategy Reflection

- Presentation of the results of the 5 E's parent survey, focusing on communication preferences, involvement limitations, and school safety. The discussion includes the need

for better communication about school resources and the importance of addressing parent concerns about bullying and safety.

25-26 Hallway Safety and Action Plan

- Review of the 5E's Results on hallway safety, noting the significant increase in safety scores for bathrooms but not for hallways. The team identifies the need for scheduled adult supervision, staggering passing periods, and using other entrances to reduce bottlenecks.
- The plan includes involving students in the process, forming a student subgroup to provide feedback and suggestions for improvement. Discussion on the steps for implementing the new strategies, including scheduling adult supervision, staggering passing periods, and using other entrances.

Behavior Review

- Data showing a decrease in behavior incidents and the success of the behavior interventionist. The importance of the behavior interventionist in providing trauma-responsive care is discussed.
- Discussion to review the site-based budget to justify staffing a 1.0 Full time employee behavior interventionist. The success of the behavior interventionist in reducing extreme disciplinary actions is key to why the FTE is a priority.

People in attendance: Denise LaPlante, Jenna Miller, Kayleigh Glaspie-Biondo, Abranda Phillips, Jennifer McCall, Rachel Denkwalter, Lauren Blazis Walker, Tony Karr