Pre-strategic School Support Meeting (Josh is attending this meeting coming up, so SAC discussed some topics relevant to this upcoming meeting)

More structures and formality exist in new networks, but the choice of developments and interventions or needs for a particular school, is driven by the schools and the individual school’s priorities.

One point discussed was that Mesa is willing to try new things: i.e. horizontal, such as math in application - (probability / statistics)

Professional development opportunity for Mesa teachers: Advantage Math

Mesa:
- Has Interest in Math
- Has Interest in supporting struggling students
- Is willing to try out a new methods related to math

Literacy

LLI – designed to meet a specific need / not broad enough to help all students

Differences between Literacy and Math: In language arts: Low performing / low growth kids have an identified disability In math: low performing / low growth in math, not as many have disability.

Action items:

1. Do we have the right Literacy interventions in place for 2nd / 3rd grade? (They are a cohort that “missed” OG intervention at Mesa, so what can we do to catch them up – some students are struggling in 2nd / 3rd grade)
2. Look at literacy data for 1st grade to assess impact of OG training – they are the 1st cohort to have OG starting in KG
3. Possible “ask” for Josh at the upcoming School Support Meeting: Researching systems of support in math
4. From a communication standpoint, would something be helpful to communicate about safety / social emotional health to parents?
5. An opportunity for Mesa and math may be to segment students into the 2 different classes within the same grade to tailor to different levels. What can math models learn from or adopt from Literacy blocks?