



**S-CAP: Focused SSR Summary - Buffalo (Year 5) 2/10/21**

| District Priority 1: Instructional Strategies   |   |
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| 1a. Evidence of implementation around the priority.   | It is very evident that there are several years in this process as the district has an extremely descriptive and thorough document for us to see. The surveys and feedback are so focused and documents. The focus on advisory to be able to have 2 periods, based on the data they gathered to build that in, is a great credit to their recognition of the needs and wants of their students and staff. |
| 1b. Additional actions that could be implemented to support the priority.                               | They are so well done in this area, it is tough to see if there is something we need to add at this time.   |
| 2a. Evidence of (student/staff/family) impact of the priority actions.                                  | <ul style="list-style-type: none"> <li>• Survey responses are trending up - Positive direction - about 19%</li> <li>• District priorities have stayed the same. Commitment to S-CAP is nice</li> </ul>  |
| 2b. Expected impact for which no evidence was available.  | <ul style="list-style-type: none"> <li>• Retirement and teacher replacement in upcoming years</li> <li>• Great teaching strategies seen in elem. videos</li> </ul>  |
| District Focusing Questions:  |   |
| Has the district/school given staff members adequate support to meet the challenges of remote learning? | <ul style="list-style-type: none"> <li>• 1 Collaborative - for in person and remote learning has been positive</li> <li>• Teachers felt supported and well prepared- Consistency in staff and Admin.</li> <li>• 2 teachers in the classroom helped with COVID related issues</li> </ul>   |

| District Priority 2: Wellness   |  |
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| 1a. Evidence of implementation around the priority.                                   | <ul style="list-style-type: none"> <li>• We were impressed by the student initiated "Fight the Funk" initiated by a student; grants written by students</li> <li>• more student empowerment through the programs that have been implemented. "Wellness Class"</li> </ul> |
| 1b. Additional actions that could be implemented or expanded to support the priority. | <ul style="list-style-type: none"> <li>• some resistance from teachers with block schedule (90 minutes)</li> <li>• Wellness Breaks: Should not be treated as a "recess"</li> <li>• They are seeing increased engagement in wellness breaks</li> </ul>                    |
| 2b. Expected impact for which no evidence was available.                              | <ul style="list-style-type: none"> <li>• general observations from survey - 4-day week would allow staff to have time to look at data more thoroughly</li> <li>• Overall students' spring responses are much higher from previous years</li> </ul>                       |
| District Focusing Questions:  |  |



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| What other ways can we support student/staff wellness? | We feel that Merino has gone a long way towards prioritizing wellness. We were impressed by the student initiated “Fight the Funk” |
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**District Priority 2: Collaboration**

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| 1a. Evidence of implementation around the priority.  | <ul style="list-style-type: none"> <li>● Getting staff together in a safe way and being respectful.</li> <li>● Evidence of curriculum work with Learning intentions/Success Criteria is consistent across the district.</li> </ul>  |
| 1b. Additional actions that could be implemented or expanded to support the priority.      | <ul style="list-style-type: none"> <li>● Continue to creatively find ways to allot time and space for teacher collaboration - subs for vertical articulation days.</li> <li>● Try to protect the 6 days next year if at all possible.</li> <li>● Limited evidence of collaboration on RtI/MTSS - maybe that’s a place to get people together?</li> </ul>                                      |
| 2a. Evidence of (student/staff/family) impact of the priority actions.                     | <ul style="list-style-type: none"> <li>● Strong evidence of consistent leadership.They know their staff and they know their community needs and desires.</li> <li>● Staff reported that leadership cares about them and are thoughtful about professional development/needs of the district.</li> </ul>   |
| 2b. Expected impact for which no evidence was available.                                   | <ul style="list-style-type: none"> <li>● Use of evaluation techniques to measure impact of curriculum development/professional learning, specific to use of ILearn</li> <li>● What types of teacher feedback is provided on these documents and/or implementation?</li> </ul>   |
| District Focusing Questions:   |   |
| What can we do as a district to encourage more collaboration during these difficult times? | <ul style="list-style-type: none"> <li>● Staff surveys related to professional development effectiveness/needs</li> <li>● Continue to creatively find ways to allot time and space for teacher collaboration - subs for vertical articulation days.</li> <li>● Consider development of staff focused feedback or evaluation of effectiveness specific to impact of curriculum dev.</li> </ul> |

**For all Priorities**

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| What is the breadth/depth of ownership of stakeholder priorities? | Elementary Parent Focus Group Highlights - Parent report that all teachers know all kids names. It gives parents comfort to know that there are many caring eyes on their students.  |
| How is stakeholder ownership being developed?                     | <ul style="list-style-type: none"> <li>● Parents would like to explore further challenges for high performing, not necessarily GT. Admin are very approachable and have open door policy. Parents feel it was a good administrative decision to have a School Mental Health Specialist</li> <li>● Several different communication apps being used at the classroom level. Maybe agree upon a district wide app.</li> </ul> |
| How could resources be better matched to priorities?              | Do you have all the resources you need to implement all wellness programs...one district mental health specialist for the entire district? (School counselor CORP Grant?)  |



Student-Centered  
ACCOUNTABILITY PROGRAM