

From: Brian Botts

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Subject: faculty meeting email.....

Yesterday got away from me 😊.

It worked out that I spoke to both Mr. Westran and Ms. Walker earlier this week, they both send their best wishes. Stewart is cancer free and on a every 5 year monitoring schedule. Terri has decided to be a full time grandma and not teach anymore and admittedly loves it, she also started a little sewing business.

A couple weeks ago we worked in grade level teams and lots of you brainstormed some ideas and I want to get them back out there for group discussion. We can't consider everything all at once and I am fully aware that it's the time of year where the PERT and other big test will be upon us soon. The point of this communication is to see if I am missing anything from the 5 points below (feel free to talk to or email me any additional suggestions). Please chat with your colleagues, develop questions, and we will consider next steps at the faculty meeting next Tuesday.

Ideas to consider:

1. Establishing a mutually acceptable pattern of alternate bell schedules to facilitate constructive time and/or other activities. Basically, finding a balance between lots of crazy schedules and never doing anything different.
2. Field trip and/or interdisciplinary effort at least once a year in each grade level.
3. Collecting a writing sample as part of the new student registration/scheduling process. Not a screening document but something to help us identify low readers and writers before they enter the school with the option of exploring how we can help them specifically from the get go.
4. Expanding the tutoring options available for struggling students by actually paying Jr. and Sr. students who staff select and who have already demonstrated success as a volunteer tutor. Kind of like an extension of the classroom coach idea and to extend past what happens in Crow's Nest. Many of our willing and struggling kids don't have the family resources to hire through traditional sources. Also our students are eligible to work in the college tutoring centers so why not re-focus their efforts back here.
5. Establishing routine patterns of documenting academic concern, academic probation, and other behaviors. To date there have been over 120 documented academic based contacts of

home/parent conversations and conferences for struggling students. So far it's about an equal split between fresh and sophomore students.