



**S-CAP: Focused SSR Summary Wiggins (Year 3) - October 14th, 2020**

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| <b>District Priority 4: Safety and Self Care of Students and Staff</b>                          |  |
| 1a. Actions taken to implement:   | 1) Sources of Strength 2) GSN Partnered SEL Curriculum (January 2021) 3) Buddy Program   |
| 1b. Additional actions that could be implemented to support the priority.                       | <ul style="list-style-type: none"> <li>● Looking to start a wellness committee</li> <li>● Beginning stages of meeting more of the students SEL needs, as well as in the younger grades</li> </ul>  |
| 2a. Evidence of (student/staff/family) impact of the priority actions.                          | 1) Action plan for PD matches with strategic priorities 2) Teacher buy in is important in district 3) Students survey results show an increase in trust and respect with staff and teachers in the last three years.   |
| <b>District Focusing Questions</b>  |  |
| What feedback do you have on our overall classroom strategy right now?                          | District incorporates both online and in class teaching though small group check ins. Teachers kept online students engaged with blended learning practices. Cohesive interactions between online and in class students.   |
| How would you describe the engagement of the e-learners, compared to students in the classroom? | Students in recorded class tend to be more engaged and willing to ask questions through the chat box, give visual cues (thumbs up/down), and give responses. Students in non recorded classes tended to have the camera facing the ceiling and not involved or engaged. When students had their cameras off, it would be harder for the teachers to see facial expressions and engagement. Students in class had a greater opportunity to be disengaged when the teacher was focusing on online. |
| What are the strengths of the virtual classrooms right now?                                     | Works well for students who need to miss class, including COVID reasons. Equipment was used appropriately and was easy to see and hear. Gives students an opportunity to share their voice when they would be uncomfortable to share in class.   |
| How would you improve the virtual classrooms right now?   | Experiment with camera positions and see what works well for classrooms. What are the expectations for teachers/ students for virtual classrooms? Are you giving enough wait time? Are we calling on boys and girls equally? Can this be a staff inservice day? We did not have a problem hearing the students.  |

**District Priority 3: Enhance Professional Communication Through Collaboration With All Stakeholders**



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| 1a. Actions taken:   | Work with stakeholders to grow relationships to provide staff with educational strategies to increase student outcomes.   |
| 1b. Additional actions that could be implemented to support the priority.                                  | Follow through with set PD plans to make sure all actions steps are addressed, and ask the following questions: 1) How do you communicate with your CDLS students? 2) How do you communicate to your parents/guardians?   |
| 2a. Evidence of (student/staff/family) impact of the priority actions.                                     | <p>Connections with CDLs and i Learn Collaborative ties into the communication with stakeholders.</p> <ul style="list-style-type: none"> <li>*Focus on blended model</li> <li>*Admin shares input from SCAP with staff to focus on areas of improvement and input from staff</li> <li>*Very organized as a district and have plans in place - making sure everyone is on the same page</li> <li>*PT Conferences - what other communication do you have with parents/guardians?</li> <li>*No teacher turnover for the 2020-2021 school year</li> </ul> |
| 2b. Expected/no evidence   | *Continued district and state assessment data would give more evidence of impact.   |
| District Focusing Questions  |   |
| Is the district's professional learning plan impacting classroom instruction (blended learning)?           | <ul style="list-style-type: none"> <li>● Use of technology and cameras within the classroom</li> <li>● Elementary teachers use their teacher offices to allow for full classroom use as much as possible.</li> <li>● Scheduled PD days for staff and new teachers and Common plan time for looking at data, ELL, Student supports</li> </ul>  |
| How can the district improve their PL in order to strengthen their virtual learning environment this year? | <ul style="list-style-type: none"> <li>● By finding a way to hear the students who are learning remotely without standing by the computer that is hard wired in the back of the room. How can we make this more flexible?</li> <li>● PD around how to engage students remotely.</li> </ul>  |
| What suggestions to improve remote?  | 1) More communication with elementary level groups about expectations 2) Handbook of expectations for remote learning.  |

**For all Priorities - Stakeholder Communication Plan and Resource Allocation**

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| What is the breadth and depth of ownership from stakeholder of priorities? | *Steamline or have a consistent way to communicate all information for parents/guardians/community to receive or be informed. OR send the information to ALL communication sources every time. |
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How are resources matched to priorities?

\*The district is allowing their students to do remote or in-person learning. This has allowed for parents to feel more at ease.