



S-CAP: Focused SSR Summary - West Grand Year 2 - 1/27/21

District Priority 1: Excellence in Learning	
1a. Actions taken to implement the priority.	<ul style="list-style-type: none"> ● The district has developed a comprehensive plan for excellence in learning. Action steps with curriculum and instruction development across the district; resource inventory, gap analysis, curriculum adoption, book studies and curriculum implementation and in progress. ● Additionally, a professional development plan supports priority focus on curriculum/instruction and other initiatives around school discipline and culture.
1b. Additional actions that could be implemented or expanded to support the priority.	<ul style="list-style-type: none"> ● Consideration for individual teacher needs for professional development and communication from administration in various ways; email, in person, staff meetings, and virtual (methods are being offered, but how are they received by staff?)
2a. Evidence of (student/staff/family) impact of the priority actions.	<ul style="list-style-type: none"> ● Consistency in the classroom instructional model for elementary, junior high and high school; posted learning objectives, word walls, direct instruction and use of technology by the teacher. ● Student and teacher surveys support improvement with learning dispositions. ● Students reported liking the new curriculum and the pacing of the curriculum.
2b. Expected impact for which no evidence was available.	<ul style="list-style-type: none"> ● Limited evidence of impact for active student engagement in the classroom setting. Students were compliant and well behaved.
District Focusing Questions	
Is there clear evidence of intentional use of instructional strategies?	<ul style="list-style-type: none"> ● Curriculum is being developed across disciplines and class levels, though what is shared so far feels more cut-and-paste than specific to district. How are teachers taking ownership of purchased curriculum? ● Teachers are connecting with students comfortably and making space for students to ask good questions ● Many classroom videos showed teacher-heavy lessons without consistent workshopping or student participation. Students reflected on positive practices during the focus group, but that evidence didn't align consistently with videos or teacher comments about engagement ● Goal-setting happens in a variety of ways in classes ● Learning objectives are shared consistently; lower classrooms have engaging spaces where wall visuals support skills and content, but those visuals were not as consistent at the middle and high school levels

<p>What feedback might you have on the curriculum website?</p>	<ul style="list-style-type: none"> ● Overall, the website is a wonderful tool for the district to be able to connect with the standards and the overall methods that the teachers are using to address them. ● It has opportunity for growth regarding the completeness of certain content areas as well as generating a solid basis in the “parent resources” section to leverage community engagement. ● Possibly add cross-curricular connections and make the curriculum more “personalized” to the subject area and the content being instructed.
<p>What feedback might you have related to our current PD practices?</p>	<ul style="list-style-type: none"> ● Teachers appreciate that there are some options to choose from and they have the freedom they have to try instructional strategies of their choice from the book study ● Narrow the focus for PD - teachers feel there isn’t enough time to get it all done to the level of expertise that they expect of themselves

District Priority 2: Excellence in Engagement	
<p>1a. Actions taken to implement the priority.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Buddy System ● Learner Profile with student contribution ● Classroom meetings ● Professional learning to reflect on student engagement
<p>1b. Additional actions that could be implemented or expanded to support the priority.</p>	<ul style="list-style-type: none"> ● Consideration of workshop model and other collaborative thinking strategies to promote more student-centered learning. This might advance engagement ● Collect or use more data to monitor impact; this would be the collective sense of “is what we are doing working?” ● Implement processes to collect and analyze data related to excellence in engagement; consider a scoring guide/descriptor for Profile of a Learner
<p>2a. Evidence of (student/staff/family) impact of the priority actions.</p>	<ul style="list-style-type: none"> ● Student survey regarding positive perception of a caring school has grown significantly over time and is very strong. ● Focus groups of students and staff regarding commitment of student success were strongly correlated; availability of extra help. Evidence of positive relationships ● Posted learning targets in a majority of classrooms gives clarity of instruction that leads to student

	engagement.
2b. Expected impact for which no evidence was available.	<ul style="list-style-type: none"> • Expected to see more student-centered learning strategies in the sample observations and less teacher-directed • There was limited data available to determine impact; a focus on additional evidences the district would expect to study and understand engagement would be recommended
District Focusing Questions	
Is there evidence of active engagement for students?	<ul style="list-style-type: none"> • Focus groups of students and staff regarding commitment of student success were strongly correlated; availability of extra help. Evidence of positive relationships • Posted learning targets in a majority of classrooms gives clarity of instruction that leads to student engagement.
Is there evidence of positive student/teacher relationships?	<ul style="list-style-type: none"> • Overall Student survey indicates positive student/teacher relationships. • Student and teacher focus groups match that accountability and accessibility to teachers is strong
What evidence related to restorative practices did you see/hear? What could be potential next steps for us in this area?	<ul style="list-style-type: none"> • Strong commitment to Restorative Practices presented through the administrative team. • Evidence of restorative practices implemented from staff, students and families was not presented. • Restorative Practice is in advisory at the middle school and their are elementary class meetings. There was not other evidence of how it is implemented consistently. Impact of was not clear, though the survey learning climate data is strong, so it could be correlated.

For all Priorities	
What is the breadth and depth of ownership from stakeholder of priorities?	<ul style="list-style-type: none"> • Ownership appears mixed between schools; feedback from teachers was stronger at the high school than at the middle school level - more communication. • Parents in focus group felt had good communication where high school generally wanted more • Administration shared of student involvement in creation Learner Profile

	<ul style="list-style-type: none"> ● Use of app for daily/weekly communication is positive in establishing a strong relationship with stakeholders ● Families feel more connected at school level but not as much at district level or what that would include.
<p>How are resources matched to priorities?</p>	<ul style="list-style-type: none"> ● Strong focus on curriculum development and alignment speaks directly to district priority of Excellence in Learning ● This year's book study about blended learning responds to Excellence in Engagement; staff spoke consistently to its efficacy in offering new instructional strategies ● Grant pursuits match priorities for leading, learning, engaging ● Partnership with CEI match priorities - Profile of a Learner and Homegrown Talent Initiative ● Consider streamline time and money on Professional Learning to more focused on priorities or at least fewer choices at one time