

**S-CAP: Focused SSR Summary - Monte Vista (Year 5) 11/2/20**

District Priority 1: DEVELOP AND DELIVER DIFFERENTIATED AND PERSONALIZED LEARNING TO ALL STUDENTS.	
1a. Actions taken to implement the priority.	<p><b>Secondary Notes:</b></p> <ul style="list-style-type: none"> <li>● Early stages of the modern classroom initiative.</li> <li>● Strong evidence to support a focus on student &amp; adult relationships</li> <li>● Interesting to note: 31% of students don't want to work on difficult work</li> <li>● Consistent strong response across all constructs in family perspective</li> </ul> <p><b>Elementary Notes:</b></p> <ul style="list-style-type: none"> <li>● PD has been difficult with it going virtual. The quality is not there.</li> <li>● Students know and understand that teachers have high expectations for them.</li> <li>● Families feel communication is positive.</li> <li>● Learning dispositions continued to grow significantly in spite of challenges and restrictions as reported by students.</li> </ul>
1b. Additional actions that could be implemented or expanded to support the priority.	<ul style="list-style-type: none"> <li>● Similar to what has been shared with other districts, stay the course! Do not put more on anyone's plate at this time. There are many great things being done with the appropriate focus in place.</li> <li>● Find an innovative way to solve the time issue. Focus in on one priority</li> <li>● Consider using the 'I know how to support my child with their homework' as a baseline for growth (parents)</li> </ul>
2a. Evidence of (student/staff/family) implementation of the priority actions.	<p><b>Modern Classroom implementation:</b></p> <ul style="list-style-type: none"> <li>● Students are aware of learning objectives and social contracts.</li> <li>● Self-paced: many opportunities to see students working at their own pace were evident through video vignettes. Students reported in the interview process limited evidence of being able to self-pace.</li> <li>● Students are able to demonstrate their learning with multiple opportunities.</li> <li>● Time constraints are the theme from the teachers. Elem teachers feeling like they have enough time has decreased. Not having enough time to report on the data. Possible unintended consequence of the pathways plan is teachers not feeling like they have control or voice in the decisions.</li> </ul> <p><b>Implementation of Pathway Plan:</b></p> <ul style="list-style-type: none"> <li>● It is evident that the pathway plan has been implemented by the Administration. Teachers understand what they are being asked to do, but don't feel like they have the time to implement it.</li> <li>● We are seeing that from students and families, the changes being made are very positive. Teachers seem</li> </ul>

	overwhelmed and need to find balance
District Focusing Questions	
What are some ways we can ensure successful implementation of Modern Classroom and transition to standards based grading?	School and district leadership reported the process of implementation as a cohort process, thus not all teachers are utilizing this practice as of yet. There is a good level of baseline data in the survey to support this work and to demonstrate the early movement on this effort. It would be beneficial to hear from the teachers who are in Cohort 1 and 2 in the Modern Classroom to get their perceptions of the initiative and its initial impact. As well, there wasn't clarity if the teachers in the video were part of the cohorts or not. What steps might you take to measure/gauge student engagement (both cognitive and behavioral)?

District Priority 2: ENERGIZE, EVALUATE AND ENSURE DISTRICTWIDE INNOVATION	
1a. Actions taken to implement the priority.	<ul style="list-style-type: none"> <li>● Short term data cycle: part of the K-5 pathways plan</li> <li>● Social/emotional support</li> <li>● Information shared from district to families and community through various platforms - newsletters, Infinite Campus messenger, Facebook, text, district mobile app</li> </ul>
1b. Additional actions that could be implemented or expanded to support the priority.	<ul style="list-style-type: none"> <li>● What happens when a return to larger classrooms? There is strong support from students about small cohorts about focus and social/emotional.</li> <li>● <b>Is blended learning an innovation you plan to carry forward as an option when COVID is not a driving factor in educational decision-making?</b></li> <li>● So many innovations related to COVID that may also be addressing district priorities makes sense AND attending and being attuned to how staff are able to move through the change process in these innovations</li> <li>● Staff seem to have confidence in coaches and maintaining and even re-investing in this may be worthwhile for teachers, especially with so many implementations</li> </ul>
2a. Evidence of (student/staff/family) impact of the priority actions.	<ul style="list-style-type: none"> <li>● Observation trackers for coaches to log observations and track teacher progress.</li> <li>● Data triangles and short cycle data protocols.</li> <li>● Curriculum website</li> <li>● Student data (academic/behavior/attendance/etc)</li> <li>● Increased family involvement</li> <li>● MTSS Professional Development Plan</li> </ul>



	<ul style="list-style-type: none"> <li>• CDE dashboard for Pathways Plan</li> </ul>
District Focusing Questions:	
While working to ensure a safe educational environmental needs of COVID, are we still meeting our district priorities?	<p>How did you land on the “modern classroom” approach? How did you get teachers to know and invest in this approach?</p> <ul style="list-style-type: none"> <li>• Admin realized the district would need a different conceptualization of how to educate kids - it would have to work for every student</li> <li>• Some struggles with teacher inconsistency after initial training, but other teachers are jumping on board now that they are seeing impact for other teachers who have had the training</li> </ul>
Are we meeting the learning and social/emotional needs of both our staff and students?	<ul style="list-style-type: none"> <li>• Social/emotional has been harder; parent/teacher conferences were very positive; counselor has been working more with students about SE health; many Delta students work out of packets for credit recovery - many are working more out of the building; they still check in or come by to drop off work</li> </ul>

For all Priorities	
What is the breadth and depth of ownership from stakeholder of priorities?	COVID dashboard is extremely well organized. Lots of people have been able to provide feedback, both directly and indirectly. Continue to go back and re-examine the process. Commend you on what you’ve done with the COVID process, miraculous in many ways including going through 4 health officials.
How is stakeholder ownership being developed?	The process is very inclusive, numerous reviews of the process with opportunities for feedback from stakeholders. Parents appreciated the surveys to gain their input on the process. Families/stakeholders whether involved in decision-making seem to very much trust the leaders making the decisions because so connected and visible.
How are resources matched to priorities?	Decisions around resources related to COVID dollars match the district priorities. In the student focus group, kids said not much change was happening, but that we’ve been forced to change. They felt like the process has given them options and control. the stuff they were forced to do has been done well.