



S-CAP: Focused SSR Summary - East Otero (Year 3) 4/13/21

District Priority 1: Climate and Culture	
1a. Evidence of implementation around the priority.	<ul style="list-style-type: none"> ● Attention to discipline ● Communication is being received and appreciated even if teachers don't realize ● Families and students seem to be feeling positively about how this school year is going ● Schools seen as a very caring/safe place - as documented in surveys by students and families
1b. Additional actions that could be implemented or expanded to support the priority.	<ul style="list-style-type: none"> ● Language has a huge impact on perception. Use positive affirmations to channel the public to see what the district has put out for everyone. "Information is out there--here is where/how to look." ● communicate to parents what the school has defined as success for students. ● More opportunities to have individualized PD?
2a. Evidence of (student/staff/family) impact of the priority actions.	<ul style="list-style-type: none"> ● TTA staff included with the high school staff. This is a positive for them so they don't feel less important
2b. Expected impact for which no evidence was available.	<ul style="list-style-type: none"> ● Communication - results seen in satisfaction surveys, or identify the action you hope to have come out of communication
District Focusing Questions:	
Are we creating a culture of supporting and developing our staff members in ways that build a climate for long-term retention?	<ul style="list-style-type: none"> ● According to a staff focus group, COVID has really gotten in the way of administration efforts. District trying to "grow your own" from paraprofessional to teacher, from BA/BS to MA/MS. District recognizing staff humanness. Recognizing the outside demands on their time. Responsive to their PD needs--quick to provide asked-for PD. More effective in students referrals after the start of the process. ● Staff frustrated with communication. District trying to mitigate this with the google classroom. Important part of retention is adding a feeling of value for staff.
Have the conditions from C19 encouraged people to leave our Tiger Family/field of education?	<ul style="list-style-type: none"> ● Not specifically or not that we could tell from work today. Exit surveys say that most positions that are open are due to lateral shift or retirement.
How well are we mitigating the impacts of covid here at East Otero	<ul style="list-style-type: none"> ● Staff feel they really need to know the big picture goals of the year. Respected the idea that staff were given freedom, but wanted an overall grasp of the overall focus/direction of the year. Allowing more time/funds for PD would help for retention.



School District?	<ul style="list-style-type: none"> ● Focusing on relationship building is very positive. ● Encouraged to reach out to parents/families and are supported if something doesn't go as well. ● Weekly reports from superintendent and principals helped with retention--helps to have staff feel valued.
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District Priority 2: Communication

1a. Evidence of implementation around the priority.	<ul style="list-style-type: none"> ● Lots of positive feedback from parents and students who feel cared for and positive about attending school; ● Though COVID has created a hurdle for everyone it has also provided teachers the opportunity to meet and greet students each day at the door before school.
1b. Additional actions that could be implemented or expanded to support the priority.	<ul style="list-style-type: none"> ● The admin expressed challenges about the varying platforms used for parent communication. Perhaps, coming to a consensus for buildings/district on what platform parents can be expected to use for communication would improve family involvement. ● There is a disconnect between what parents and students report/survey but staff are reporting differently about their experiences. ● However only 50% of teachers feel that the school effectively engages parents.
2a. Evidence of (student/staff/family) impact of the priority actions.	<ul style="list-style-type: none"> ● Secondary parents discussed pride for their school and their community. They discussed the many opportunities where families can find information and can engage if they want to find information. ● Primary parents also talked about the pride they have for the school. They felt like the teachers and administrators at the primary level truly cared about families.
2b. Expected impact for which no evidence was available.	<ul style="list-style-type: none"> ● Staff survey results showed to have much lower results than those of the parents and students. It appears that staff have taken a tougher view of their work and their impact on the school environment.

District Focusing Questions:

Are we structuring our class offerings to meet student voice and business stakeholder needs?	<ul style="list-style-type: none"> ● Secondary parents do feel that the school district is meeting student and business stakeholder needs. ● Secondary students expressed great enthusiasm when asked if they would recommend their school to others. They noted that the school offers class opportunities for what they need, there is a great admin, great student body, and it is a positive place.
We worry about the lack of resources and/or supports to our students, families, and teachers. Are there programs and/or materials that can be shared?	<ul style="list-style-type: none"> ● There is a great deal of formal and informal information that is being shared on websites and social media. There is a plethora of sources for information but they would like a more centralized source of information, especially for parents who have children in multiple schools across the district. Is there something that can be used K-12?



<p>What types of information (and how to communicate and how often) would improve our transparency?</p>	<ul style="list-style-type: none"> All teachers would like a voice. It seems lately that department heads or only the loudest teachers have a voice and are being heard. Teachers felt like the school district is still small enough that all teachers could be available to be heard. Rotating leadership teams could help. Sending emails more frequently about what's happening in the district and what's happening in specific buildings could be helpful to be more transparent.
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<p>For all Priorities</p>	
<p>Stakeholder Communication Plan</p>	
<p>What is the breadth and depth of ownership from stakeholder of priorities?</p>	<p>In the process of SCAP, the state says "you must"; what does the district feel is important--what resources are needed. Allotting TIME; a district-wide calendar to schedule the important (communication) tasks.</p>
<p>Resource Allocation</p>	
<p>How are resources matched to priorities?</p>	<p>The district has worked with the building level leaders to help provide any resources they believe will improve in the areas identified.</p>