

Objective: This Progress Monitoring Report will provide the host district with feedback on their initiatives implemented as a result of their previous two SSRs.

Protocol: In your review teams, you will provide feedback in the area you observed during the SSR.

1. Review the strategic priorities of the host district, and the actions taken as a result.
2. For each of the “Actions taken as a result of previous SSRs”, consider with your team the questions below, and provide narrative information based on your visit today.

Curriculum and Instruction	
<ul style="list-style-type: none"> ● Strategic Priority: Develop and deliver differentiated and personalized learning to all students. 	
<p>Where did you see this implemented?</p>	<ul style="list-style-type: none"> ● 7th and 8th Science Class, teacher had them create their own “bird” and they could do it however they wanted. ● Upper elementary had success criteria and kids knowing exactly where they were and how to get to the next level. <ul style="list-style-type: none"> ○ IE time at the elementary ● High School Science teacher had a flipped classroom and working at their own pace during class and lecture at home ● Alternative high school - students were working on different subjects, whatever they needed as an individual; help offered no matter what is needed (subject) ● ILP - part of the program at the middle school specifically. Kids move in and out depending on what area they are struggling in. ● HS principal is having individualized meetings regarding student data. ● There were a number of different offerings for AP classes.
<p>Where else would you expect to see it, but you did not today?</p>	<ul style="list-style-type: none"> ● Wondering about IE time. if that is where personalized is happening, where is it also happening within Tier 1 instruction? ● Lots of active participation, but not so much thoughtful. Teachers had 4-5 prep at the HS level with 212 minutes of plan time per week. Not a lot of time for differentiation when trying to have enough

	to do for each class period.
What else is possible for this district? What would you recommend?	<ul style="list-style-type: none"> ● Evidence of practice in instructional practices and strategies...keep working on that. Keep moving forward until it gets refined. On the right track. ● In the middle school, we ran into an ELL classroom with previous advisory time and it's now being used to fill some time... Could increase buy in. Is the curriculum wide open or is it directed? Purposeful use of time? ● Teachers say in surveys they need more time to implement this. ● How are you managing differentiation when they have to plan for 5 things to teach every day? ● Could you use further PD days to increase teacher expertise? ● Take the time you need to get past maintenance and into implementation. ● Take a look at communication with parents too. what does communication to parents look like? How is the district sharing that information with parents? Math content - rigor increasing and parents are noticing that it is tougher than what we thought it should be. ● The parents know that they focused on Capturing Kids' Hearts first, then they moved on to academics, and kids and families are feeling it. They're still voicing concerns about it. More communication.

Learning Dispositions and Climate	
<ul style="list-style-type: none"> ● Strategic Priority: Capture kids' hearts and captivate their minds. 	
Where did you see this implemented?	<ul style="list-style-type: none"> ● Social contracts were up in every room that we went to. ● Bucket fillers (affirmation bags). ● Positive quotes throughout the middle school building. Positive messaging on the walls. ● Great modeling by adults (secretary, staff, etc.) ● Evident of the practices of the classroom. Calm, quiet environment. ● Positive social emotional quotes (ES). ● HS parents noted that it's a welcoming and positive place across the district. HS got a grant to pay teachers to do home visits. Teachers have a much stronger connection to who they are working with. ● In the MS, ILP teachers were intentionally and conscientiously talk about their weekend and how to listen. Build sense of community very intentionally. ● SS teacher in the HS engaged kids in a video project that the kids were very excited about. Kids were

	<p>responding well “have a lot going through my mind right now”.</p> <ul style="list-style-type: none"> ● Advanced art students had taken a drawing and turned it into a 3D structure. ● Has been able to explain the big picture (final outcome) and then drill down. “Beginning with the end in mind’
Where else would you expect to see it, but you did not today?	<ul style="list-style-type: none"> ● Pre-School had a lot of opportunities for kids to dive into child-directed play and instead it was given to them. It was assigned instead of finding out what the child wanted to play/do. ● HS SS class was doing current events and kids were naturally wanting to do a deeper dive or debate and they moved to the next one instead. ● Math class - student had finished a sample problem and was ready to go on (said it was usually easy) but was waiting for the next thing to do. ● 32% data at the HS level was saying that they weren’t “doing school”. So that implies that 68% responded that they were just “doing school”.
What else is possible for this district? What would you recommend?	<ul style="list-style-type: none"> ● Science teacher was experimenting with a standards-based rating model and was going to try it with his class. Could build more engagement. ● There’s a lot of staff buy in and a lot of support. Just keep taking that time to marinate and prioritize all the items.

***Summary comments - big statements to leave the district with:**

- Teachers are saying they have a lot on their plates...They want to be experts in things before they move on.
- So many amazing things being implemented here with a lot of fidelity. They want to be experts in the initiatives. Teachers like the growth they are seeing.
- Want to be able to say no when external agencies asks why they haven’t grown. Need the time to implement the initiatives.
- Survey data from teachers at HS level say they like where they look and they have a good culture. But they have 212 minutes of plan time in a week.
- Student survey shows evidence that the 7th grade is having a “mutiny” or other type of tough time.
- Today was one of the most positive and productive days I’ve been part of in a school on a site visit like this. All the kids are focused (didn’t see 1 kid off task today).
- We know it’s not enough just to be on task; it’s so important for this staff that has buy-in to let the next thing happen. Ripe for breakthrough.
- So impressed - staff was very welcoming and they feel part of the community. kids are treated with such love and respect that you don’t see in every middle school.
- not as much angst this year among the staff. they knew what we were looking for. Bigger handle on where they’re going this year

than last year.

- Impressed walking into the middle school; lots of intention put into the middle school. lots about positivity. Would love to see that in Pre-K and K building as well.
- I was in elementary last year and it was neat to see the things we pointed at last year get changed this year. Student-led work on the walls. Owning PBIS on the walls, etc. Gives me hope for being year 1 in this project.
- Consistently saw positive relationships (teacher to student, student to student, etc) very positive to see.
- Just looking at the high school, there was a high SEL need and there was a great job of addressing that and meeting that.
- Compliance and engagement. Cooperative learning; have the depth and complexity, just reach a little further into that.
- Class didn't realize it was time to go and teacher had them stay for 1 minute; they stopped packing their things and listened.
- Really impressed with the facilities. Also a lot of resources available to the teachers. (many classrooms had extra adult working with students)
- Alternative school was very nurturing and students were feeding off that to a high degree.
- Teacher is very proud to be part of the MS group.
- Lunch was really good.