Student-Centered Accountability Program (S-CAP) - SYSTEM SUPPORT REVIEW (SSR) Executive Summary - Monte Vista 11/12/19

Evidence of Awareness Evidence of Commitment Evidence of Practice Evidence of Impact Curr (0) Most stakeholders express little interest in or involvement with the element. Key individuals (educators, leaders) who would have responsibilities relative to the element are seeking information and/or building capacity relative to the element are uncertain about the demands, their and are not taking action to become involved. (2) Key individuals (educators, leaders) who would have responsibilities relative to the element. They may be uncertain about the demands, their adequacy to meet those demands, or their role. (3) 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. (6) Stakeholders are interested mainly in the processes and tasks associated with the element. Concerns related to officiency, organizing, managing, and scheduling dominate. Key individuals revaluation of outcomes, and day-to-day activity associated with the element. Changes in practice are made with a primary goal to increase efficiency of implementing the element. (6) Stakeholders are interested mainly in the processes and tasks associated with the element. Concerns related to officiency, organizing, managing, and scheduling dominate. Key individuals revaluation of outcomes, and day-to-day activity associated with the element. Changes in practice are made with a primary goal to increase efficiency of implementing the element. (6) Stakeholders are interested mainly in the processes and tasks associated with the element. Concerns related to officiency, organizing, managing, and scheduling dominate. Key individuals revaluation of outcomes, and tasks associated with the element. They may be needed to			
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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. (1) Stakeholders indicate a general awareness of and interest in learning interest in or involved. 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. who would have responsibilities relative to the element. They may be uncertain about the demands, their adequacy to meet those demands, or their role. with the element. Concerns related to efficiency, organizing, managing, and scheduling dominate. Key individuals (educators, leaders) focus most of the element on the scheduling dominate. Key individuals (educators, leaders) focus most of the element on the processes and tasks associated with the element. Concerns related to (students and/or families) whis/her immediate sphere of the element on the scheduling dominate. Key individuals (educators, leaders) focus most of the element on the processes and tasks associated with the element. Concerns related to (students and/or families) whis/her immediate sphere of the element. They may be uncertain about the demands, their adequacy to meet those demands, or their role. (a) Decision Point: Key individuals are actively seeking information.			
individuals (educators, leaders) may be exploring the value, determining the demands of implementing the element. (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. (3) Decision Point: Key individuals are planning to implement the element and have a time frame for beginning. (3) Key individuals (educators, leaders) who would have responsibilities relative to the element, but it has not yet become "routine" practice. (5) Key individuals (educators, leaders) within their immediate sph influence. (7) Stakeholder perspective 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.	the "clients" within of influence. ce of the the nd the led in their mes. lividuals made actice in the he element clients here of ves focus on ting with nent. Key ders) are th the gues to		

		implementing the element with fluidity, they are not spending time in preparation or considering how to make substantive changes to their practice.	(7) Decision Point: Key individuals have made changes in their practice in the last three months relative to the element in coordination with colleagues to improve the impact on clients across their spheres of influence.						
	3-5 Strong The	eme Statements from your Summary of Findings							
Framework Element	Statement								
А, В	Curriculum development/revisions that are fidelity.	e in process are working for the district, and they need to	implement the cycle of revisions with						
	Missing Middle School feedback (surveys)	on curriculum makes it unclear where gaps are forming b	etween elementary and high school.						
C, D, E	Teachers are concerned with student need	s and have processes in place for improving instruction.							
	Teacher turnover is having a large impact on the consistency of the implementation of the curriculum, due to the need to train new teachers on existing curriculum.								
G	The definition of engagement between teachers and students is not clear and/or consistent across grades. Are things being done for engagement or for compliance?								

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.

Evidence of Awareness	Evidence of Commitment			Evidence of Practice				Evidence of Impact				
			LD						LC			
(0) Most stakeholders express little	(2) Key inc	dividuals (e	educators	, leaders)	(4) Stakeh	olders are	intereste	d mainly	(6) Stakeh	nolders are	focused on	the
interest in or involvement with the	who woul	d have res	ponsibilit	ies	in the pro	cesses and	d tasks asso	ociated	impact of	the elemer	nt on the "cl	ients"
element. Key individuals (educators,	relative to	the eleme	ent are se	eking	with the e	lement. C	oncerns re	lated to	(students	and/or fam	nilies) within	his/her
leaders) who would have	informatio	on and/or	building o	capacity	efficiency	, organizin	g, managir	ng, and	immediat	e sphere of	influence. 1	Γhey
responsibilities relative to the element	relative to	the eleme	ent. They	may be	schedulin	g dominat	e. Key indi	viduals	consider t	the relevan	ce of the ele	ement for
have little knowledge of the element	uncertain	about the	demands	s, their	(educator	s, leaders)	focus mos	st of	their clier	nts; the eval	luation of ou	utcomes,
and are not taking action to become	adequacy	to meet th	nose dem	ands, or	their effo	rt on the s	hort-term,		and the c	hanges that	may be nee	eded in
involved.	their role.				day-to-da	y activity a	ssociated	with the	their prac	tice to imp	rove outcon	nes.
					element.	Changes ir	n practice a	are made				
(1) Stakeholders indicate a general	(2) Decisio	on Point: K	ey individ	duals are	with a pri	mary goal	to increase	е	(6) Decision	on Point: Ke	ey individual	ls
awareness of and interest in learning	actively se	eking info	rmation.		efficiency	of implem	enting the	9	(educator	s, leaders)	have made	
more about the element. Key					element.				improven	nents in the	ir practice i	n the last
individuals (educators, leaders) may be	(3) Key ind	ividuals (۶)	educators	s, leaders)					3 months	relative to	the elemen	t to
exploring the value, determining the	who woul	d have res	ponsibilit	ies	(4) Decision	on Point: K	ey individu	uals are	increase t	the impact f	for clients w	ithin
demands of implementing the	relative to	the eleme	ent under	rstand	implemen	iting the e	lement, bu	ıt it has	their imm	ediate sph	ere of influe	nce.
element.	what it wi	ll take to i	mplemen	t the	not yet be	come "ro	utine" prad	ctice.				
	element a	ind are pre	eparing to	do so.							pectives foc	
					(5) Key in			-		_	perating wi	
		on Point: K	•		are focuse		_		relative to	the eleme	nt. Key indi	viduals
	planning t	o impleme	ent the el	ement	practice r	elative to t	the elemer	nt.	,	•	are combini	•
	and have	a time frar	ne for be	ginning.	Implemer			_			ed activities	
					key indivi				_		e a collective	•
					become r	•		-		-	amilies acro	ss their
					changes a	re being n	nade to on	going	spheres o	f influence.		
					practice.							
									(7) Decisi	on Point: K	ey individua	ls have

		(5) Decision Point: Key Individuals are implementing the element with fluidity, they are not spending time in preparation or considering how to make substantive changes to their practice.	made changes in their practice in the last three months relative to the element in coordination with colleagues to improve the impact on clients across their spheres of influence.					
	3-5 9	ong Theme Statements from your Summary of Findings						
Framework Element	Statement							
Overall	Learning climate is strong, but Dis	sitions are not as evidenced.						
А, В	Schools are safe and inclusive space	s for students and staff.						
	Student-Teacher relationships are clearly a priority; the benefits from building relationships are still being realized in academic achievement.							
С	Multiple data sources show that student empowerment was not seen consistently across schools.							
E, F	Students appear focused, but observations, surveys, and focus groups indicated that they are not actively engaged or inspired to learn, focusing more on completion of work instead of a desire to learn.							

Professional Learning: Continuous improvement practices increase educator effectiveness and improve results for all students.													
Evidence of Awareness	Evi	dence of	Commitm	ent	Evidence of Practice				Evidence of Impact				
					PL								
(0) Most stakeholders express little	(2) Key individuals (educators, leaders)				(4) Stakel	nolders are	e intereste	d mainly	(6) Stakel	holders ar	e focused	on the	
interest in or involvement with the	who wou	d have re	sponsibilit	ies	in the pro	cesses an	d tasks ass	ociated	impact of	f the elem	ent on the	e "clients"	
element. Key individuals (educators,	relative to	the elem	ent are se	eking	with the	element. C	Concerns r	elated to	(students	and/or fa	amilies) wi	thin	
leaders) who would have	informati	on and/or	building o	apacity	efficiency	, organizir	ng, managi	ing, and	his/her in	nmediate	sphere of	in fluence.	
responsibilities relative to the element	relative to	the elem	ent. They	may be	schedulin	g dominat	te. Key ind	ividuals	They con	sider the r	relevance	of the	
have little knowledge of the element	uncertain	about the	e demands	s, their	(educator	rs, leaders) focus mo	st of	element :	for their c	lients; the		
and are not taking action to become	adequacy	to meet t	hose dem	ands, or	their effo	rt on the s	short-term	,	evaluatio	n of outco	mes, and	the	
involved.	their role				day-to-da	y activity	associated	with the	changes t	that may b	oe needed	in their	
					element.	Changes i	n practice	are made	practice to improve outcomes.				
(1) Stakeholders indicate a general	(2) Decision Point: Key individuals are				with a pri	mary goal	to increas	se					
awareness of and interest in learning	actively seeking information.			efficiency	of implen	nenting th	e	(6) Decision Point: Key individuals					
more about the element. Key				element.				(educators, leaders) have made					
individuals (educators, leaders) may be	(3) Key in	dividuals (educators	, leaders)					improvements in their practice in the				
exploring the value, determining the	who wou	d have re	sponsibilit	ies	(4) Decisi	on Point: I	Key individ	luals are	last 3 months relative to the element				
demands of implementing the	relative to	the elem	ent under	rstand	implemer	nting the e	element, b	ut it has	to increase the impact for clients				
element.	what it w	hat it will take to implement the			not yet be	ecome "ro	utine" pra	ctice.	within their immediate sphere of				
	element a	and are pr	eparing to	do so.					influence	·.			
					(5) Key in	dividuals (educators	, leaders)					
	(3) Decisi	on Point:	Key indivi	duals are	are focus	ed on mai	ntaining th	neir	(7) Stakel	holder per	spectives	focus on	
	planning	to implem	ent the el	ement	practice r	elative to	the eleme	nt.	coordina	ting and co	ooperating	g with	
	and have	a time fra	me for be	ginning.	Impleme	ntation of	the eleme	nt among	others re	lative to tl	he elemer	nt. Key	
					key indivi	duals is st	abilized—i	it has	individua	ls (educat	ors, leade	rs) are	
					become r	outine pra	actice. Few	if any	combinin	g their eff	orts with	the	
					changes a	are being r	made to or	ngoing	related a	ctivities of	fcolleague	es to	
					practice.				achieve a	collective	e impact o	n students	
									and/or fa	milies acr	oss their s	pheres of	
					(5) Decisi	on Point:	Key Individ	duals are	influence	! .			
					implemer	nting the e	element w	ith					
					fluidity, tl	hey are no	t spending	g time in	(7) Decisi	ion Point:	Key indivi	duals	

			preparation or considering how to make substantive changes to their practice.	have made changes in their practice in the last three months relative to the element in coordination with colleagues to improve the impact on clients across their spheres of influence.					
		3-5 Strong Theme Statement	s from your Summary of Findings						
Framework									
Element	Statement								
	Professional development	is planned and directed toward	s the strategic plan of the district and to	wards school goals.					
	There was a lack of in dep	th training for new teachers with	h old initiatives.						
	Professional learning is refidelity.	search and evidence based, but	there is limited evidence that implement	tation is having an impact and used with					
	There are discrepancies in	professional development betw	veen the three levels: elementary, middl	e, and high schools.					
	Staff have reported positive buy in with regard to the direction of professional development in the district.								

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.

Evidence of Awareness	Evidence of Commitment			E	Evidence o	of Practice		Evidence of Impact				
							L&V					
(0) Most stakeholders express little	(2) Key ind	dividuals (educators	, leaders)	(4) Stakeh	olders are	intereste	d mainly	(6) Stakeh	nolders ar	e focused	on the
interest in or involvement with the	who woul	d have re	sponsibiliti	ies	in the pro	cesses and	d tasks ass	ociated	impact of	the elem	ent on the	"clients"
element. Key individuals (educators,	relative to	the elem	ent are se	eking	with the e	element. C	oncerns re	elated to	(students	and/or fa	milies) wit	hin
leaders) who would have	informatio	on and/or	building c	apacity	efficiency,	, organizin	g, managi	ng, and	his/her im	nmediate	sphere of i	nfluence.
responsibilities relative to the element	relative to	the elem	ent. They	may be	schedulin	g dominat	e. Key ind	ividuals	They cons	sider the r	elevance o	of the
have little knowledge of the element	uncertain	about the	e demands	, their	(educator	s, leaders)	focus mo	st of	element f	or their cl	lients; the	
and are not taking action to become	adequacy	to meet t	hose dema	ands, or	their effor	rt on the sl	hort-term	,	evaluatio	n of outco	mes, and	the
involved.	their role.				day-to-da	y activity a	ssociated	with the	changes t	hat may b	e needed	in their
					element.	Changes ir	practice	are made	practice t	o improve	outcome	5.
(1) Stakeholders indicate a general	(2) Decisio	on Point: I	Key individ	uals are	with a pri	mary goal	to increas	e				
awareness of and interest in learning	actively se	eking info	ormation.		efficiency	of implem	enting th	e	(6) Decision	on Point: I	Key individ	uals
more about the element. Key					element.				(educator	s, leaders) have mad	de
individuals (educators, leaders) may be	(3) Key ind	dividuals (educators	, leaders)					improven	nents in th	neir practio	e in the
exploring the value, determining the	who woul	d have re	sponsibiliti	ies	(4) Decision	on Point: K	ey individ	uals are	last 3 moi	nths relati	ive to the ϵ	element
demands of implementing the	relative to	the elem	ent under	stand	implemen	iting the el	lement, b	ut it has	to increas	se the imp	act for clie	ents
element.	what it wi	ll take to i	implement	t the	not yet be	ecome "ro	utine" pra	ctice.	within the	eir immed	iate spher	e of
	element a	nd are pr	eparing to	do so.					influence	•		
					(5) Key ind	dividuals (e	educators	, leaders)				
	(3) Decision	on Point:	Key individ	duals are	are focuse	ed on mair	ntaining th	neir	(7) Stakeh	nolder per	spectives f	ocus on
	planning t	o implem	ent the ele	ement	practice re	elative to t	the eleme	nt.	coordinat	ing and co	poperating	with
	and have	a time fra	me for beg	ginning.	Implemen	itation of t	he eleme	nt among	others rel	ative to th	ne elemen	t. Key
					key individ					•	ors, leader	-
					become ro	•		-		_	orts with t	
					changes a	re being m	nade to or	ngoing			colleague	
					practice.						impact or	
									-		oss their sp	oheres of
					(5) Decision	on Point: k	Key Individ	duals are	influence	•		

			implementing the element with fluidity, they are not spending time in preparation or considering how to make substantive changes to their practice.	(7) Decision Point: Key individuals have made changes in their practice in the last three months relative to the element in coordination with						
				colleagues to improve the impact on clients across their spheres of influence.						
	3-5 Strong Theme Statements from your Summary of Findings									
Framework Element	Statement									
A	Teachers and students indicate leadership is visible, approachable, and student focused at the elementary and middle school levels. Teachers indicate a shared vision of improvement that has been created mutually with administration. Leadership involvement is perceived as less consistent at the high school level because of a transition this year.									
С	The district makes a variety of attempts to communicate with families (social media, school app, family visits, etc.), and communication attempts have been improving.									
D, E	Board and admin team are clear on and update district priorities, based on SSR data. Staff understanding and implementation of priorities varies from school to school.									