

**Student-Centered Accountability Program (S-CAP) - SYSTEM SUPPORT REVIEW (SSR)**

**Executive Summary - Wiggins - February 4-5, 2020**

Curriculum and Instruction is intentionally planned and delivered to be important, focused, engaging, demanding, and scaffolded.															
Evidence of Awareness				Evidence of Commitment				Evidence of Practice				Evidence of Impact			
							<b>X</b>								
<p>(0) Most stakeholders express little interest in or involvement with the element. Key individuals (educators, leaders) who would have responsibilities relative to the element have little knowledge of the element and are not taking action to become involved.</p> <p>(1) Stakeholders indicate a general awareness of and interest in learning more about the element. Key individuals (educators, leaders) may be exploring the value, determining the demands of implementing the element.</p>				<p>(2) Key individuals (educators, leaders) who would have responsibilities relative to the element are seeking information and/or building capacity relative to the element. They may be uncertain about the demands, their adequacy to meet those demands, or their role.</p> <p>(2) Decision Point: Key individuals are actively seeking information.</p> <p>(3) Key individuals (educators, leaders) who would have responsibilities relative to the element understand what it will take to implement the element and are preparing to do so.</p> <p><b>(3) Decision Point:</b> Key individuals are planning to implement the element and have a time frame for beginning.</p>				<p>(4) Stakeholders are interested mainly in the processes and tasks associated with the element. Concerns related to efficiency, organizing, managing, and scheduling dominate. Key individuals (educators, leaders) focus most of their effort on the short-term, day-to-day activity associated with the element. Changes in practice are made with a primary goal to increase efficiency of implementing the element.</p> <p>(4) Decision Point: Key individuals are implementing the element, but it has not yet become “routine” practice.</p> <p>(5) Key individuals (educators, leaders) are focused on maintaining their practice relative to the element. Implementation of the element among key individuals is stabilized—it has become routine practice. Few if any changes are being made to ongoing practice.</p> <p><b>(5) Decision Point:</b> Key Individuals are</p>				<p>(6) Stakeholders are focused on the impact of the element on the “clients” (students and/or families) within his/her immediate sphere of influence. They consider the relevance of the element for their clients; the evaluation of outcomes, and the changes that may be needed in their practice to improve outcomes.</p> <p>(6) Decision Point: Key individuals (educators, leaders) have made improvements in their practice in the last 3 months relative to the element to increase the impact for clients within their immediate sphere of influence.</p> <p>(7) Stakeholder perspectives focus on coordinating and cooperating with others relative to the element. Key individuals (educators, leaders) are combining their efforts with the related activities of colleagues to achieve a collective impact on students and/or families across their spheres of influence.</p>			

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**3-5 Strong Theme Statements from your Summary of Findings**

<b>Framework Element</b>	<b>Statement</b>
	Curriculum Maps are available but there is little evidence of district/teacher written curriculum maps being utilized to guide/influence instructional planning and/or practices.
	Student Data is available but there is limited use of Student Data to guide Instructional Planning.
	Significant Evidence of taught/expected Behavioral Expectations within the classroom environment. Students are demonstrating compliance in completing work and following instructions, however, there is limited evidence of true engagement beyond what is asked.
	Limited Evidence of students using higher order thinking skills (meta-cognition, questioning, etc) to engage with instruction.
	Limited Evidence of Learning Objectives/Targets posted or displayed in Elementary classrooms. Little to No Evidence of student awareness or posted Objectives/Targets (both levels). Little to No Evidence of Teachers referencing/reviewing posted Learning Objectives/Targets (both levels).

**Learning Climate:** The school has a welcoming, positive, safe, accepting, and empowering environment that fully engages students in their learning and inspires them to work toward higher levels of achievement.

**Learning Dispositions:** Students have a growth mindset; they are resilient and engaged in learning.

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				LD				LC							
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**3-5 Strong Theme Statements from your Summary of Findings**

Framework Element	Statement
<b>A</b>	The overall feel of the School District climate was welcoming and accepting of its students and staff.
<b>B</b>	Students and parents feel as though the school is safe and inclusive of all students regardless of background.
<b>E</b>	Students were curious, engaged, and seemed passionate about their learning within the classroom.
<b>D</b>	Growth mindset and resilience is evident in some areas but not throughout the school.
<b>C</b>	Limited evidence of school spirit displayed throughout the buildings.

Professional Learning: Continuous improvement practices increase educator effectiveness and improve results for all students.															
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G	PD was created with goals and intended outcomes in mind per the last S-CAP review however, communication and implementation of this is still in its infancy. Goals of PD are known by some but the intended outcome could be more clearly communicated to all stakeholders.
B	Teachers felt like they were supported in actively seeking out their own PD, but there was no correlation to an Individual Growth Plan and some teachers weren't seeking out their own PD.
H	While there is a clear plan toward PD, the evaluation of that was not evident or clear by key individuals.

**Leadership and Vision:** The district has a high-quality leadership and management team with a clear vision, ambition, and goals. The team has a sense of purpose and high aspirations, with an action plan aligned to priorities, focused on student success. It has an organization structure with defined roles, and a system of continuous improvement.

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	There is not a defined short or long term plan to plan for the expected growth. Underestimating the overall impact the potential growth in the community and how it will have on the current staff, student, buildings, district and overall community. Need to start actively planning and gathering input, thoughts and actions steps for a three to five year plan. (master facility plan, budget, transportation, culture acceptance, etc.)
	There is no evidence or tool identified to determine district/building PD, other than last year's S-CAP. The simple tool such as Google Forms to gain input from staff regarding what PD is desired and why to compare to Administration short and long term plans could be used. (The use of the simple tool to also provide feedback regarding the worth and value of the PD after it was completed would be useful as well.)
	Lack of expectations and desired outcomes. Define, practice, model and communicate district wide expectation for engagement, behavior, pride, communication, celebrations and difference.