

Reynolds Student Success Team Meeting (Advising & Stewarding)

October 21, 2025

4:00- 6:00 pm

Zoom Link: <https://rsd7-net.zoom.us/j/97172991139>

Meeting ID: 971 7299 1139

Attendees: Gustavo, Samarra, Chelsea, Felisha, Frank, Spencer, Jill, Cayle, Kate, A. Swientek, A. Hawkins

1. Welcome & Connection

- a. [Land Acknowledgment](#)/Grounding
- b. [Community Agreements](#)
- c. Connection Activity
- d. Agenda Check & Framing

2. Framing: Reynolds School District & Intensive Program

- a. Where have we been since the program started?
 - i. January 2022 - Fall 2025
 - 1. Started while schools were virtual
 - 2. Change in superintendent
 - 3. Budget findings
 - 4.
- b. What recommendations have been implemented while in the program?
 - i. Special Education TOSA, ELD TOSAs, L=Kinder EAs, Social Workers, Director of Equity and Student success,
 - ii.
- c. What does the current work look like?
 - i. SST required to determine if RSD exists at the end of the next school year, or if they continue to participate in the program

3. Exit Year Process

- a. Required Elements to Review ([OARs](#))
 - i. Required Data to Examine
 - ii. Recommendation Progress Updates
- b. *Future Framing:* What would exiting in June 2026 mean? What would exiting in June 2027 mean?
 - i. 2026:
 - 1. The stewards would continue to support through June 30, 2026
 - 2. The district would be able to spend Grant-in-Aid through 6/30/26
 - 3. The sustainability plan would need to be finalized by the Spring 2026

4. Stewarding and advisory body meetings will conclude at the end of this school year
- ii. 2027:
 1. The stewards may continue to support through June 30, 2027
 2. The district would be able to spend Grant-in-Aid through 6/30/27.
Additional time for new recommendations for unspent funds
 3. The sustainability plan would still be built this year, but would have IP support in the initial year of implementation
 4. Stewarding and advisory body meetings may continue through 2026-27, albeit less frequent, as the intensive program gradually released supports
- iii. Sustainability & Prioritization no matter what
 1. Funding
 - a. No additional funds for year 5, but could spend remaining unspent funds throughout that year.
 2. Data
 - a. Availability of data, full list of recommendations and qualitative data, evaluating the Intensive Program, defining success
 3. Sustainability Plan
 - a. Will be built this year either way
 - b. District priorities will need to help guide us in this work

4. Virtual Data Walk

- a. *Data Grounding*: What data are we looking at? What does it tell us? What does it not tell us?
 - i. Longitudinal Performance Growth Targets (LPGTs)
 - ii. Aligning for Student Success Items
 1. Needs Assessment Narrative
 2. Outcomes & Strategies
 3. 2024-25 Annual Report
 - iii. Recommendations: Progress Updates
- b. Small Group Breakouts:
 - i. [Data Walk Slides](#)
 - ii. Notice | Wonder
 1. Rotate through each data source, use comment or suggesting mode to write in "I notice..." and "I wonder..."
 - a. We are NOT evaluating or judging here
 2. LPGT:
 - a. Question regarding the difference between Four Year Graduation and Five Year Completer – they are different cohorts, completers include those who have gotten a GED or other equivalent

3. Needs Assessment:

- a. What do the letters across the top of the chart on page 3 mean?
They are funding sources
- b. CTE – high school programs like cosmetology, woodworking, dental hygienist – trade programs
- c. Progress monitors were written by the state and are heavy lifts
- d. Needs assessment summary in relation to CTE programs – are there other strategies to help support this cohort? Especially when it comes to math and reading?
 - i.

5. **Open Space/Questions/Needs**

6. **Next Steps**

- a. November 18, 2025 Meeting: Returning to the Data & Evaluating Progress