

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

CATEGORY: *Identifies one of the seven system support areas to be reviewed*

ELEMENT: *Identifies the subset of the CATEGORY to be reviewed*

	Not Applicable <i>This is used if the indicator is not assessed</i>	Evidence of Awareness <i>The element is not yet a priority of the district; the indicators are beginning to be envisioned</i>	Evidence of Commitment <i>Stakeholders speak of the importance of the element and can describe the indicators</i>	Evidence of Practice <i>Stakeholders have discussions about the element and many of the indicators are evident in the fabric of the system</i>	Evidence of Impact <i>The element is a priority of the system and most all of the indicators are leveraged to affect comprehensive student success</i>				
OVERALL:	N/A	0	1	2	3	4	5	6	7

PROTOCOL

- As part of process – move Trends to Exec Summary first, determine appropriateness (non-judgmental)
- Using the Summary of Findings created by the reviewer groups, assign a score to each of the categories assessed in the review, from 0-7.
- For each category, include comments regarding the trends, agreed by upon by all writers of the Executive Summary.
- Submit to host superintendent for review and sign off.
- Need to have a document completed by the time the review is complete
- After superintendents write the Summary, the host district super has the opportunity to review it and ask for additional data to be reviewed to either 1) change a score or 2) provide additional comments, or 3) both
- Superintendent group has 2 weeks to review additional data and review via conference call to change score or comments as necessary

KEY QUESTIONS

- How do we resolve red flags prior to rating the executive summary?

**Student-Centered Accountability Program (S-CAP)
SYSTEM SUPPORT REVIEW (SSR)
EXECUTIVE SUMMARY – Kit Carson, October 25-26, 2017**

CATEGORY: Curriculum and Instruction

ELEMENTS:

CURRICULUM

- Curriculum is written and aligned so there are no gaps or unnecessary overlaps and represents important and demanding understandings and processes

INSTRUCTIONAL PLANNING

- Intentional Planning is aligned to curriculum that is important and demanding (WHAT is defined)
- Intentional Planning for delivery of instruction is focused, engaging and scaffolded
- Intentional Planning includes reflection post-delivery to evaluate effectiveness
- Specific learning needs are intentionally planned for through structures and practices in the system

INSTRUCTIONAL PRACTICE

- Are instructional practices demanding and important?
- Are instructional practices demanding and important?
- Are instructional practices focused?
- Are instructional practices scaffolded?

		Evidence of Awareness	Evidence of Commitment	Evidence of Practice	Evidence of Impact				
OVERALL:	N/A	0	1	2	3	4	5	6	7
Comments:	<ul style="list-style-type: none"> • Evidence of Priority #4 - Cultivate Critical Thinking was not observed consistently in the classrooms nor in the focus groups. • Classroom observations do not indicate a consistent expectation for posting learning objectives with follow through to student use/knowledge. • Lesson planning/articulation was not evident in the document review. • Data did not indicate a presence of vertical and/or horizontal curriculum alignment. • Many parent stakeholders indicated they were satisfied with the instruction of the district; some voiced a desire for higher rigor. • Teachers indicate a lack of available time for professional collaboration and reflection. • Technology is used both by teachers during instruction and students for their practice and learning on a regular basis. 								

CATEGORY: Professional Learning: Continuous Improvement practices to increase educator effectiveness and results for all students									
ELEMENTS:									
<ul style="list-style-type: none"> • Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment • Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning • Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning • Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess and evaluate professional learning • Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes 									
		Evidence of Awareness	Evidence of Commitment	Evidence of Practice	Evidence of Impact				
OVERALL:	N/A	0	1	2	3	4	5	6	7
Comments:	<ul style="list-style-type: none"> • Staff has access to professional development that is fully supported by administration. • Staff profess desire for professional development, specifically around curriculum and instruction; time constraints and additional responsibilities limit participation. • According to focus groups, professional learning topics are determined by individual staff, not tied to teacher evaluations or district priorities. • Teachers indicate a lack of available time for professional collaboration and reflection. • Limited professional learning opportunities might be limiting student exposure to varied teaching strategies. 								

CATEGORY: Leadership and Vision: The system has a high-quality leadership and management team with a clear vision, ambition, and goals; a sense of purpose and high aspirations with an action plan aligned to priorities; a focus on student success; an organization structure with defined roles; and a system of continuous improvement

ELEMENTS:

- **Builds Cognitive Capital (Garmaston and Costa)** 1. Knowledge of pedagogy and academic performance; 2. Collaborative disposition to facilitate group processes; 3. Skills of organizational management
- **Continuous Improvement:** Create a system of continuous improvement that optimizes learning and ensures organizational effectiveness
- **Communication:** Effective forums are established for exchange of information, leading to stakeholder input and influence regarding the mission and vision
- **Continuous Improvement:** Create a system of continuous improvement that optimizes learning and ensures organizational effectiveness
- **Vision:** The district has a well-articulated vision and mission that is evidenced by decision-making, policy development, instructional practices, strategic planning and the allocation of the budget

		Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
OVERALL:	N/A	0	1	2	3	4	5	6	7
Comments:	<ul style="list-style-type: none"> ● Priority #3 - The Culture of the District Promotes Emotional and Social Well-Being of all students - is evident across all data points. ● The vision is communicated regularly to all stakeholders; and is aligned to district priorities. ● Evidence suggests that organizational effectiveness is impacted by the staff (including superintendent) serving multiple and duplicative roles. ● Some staff use student data regularly to improve instruction. ● The leadership consistently communicates the vision/initiative of “Good to Great”. ● Leadership can articulate impactful changes that have taken place recently, and has managed change with buy-in from staff. ● Teacher focus groups indicate there is clear and open communication with the superintendent; he is accessible and responsive. 								

CATEGORY: Learning Climate: The system has a welcoming and positive, safe and accepting, and empowering environment that fully engages students in their learning and inspires them to work toward higher levels of achievement

ELEMENTS:

- **Welcoming and Positive:** Staff are optimistic, respectful, and encourage involvement of all stakeholders
- **Safe and Accepting/Inclusive:** Systems are established for physical and emotional safety for all
- **Empowering:** Staff and students are connected to the system, believe they are important members of the system, and take contribute to the system
- **Mindset:** The school/district promotes and encompass the components of grit and growth, identity and community, and passion and purpose.
- **Engagement:** The school/district promotes student ownership and contribution to their learning and community.

		Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
OVERALL LEARNING CLIMATE:	N/A	0	1	2	3	4	5	6	7
OVERALL LEARNING DISPOSITIONS:	N/A	0	1	2	3	4	5	6	7

Comments:	<ul style="list-style-type: none"> ● Across all data points, students, parents and teachers are highly supportive and satisfied with the school's learning climate. ● Learning climate is clearly supportive, positive, and welcoming. ● Evidence shows that students are compliant; levels of engagement vary. ● Parents indicate a desire for students to have opportunities for exposure (ie art, culture, social engagement) outside of Kit Carson. ● It is unclear from observations that there is a process of student engagement in goal-setting. ● Students, staff, and parents state that their students are safe and their well being is a priority. ● Data shows a varied understanding of the purpose of the Advisory period in supporting learning climate/dispositions.
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CATEGORY: Finance/Facilities/Families
Finance: The district allocates available resources (e.g. time, material, personnel) to maximize district effectiveness in response to strategic priorities
Infrastructure and Facilities: The district maximizes its use of all available resources, including technology, to support comprehensive student success
Family and Community The district 1) has a range of regular, two-way methods of communicating with parents, guardians, and the wider community and;2) takes steps to encourage active engagement in the education of their students and involvement in the life of the school through 3) partnerships for shared decision-making

- ELEMENTS:**
- **Impacts of Learning:** Organization and management support comprehensive student success
 - Effective forums are established for exchange of information and partnerships for comprehensive student success
 - Stakeholders contribute to the comprehensive success of students
 - **Partnerships and Shared Decision-making:** The district develops and sustains family and community partnerships to share responsibility for comprehensive student success
 - **Facilities Report/Safety:** The physical structures and conditions of the schools provide students and staff with a safe, healthy and orderly learning environment

		Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
OVERALL FINANCE:	N/A	0	1	2	3	4	5	6	7
OVERALL FACILITIES:	N/A	0	1	2	3	4	5	6	7
OVERALL FAMILIES:	N/A	0	1	2	3	4	5	6	7

Comments:	<ul style="list-style-type: none"> ● Teaching staff perform many duties and responsibilities and it could limit the overall effectiveness and efficiency. ● Superintendent serves in additional principal and teaching roles; it could limit overall effectiveness and efficiency. ● Identified area need of an updated building is starting to be addressed by planning for BEST grant to obtain new building. ● Time is allocated 10 Wednesdays per year (morning) for teachers to participate in professional learning, shows a dedication to allowing for professional collaboration and movement toward student growth. ● Kit Carson families are involved and supportive in the school community.
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