

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 <ul style="list-style-type: none"> ● Strategic Priorities: VISIBLE LEARNING, CURRICULUM WORK 	
Where did you see this implemented?	<p>CURRICULUM</p> <ul style="list-style-type: none"> ● Clear transition in place and everyone knows what needs to happen. ● Clear about expectations but struggle to explain why it’s important in the here and now. ● Saw it in some classrooms ● It is very evident that the work is being done and a shift is taking place. <p>VISIBLE LEARNING</p> <ul style="list-style-type: none"> ● Secondary mostly has them in the google classroom; know where to find them. Students were able to identify what was being talked about. ● Good things happening; lots of posters and work being done toward visible learning being done.
Where else would you expect to see it, but you did not today?	<p>CURRICULUM</p> <ul style="list-style-type: none"> ● Expected to see it in all, especially with the language of the standards and making it student-centered. <p>VISIBLE LEARNING</p> <ul style="list-style-type: none"> ● was expecting to see more of the criteria in classrooms. Some teachers had more so tasks for the day or objectives; very few had the learning intention and success criteria. ● Was expecting to see the learning objectives and success criteria posted everywhere.

<p>What else is possible for this district? What would you recommend?</p>	<p>CURRICULUM</p> <ul style="list-style-type: none"> ● Spend time looking at the 6 days you have and breaking standards down, so staff can teach multiple lessons on a standard. ● Suggest having teachers report back after they have worked on curriculum. ● Board giving staff 6 days is a huge step to work toward this. ● Clarity; as teachers know what is expected of them, it's making it easier for teachers to take the steps to take to get there.
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<p>Leadership and Vision</p> <ul style="list-style-type: none"> ● Strategic Priority: Providing leadership, support, and resources for the 3 initiatives (Visible Learning, Curriculum Work, Mental Health Coordinator). 	
<p>Where did you see this implemented?</p>	<ul style="list-style-type: none"> ● By taking the steps to hire the curriculum coach, mental health person; steps are being taken to support the vision. ● S-CAP process is supporting. Can look at previous SSRs and it's exciting to see that they have done the things they said they were going to do. ● Funds have been aligned to those three items. ●
<p>Where else would you expect to see it, but you did not today?</p>	<ul style="list-style-type: none"> ●
<p>What else is possible for this district? What would you recommend?</p>	<ul style="list-style-type: none"> ●

<p>Learning Dispositions and Climate</p> <ul style="list-style-type: none"> ● Strategic Priority: MENTAL HEALTH INITIATIVE 	
<p>Where did you see this implemented?</p>	<ul style="list-style-type: none"> ● Seems like a really positive/role position for the mental health professional.

<p>Where else would you expect to see it, but you did not today?</p>	<ul style="list-style-type: none"> ● Expected to see it more in the JH/HS area instead of starting at elementary, but understand why. ● We saw, in specific classrooms, “the world’s greatest failures, and rise above your situation”. But it wasn’t really that prevalent. ● Difference in how teacher thinks is being paid for the mental health professional and actuality.
<p>What else is possible for this district? What would you recommend?</p>	<ul style="list-style-type: none"> ● Maybe the mental health professional could do more surveys to find out where more areas of need are to grow his position. ● Staff would like to see more communication with what the mental health professional is doing (as much as can be shared w/ confidentiality)

***Summary comments - big statements to leave the district with:**

- There is definitely teacher buy-in; teachers are willing to do more work to get the standards taught.
- Teachers are in the same mindset as admin
- Variety of teaching strategies being used
- Big snaps to the elementary art teacher who was doing STEM project
- Staff has a great deal of trust in administrators.
- Very impressed with the variety of classes being offered.
- Great focused on SEL with the new school psychologist. definitely giving time for it.
- All need to do a better job of utilizing all individuals to their fullest potential and teachers are a partner in hearing that.
- Would never ask a teacher to teach 30 mins of calculus once a week and see a lot of change; SEL is the same.
- Think it’s great that the district hired the mental health professional.
- Elementary are VERY thankful that the mental health professional is here because they can spend less time finding the root of issues.
- Secondary teachers are pretty positive about the mental health position but want to see where it’s going to go.
- You should feel proud of the mental health professional bc he’s being utilized and it will impact the school.
- Think it’s great that he’s a male in the elementary.
- Exciting to realize we can get there through this process. It feels like we’re starting where they were starting.

STEAL

- learning intentions can be put right into Planbook.com; kids are able to access that
- some classes were just having fun; remembering that it’s ok to have fun while you’re doing your job
- teacher cards; innovative design cards; new way to think about projects, etc.
- Mental health teacher did a great job with kids taking risks (socially) and it went well.

- BBQ recipe

CAUSE A WORRY

IMPRESSED WITH

- Creativity was fabulous; kids were engaged and they were having fun doing it
- Teacher buy-in
- Very low turnover rate. Leadership causes that (hats off)
- Focus groups; teachers felt like they had everything they could want or ask for (PD and otherwise) very supported by admin
- walked into class with a sub and teaching/activity was still happening
- Lower elementary saw the same thing with subs
- saw a student teacher getting a great foundation
- writing of the curriculum; we all need it
- elementary hallways were immaculate and beautiful; every student was polite and kind
- schoolwide culture is positive and welcoming
- kids were kind to each other
- observed a PE class with no wasted time; task oriented and fun but knew right what to do.
- lucky enough to sit in on all focus groups, and all of them were so proud teachers are of student learning and success.
- Watched the transition in K classroom and it was seamless.
- Really liked the flexible seating and lighting throughout the elementary.
- Lots of self learning, projects, etc.
- Puts a lot back on the kids to make them responsible for their learning.
- Teachers really feel valued as professionals here; use formative data to drive instruction.
- impressed by chromebooks.
- Positive and happy the teachers are here. Feel support from the admin and each other.
- Evident throughout the whole school that there is a lot of Merino pride.