

Collaborative Partner Meeting – October 5, 2020

Collaborative Conversation

What strategies are districts focusing on this year? How are you monitoring the implementation of strategies you are supporting in districts?

Group 1

- Moving forward with PLCs even though they contracted late starts which caused them to lose some PLC time. PLC pathways have been established and review outcomes as teachers work together. There are four coaches that have completed the Blueprint Facilitation process.
 - Focusing on Utilizing the technology and platforms effectively with staff and students. Also looking at how to utilize engagement strategies to promote student attendance.
 - Supporting staff and students in using the virtual tools for instruction and learning. Reminding teachers about the essential standards and the importance during virtual instruction - Prioritizing.
 - Helping districts focus on what they should do to achieve the biggest impact. Identifying essential standards.
 - Supporting teachers and students in implementing the new tools.
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- All of the PLCs are at the same time, which is challenging but they are monitoring how they are progressing.
 - Performance management monthly meetings.
 - Teacher check-in to get a “pulse” on what’s happening in buildings.

Group 2

- Alt. Ed- transportation and food (RAG funds help supplement)
- Staffing- tutoring to support course completion with evening hours, social workers, MiMTSS
- Working with partnership districts to transition to face to face by the end of Oct. striving for engagement.
- Student engagement strategies for virtual learning environments to ensure participation
- Communication, building leadership to support HQI & teacher collaborative routines

Group 3

- Remote Learning--shifting to the new mode of teaching
- “Giving grace”;getting comfortable with the new mode
- How to teach well, engage students, formatively assess, using collaboration; etc. in a remote setting

- Keep kids engaged and families enrolled; track data--use an additional person to connect with families, who checks in day to day--anything to keeps students on track and also sets goals (Kent ISD model)
- How to efficiently use resources (esp. in alternative schools, which have not normally had resources)--ex: mental health professional who stayed in contact with students throughout summer and fall; or intervention “coach” position to establish connection with students to provide support
- Technology
- Lining students up with next steps (ex: internships)
- Support staff: selfcare, culturally relevant instruction
- Literacy training, shift to parent partnership (almost a”summer slide” fight during school year)

Group 4

- Trauma Informed Resilient Schools (we have a network of trainers in our CSI districts),
- SEL strategies to support,
- Literacy,
- Mathematics, Systems
- Attendance,
- connecting with each student weekly.
- Engagement is the #1 focus, employing additional counselors to follow up with students and provide SEL support.

Group 5

- implementation of adult check ins with staff. Supporting students with wellness check-ins and what protocols are in place.
- Equity in high schools (Inclusive with all communities and stakeholders) Non-academic support (community partnerships)
- Virtual support for parents with use of technology. How are families navigating platforms? Wide range of needs in districts.
 - Finding ways to connect with parents virtually (texts, calls)
 - How to complete academic tasks virtually

Group 6

- Trauma-informed and supporting student social-emotional needs; purchasing software to increase efficacy of teachers

- Purchasing of devices (difficult time getting devices from vendors); need to prioritize which students are receiving them
- Drop-in learning stations
- Emphasis on coaching - increase capacity of staff with remote teaching
- Packets for students with lack of devices (difficult to coordinate getting them back to school)
- Home visits in the absence of students engaging

Group 7

- Building Capacity around Leadership competencies (how can the district staff lead the work)
- Implementation of MTSS- interventionist,
- Building culture (SEL for staff and students)
- Monitoring- shared google docs (agendas, timelines, etc...)
- Attend their trainings, monitor that they are following their PD calendar. How are they following up with teachers
- Strengthening the relationship between districts/schools and ISD
- Aligning supports between schools and partners
- Use of monitoring log/ attendance of trainings and meetings
- Increased Mental Health Supports for Students and Staff

Group 8

- Districts are focusing on:
 - Dropout prevention coordinators, mentoring for students
 - SEL - social workers and counseling
 - Activity logs
 - Attendance - engagement
 - Success coaches
 - cross-district collaboration - ISDs - alternative ed
- ISD monitoring - performance management tool
 - anything funded - quarterly monitoring checks
 - needs assessment conversation
 - created implementation guides - gold standard, acceptable variation, unacceptable
 - update guide each year
 - incorporated ELA and math interventions
 - Use BP Performance Management Tool - adjusted it
 - collect data on EWIS, local assessment data
 - check in initiatives
 - keeps dialogue going; collect any data
 - 1st year - looked at implementation

- Creating stories of the history of each school (pulling from multiple sources) - shared with schools/districts - how well do I know your school?

Group 9

- 3 schools face-to-face, 1 full virtual, Small system cycle template, what are the most urgent items to target, weekly, 6 weeks, etc.?
- Focused on supporting people, success coach, graduation coach, additional counselors, repurposing human resources for equality
- Focused on attendance, reporting
- Collaborative partnership meetings with CSI schools, instructional coach focusing on climate and culture, Dean of students, will do virtual walkthroughs beginning November 1st
- ISD-Creating a system for social emotional supports

For what are districts using RAG funds, especially as they enter a new funding cycle?

Group 1

- In the future, there may be a request to pay for personnel that is dedicated to checking in with students. (Mental Health Supports, Behavior Specialists, Social Worker, and other Non-Academic Personnel, etc.)
- Fisher and Frey Distance Learning Playbook Resources, Professional Learning Series, and Webinars
- Corwin Distance Learning and Book Talks
- Coaching professional learning

Group 2

- MTSS
- Supplying chromebooks, develop hotspots, transportation to school locations for students needing access
- Basic access and supportive resources for students to participate in learning
- Staffing: coaching, deans, etc.

Group 3

- Curriculum: Identify Critical Elements and core practices in tier 1 to eliminate gaps during core instruction. Last year investigated, this year moved forward to implement/purchase. Positive response.

Group 4

- Coaching
- Resources
- Implementation Facilitators for systems work
- professional learning
- counselor support
- district reimbursement for enrichment and intervention.

Group 5

- Coaching supports in the past. Not really engaged in the RAG funding yet this year.
- Working with districts in role changes due to changes in platforms
- Support from RESA coaches and for devices for students. WiFi cards.
- Building level PD with specific staff groups depending on their needs. May be whole district if needed. Data based decision making.

- External curriculum audit
- Not spending RAG funds because also trying to find where we fit in with all that districts are dealing with. Want to help but not be overbearing

Group 6

- Instructional coach - coach for every principal that is the leader of a CSI building - with a focus on teaching virtually (original focus was literacy)
- Staffing - alternative education to improve graduation rates; transportation; social emotional professional learning
- Mentors for principals
- PD that aligns to needs
- Ed Tech coaches - tech depts overwhelmed with technical needs and have not been able to focus on ed tech

Group 7

- Continuation of supports from previous year
- Student supports
- Positions
- Professional Learning Support (for teachers and leaders)

Group 8

- See above for District focus areas
- Training admin on Check and Connect system
- Book studies on SEL for staff
- Behavior coaches
- Grad coaches
- PD - early literacy, foundational skills
 - integrating math and ela pd - lesson structure
- Resources
 - classroom libraries
 - supplemental books for reading intervention
 - online intervention programs
- Student, Family, Community Liaison
- Staff well-being - some incorporated into PD provided by OS consultants
 - Districts have employee assistance programs in place - might no longer be in place - need for RAG?
 - Different Grant - used to create Employee Assistance at ISD - for partnering districts (7 districts) - new this year.
 - book study - Kids These Days (dysregulation)

Group 9

- Instructional coach
- Balanced assessment
- Diversity with Dr. Anthony Muhammad
- Resilience training for instructional coach
- Positions, additional support people to focus on SEL needs
- Technology, redirected to students, Chromebooks, hot spots
- Funding used to keep people employed, keep payroll afloat due to flexibility
- Some PPE requests
- A lot of repurposing of funds due to normal usage not being utilized

What models are being used to engage students in remote learning regarding synchronous and asynchronous work? What models seem to be working best?

Group 1

- Schoology has presented some challenges for districts.

Group 2

- 100% online with access to local learning centers at schools throughout the district
- HS- virtual, K-8 choice: f2f or all virtual. Assessments f2f by appointment

Group 3

- Focus on SEL, setting aside a specific day/time to see how students are; have conversations about not making judgments or assumptions; book studies about putting theories into practice.
- Using Google Classroom and other tools (Peardeck, etc.) -- but also coming up techniques to increase engagement techniques to keep students on pace with teachers (ex: formative questions during lesson)
- Sandbox for teachers, so they teachers can learn from each other--master a few
- Teachers teaching same class/grade, intro content, then one take group into break out for discussions, then rejoin.

Group 4

- Mainly synchronous, with a few breaks in between.
- Many use a hybrid model, two days FtF, two asynchronous.

Group 5

- Seesaw. Live for some sessions and not for others. Ability to watch lessons at a later time
- Microsoft teams but dealing with any bugs and trying to manipulate another platform
- Districts are struggling to get students to show up to the sessions virtually. Struggling with best ways to help students virtually when situations are new.

Group 6

- Lots of models being used throughout the districts
- Not really sure what is working best right now
- Some teachers teaching virtually from their own classrooms
- Contracting with third parties
- Google classroom / Zoom / SeeSaw / etc.
- Bouncing between face-to-face and virtual
- Gaps in feedback with packets and asynchronous learning
- Engagement (attendance) continues to be a problem

Group 7

- Face to Face, Hybrid, and Fully remote (Student/Parent choice)

Group 8

- hybrid
 - working - 4 hours f2f, 2 hours online
- Alt Ed - virtual before, no changing their model
- traditional schools -
 - students online
 - staff option to broadcast from building - discontinued due to covid cases
- full spectrum of models
 - majority of students - 70% in person - no cases

Group 9

- Distance learning playbook (videos, vignettes, etc.)
- Professional development offered on engaging students in a remote setting

How are districts supporting staff and leaders with well-being? How are they making sure the adults that take care of students are okay themselves?

Group 1

- There is still somewhat of a disconnect between central office and schools. As an ISD, I would like to see us be more intentional on supporting district leaders in implementation of self-care routines.
- Check-In/Check-Out support for teachers has been done in some districts throughout the school year. However, there are some districts that conducted sessions prior to the school year about self-care; but we're wondering if that has continued.

Group 2

- Admin check in with staff, book studies, programs,
- Leadership exercising an abundance of patience and grace
- Districts were hyper focused on getting students back and are just beginning to have time to move beyond basic check ins for staff.
- Mindful of scheduling: free days for staff planning and well-being

Group 4

- More personal communication, talk with individuals one on one to check in on them.
- Developed a survey for staff, pulled tools together for self-identification of supports they might need.
- School leaders need to be flexible and give grace during these trying times.

Group 5

- Developing team plan around helping staff form a support structure.
- Being present in the moment and controlling what you can control. Self-care feels to some like another thing to do.
- Providing support structures for leaders to help them as they help their staff and building

Group 6

- District requirements of the amount of time that is requiring teachers to be online with students - can lead to burn-out
- Principals have not had a break - worked all summer to prep for the fall

Group 8

- Whole staff in and check outs daily - do same with students
- Adjusted PD schedule from after school to during the day - no core instruction on one day - use for PD, student support

Group 9

- Districts have reached out to ISD for support around self-care, professional development has been provided to districts/buildings, development of plans to support adults emotionally and mentally
- Peer to peer support for the adults
- Virtual yoga, mindfulness practices (deep breathing, breathing exercises)