

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

Executive Summary - Monte Vista 11/12/19

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			
								Curr			Inst.				
<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>
A, B	Curriculum development/revisions that are in process are working for the district, and they need to implement the cycle of revisions with fidelity.
	Missing Middle School feedback (surveys) on curriculum makes it unclear where gaps are forming between elementary and high school.
C, D, E	Teachers are concerned with student needs 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.

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

<b>Framework Element</b>	<b>Statement</b>
Overall	Learning climate is strong, but Dispositions are not as evidenced.
A, B	Schools are safe and inclusive spaces for students and staff.
	Student-Teacher relationships are clearly a priority; the benefits from building relationships are still being realized in academic achievement.
C	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.															
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**3-5 Strong Theme Statements from your Summary of Findings**

<b>Framework Element</b>	<b>Statement</b>
	Professional development is planned and directed towards the strategic plan of the district and towards school goals.
	There was a lack of in depth training for new teachers with old initiatives.
	Professional learning is research and evidence based, but there is limited evidence that implementation is having an impact and used with fidelity.
	There are discrepancies in professional development between the three levels: elementary, middle, 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.

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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.
C	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.