Objective: This Progress Monitoring Report will provide the host district with feedback on their initiatives implemented as a result of their previous two SSRs.

Protocol: In your review teams, you will provide feedback in the area you observed during the SSR.
1. Review the strategic priorities of the host district, and the actions taken as a result.
2. For each of the "Actions taken as a result of previous SSRs", consider with your team the questions below, and provide narrative information based on your visit today.

Curriculum and Instruction ● Strategic Priority: Instruct with focus on THINKING STRATEGIES and FEEDBACK	
Where did you see this implemented?	● Noticed scaffolding, engagement, and focus in classroom. Did see students engaged in learning (naturally occuring), just no documentation of it. ● At the elementary level, we saw scaffolding, small groups; different modalities of teaching were noticed. ● Saw evidence of this priority in classrooms a great deal. Lots of direct instruction, small group, RtI groups, visible and specific learning. Kids could articulate that. Strong routines. ● Students explained that they were challenged more by some classes than others. They felt they were being set up for success (more relevant to real-life) by some teachers more than others. ● HS students in focus group were very engaged by career-related courses.
Where else would you expect to see it, but you did not today?	● Did not have evidence of vertical alignment. It may have occurred, just did not see evidence of it. ● Did not see evidence or targets that were posted in classrooms. ● Did not observe the documentation of planning or learning targets. ● No learning objectives were posted in classroom (it was happening, but not being posted). ● Student focus group: students did not feel that teachers were direct about why they were learning content. Some teachers did better jobs than others. ○ Echoed by parent focus groups.

What else is possible for this district? What would you recommend?	- Time is limited for administrators. Having a peer or instructional coach to give feedback on strategies would be really helpful. - Need more direct connections between content and the reason why they are learning. - Parents expressed desire for more opportunities for real-world learning (budgets, grocery lists, bills, non-college options for postsecondary).

Professional Learning ● **Strategic Priority: Build Professional and Community COLLABORATIVES**	
Where did you see this implemented?	- Elementary: Professional Development committee. Individualized, not really cohesive approach. Support from admin for various PD paths for teachers. Some discrepancy with accountability and follow through bc of that individuality. - Elementary: Vertical alignment is happening informally. Teachers are meeting and discussing curriculum alignment. - Elementary: Did not see a lot of technology being incorporated in classrooms. - HS: Saw beginnings of PD (first phase). There are a lot of PDs on new tech (teaching people how to use that new tech that they have). Would like to see how that tech is impacting the learning process in next year's SSR. - HS: Teachers felt supported to try anything new. - Observed some community-based projects. Working to get community members more directly involved in the course. - School is the hub of the community. - Parents were happy about texts they recieve about students. - Teacher leadership committees/teams.
Where else would you expect to see it, but you did not today?	No formal structure to encourage vertical alignment.
What else is possible for this district? What would you recommend?	"Chunk It" to create a commonality between PDs. - Feedback form after each session (3, 2, 1 list things that they did and did not enjoy/grow from during the PD).

	● New building is a big opportunity for community collaboration.

Learning Dispositions and Climate ● **Strategic Priority: Establish SAFE and HEALTHY Learning Environments**	
Where did you see this implemented?	● HS: "most welcoming, most enjoyable, most amazing places to walk into." ● HS: Very engaged students, but they just accept what is handed to them, rather than being challenged to question things. Teacher-to-teacher, student-to-student, and teacher-to-student relationships are very positive. In focus groups, parents explained that they placed blame on the students when they acted out, rather than placing blame on their teachers. ● Definitely a SAFE environment. ● Classrooms - kids were comfortable in their classrooms. Intellectually, emotionally, and physically safe. ● Promoting social well-being - daily check-ins about how students feel (ie giving them tips on growth mindset). Also had tons of positive to say. Good peer support groups.
Where else would you expect to see it, but you did not today?	● HS: the students don't challenge authority. There were no observed push-backs from students. ● The school is not teaching students how to fail. School is not teaching resilience to students. ● SEL: no observed SEL being incorporated into class time. Have well-adjusted students, but the school population is changing and SEL can help to transition staff and students to the new culture the school is being introduced. ● Anti-bullying posters were not present.
What else is possible for this district? What would you recommend?	● Start these anti-bullying and trauma related campaigns/trainings to help get ahead of the changing culture of the school. ● Give parents more information about Advisory in clear and explicit way (parents unclear about what it is about or how successful it is). ○ Be more proactive with parents generally.

*Summary comments - big statements to leave the district with:
- This is the hub for the community. Cherished by everyone.
- Very welcoming, overall can feel the school pride the minute you walk in the doors. Feels like you're seeing the community without being in

the community.
- Small class sizes, teacher experience, and other components of culture is an opportunity to create high expectations for students.
- Teachers work hard and creatively, and they work on various subjects, projects, etc. Staff have taken leadership roles. Leadership also teaches 1-2 preps per day.
- School culture is accepting rather than resisting the changing school demographics.
- School culture of respect among one another and for leadership. Strong leadership that has positively changed the school over the last 3 yrs of this S-CAP process.