

Student Centered Accountability Project (SCAP) SYSTEM SUPPORT REVIEW (SSR)

Curriculum and Instruction is intentionally planned and delivered to be important, focused, engaging, demanding, and scaffolded

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

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Document Review; Other:	Date when evidences were gathered:							
	Evidence of awareness		Evidence of commitment		Evidence of Practice		Evidence of Impact	
OVERALL:	0	1	2	3	4	5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:							
The curriculum is aligned to Colorado Academic Standards								
The curriculum ensures students have access to a broad range of learning experiences								
The curriculum for each subject and grade level is documented, archived, and accessible to all staff, families, students, leadership , and stakeholders								
The written curriculum ensures there are no gaps or unnecessary overlaps.								
The implemented curriculum has no gaps or unnecessary overlaps								
Curriculum (student outcomes) are used to guide planning (is this inherent in instructional planning?)								
There is a systematic process to monitor and evaluate programs using multiple data sources (program evaluation cycle)								
The curriculum reflects connections across the content areas that demonstrate interdisciplinary learning								
Teachers participate in horizontal curriculum articulation (within grade level or department) within the school to ensure consistency of implementation of curriculum								

Teachers participate in vertical articulation (cross grade or content area) to ensure there are no gaps or unnecessary overlaps in curriculum				

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Instructional Planning – Is planning aligned to curriculum that is important and demanding? (WHAT)

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Document Review; Other:	Date when evidences were gathered:
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	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7

Evidences might include: **Feedback could be included in the appropriate section below:**

Teachers ensure instruction emphasizes concepts and skills to meet grade level expectations				
Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and content				
Teachers intentionally design instruction with the end outcome in mind, using big ideas/essential understandings, learning targets and planned criteria to assess mastery				
Teachers develop learning targets, performance requirements and assessment results in student-friendly language (too prescribed?)				
Instructional planning utilizes Colorado Academic Standards				
There is a balance of knowledge, skill, and understanding in the instructional design				
Teachers use aligned curricular documents and other tools (curriculum maps, pacing guides) to guide instructional planning				
Teachers use student data and current performance levels when planning instruction				

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Instructional Planning – Is there intentional planning for delivery of instruction that is focused, engaging, and scaffolded (The HOW)				
Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Document Review; Other:		Date when evidences were gathered:		
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7
Evidences might include:	Feedback could be included in the appropriate section below:			
Instructional planning is based on developing critical thinking and problem solving skills				
Teachers plan questions to help students deepen and revise their thinking and support students in asking questions as an integral part of learning				
Instructional staff plans for an increasing succession of student responsibility by moving from modeling and structured practice to guided and independent practice				
Instructional staff members plan for aligned, integrated, and research-based instruction that engages students cognitively and ensures students learn to mastery				
Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity				
Resources selected in planning are aligned to outcomes, and attend to varied interests, readiness levels and learning preferences				
Teachers design lessons to provide opportunities for students performing at grade level and beyond to ensure learning is challenging, engaging, and sustained				
Homework is designed to be aligned to previously-taught learning targets, extend student learning, or generate instructional follow-up; it is most often not graded as a demonstration of learning (too prescribed?)				

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Instructional Planning – Does instructional planning include reflection on effectiveness of instruction? (the HOW)

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Document Review; Other:	Date when evidences were gathered:			
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	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7

Evidences might include: **Feedback could be included in the appropriate section below:**

Teachers or teacher teams regularly evaluate the impact of classroom instruction on student learning.				
Teachers use different kinds of assessment data and evidence of student learning to plan instruction and make adjustments to ensure all students learn to high standards				
Teachers use results of formal and informal assessments to predict students’ performance, monitor and adjust curriculum and instructional practices, and identify and address group or individual needs				
Individual and disaggregated group data are routinely analyzed to identify specific student needs, evaluate classroom practices, and modify instruction				
There is a developed system of assessment for learning of individuals and groups of students that provides on-going documentation of student progress through multiple measures				
Teachers use multiple sources of data and consistent, high-quality assessment practices to guide school, department, grade-level, and classroom decisions				

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Instructional Planning – Are there systems in place to plan for and ensure instructional supports for specific learning needs				
Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Document Review; Other:		Date when evidences were gathered:		
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7
Evidences might include:	Feedback could be included in the appropriate section below:			
The school implements a system of tiered support within the rigorous, standards-based system of teaching and learning				
Title I, SPED, ELL, GT services and supports are equitably and adequately provided to all eligible students				
The school implements a comprehensive and coherent approach to meet the needs of students who are non-English speaking and/or who have limited English proficiency				
Opportunities and supports for academic help and interest-based learning during and beyond the school day, for example school programming and mentoring, are equitably provided to all students				
The district provides resources and programs before, during, and after school that ensure all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person				
The district provides services to support the physical health of diet, nutrition, exercise and rest				
The district offers a coordinated and integrated system of academic and learning support services.				

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Instructional Practice : Are instructional practices demanding and important?								
Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Policy Review; Other:		Date when evidences were gathered:						
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact				
OVERALL:	0	1	2	3	4	5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:							
There is a consistent, district-wide approach to math instruction that is evident across subject areas and demonstrated in classrooms throughout the district.								
There is a consistent, district-wide approach to literacy instruction that is evident across subject areas and demonstrated in classrooms throughout the district.								
Teachers use questioning strategies promoting higher level thinking and problem-solving								
Teachers routinely and explicitly model and incorporate high order thinking, meta-cognition, and problem-solving skills into daily lessons								
Teachers help students make relevant connections within and between disciplines and present new concepts in multiple contexts to ensure transfer of learning								
Content presented is accurate and essential to the discipline								
The work is most often a bit beyond the reach of each learner								
Teachers provide bell-to-bell instruction and implement classroom procedures that reduce interruptions and minimize lost instructional time								
Instruction invites students to construct meaning, participate in disciplined inquiry and produce writing and problem-solve that has value beyond school								
Instructional staff provide aligned, integrated, and research-based instruction that engages students cognitively and ensures students learn to mastery								

Interim assessments determine progress over time and help guide decisions regarding the need for additional intervention				
Instructional staff adjusts, clarifies, or re-frames instructional strategies, routines, or content in a timely way to ensure groups of students and individual students are mastering required learning				
Teachers continually monitor and adjust instruction and content based on multiple checks for understanding and formative assessment				
Formal and informal assessment data are analyzed during the learning process to modify instructional strategies or content to meet the needs of learners				
Teachers use a variety of strategies, data, and information to assess all students' achievement of learning targets. Information derived is used routinely to inform instruction and make adjustments to teaching as necessary. Classroom organization and student grouping are effectively and consistently based on outcomes from assessment				

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Instructional Practice : Are instructional practices engaging

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Policy Review; Other:	Date when evidences were gathered:
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	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
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OVERALL:	0	1	2	3	4	5	6	7
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Evidences might include:	Feedback could be included in the appropriate section below:						
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Teachers use strategies to ensure students are cognitively engaged (examples might include: reciprocal teaching, problem-based learning, cooperative group learning, independent practice)								
The work provokes student curiosity								
The work often causes students to become absorbed and in “flow”								

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Instructional Practice : Are instructional practices focused ?

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Policy Review; Other:	Date when evidences were gathered:
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	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
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OVERALL:	0 1	2 3	4 5	6 7
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Evidences might include:	Feedback could be included in the appropriate section below:			
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Student behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms.				
Teachers ensure all students are consistently aware of learning expectations and purposes.				
Both the teacher and students know why we're doing what we're doing.				
Educators build on students prior knowledge to help them learn new skills				
Educators elicit input from students to design and reflect on their learning				
Teachers help students articulate and set short- and long-term goals, based on their passions, interests, and it provides opportunities and sets the expectation that students will constantly reflect on and revise these goals				

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Instructional Practice : Are instructional practices scaffolded?

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Policy Review; Other:	Date when evidences were gathered:
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	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7

Evidences might include: **Feedback could be included in the appropriate section below:**

Instructional staff uses modeling, demonstrations, and multiple examples to teach skills and strategies and provides frequent opportunities for student practice and response				
Teachers consistently communicate expectations for mastery-level performance using tools such as exemplars, models, rubrics, checklists, think-alouds				
Teachers review learning strengths and errors with students, re-teach as needed, and help students revise their work				
Teachers provide students with regular, specific, and timely descriptive feedback to help improve their performance				
Teachers use a variety of materials, curricula, and academic tasks that are responsive to the range of student needs				
Instructional staff uses developmentally, culturally, and linguistically appropriate strategies to meet the diverse needs of all students				
Instructional staff adjust teaching so students are challenged				
Instructional practices are designed to meet a range of learners and are differentiated to meet the various needs and strengths of learners through different kinds of support or individualized instruction				
Teachers use strategies to meet the need of diverse learners. They match with readiness level of each student is well				

judged to ensure teaching is highly effective in securing progress for all students				
Assessment results are shared with students to help them revise their work and improve understanding of how they learn				
Instruction provides each student with multiple opportunities to apply background knowledge, correct misconceptions, and engage in deliberate and meaningful practice as new learning is acquired				
Instructional staff utilizes current developmental science				
Teachers use a varied materials, modes (whole, small, individual) and avenues to support learners				

Student Centered Accountability Project (SCAP) SYSTEM SUPPORT REVIEW (SSR)

Professional Learning : Continuous improvement practices to increase educator effectiveness and results for all students

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

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:	Date when evidences were gathered:							
	Evidence of awareness		Evidence of commitment		Evidence of Practice		Evidence of Impact	
OVERALL:	0	1	2	3	4	5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:							
Professional learning promotes independent and group reflection that enables teachers to share innovations and revise classroom practice								
Structures exist that create on-going opportunities for faculty collaboration and communication								
School staff meet regularly in various groupings to look at student work and share practice. A culture of collaboration, shared practice, and reflection is evident. Examples of meeting structures include team and faculty meetings, leadership teams and staff retreats								

Professional Learning : Continuous improvement practices to increase educator effectiveness and results for all students

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

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OVERALL:	0 1	2 3	4 5	6 7

Evidences might include:	Feedback could be included in the appropriate section below:
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Leadership has established a stable and consistent staff and has developed effective strategies to retain staff				
The district has a formal, consistent, and publicly known process for supervision and evaluating staff performance. Feedback is appropriate, useful and timely for improving practice				
Leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement				

Professional Learning : Continuous improvement practices to increase educator effectiveness and results for all students

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:		Date when evidences were gathered:			
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact	
OVERALL:	0 1	2 3	4 5	6 7	
Evidences might include:	Feedback could be included in the appropriate section below:				
The district has a thorough orientation for all new staff to the school. New staff have mentors.					
The district has a system for distributing funds for professional learning that matches priorities					
Teachers are supported with resources for program implementations					

Professional Learning : Continuous improvement practices to increase educator effectiveness and results for all students

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

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:		Date when evidences were gathered:			
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact	
OVERALL:	0 1	2 3	4 5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:				
The district conducts a comprehensive needs assessment to develop a plan for professional learning based on the needs of students and adults within the school					
There are established multiple and regular forums for looking at student work to improve understanding of teaching and learning					
Professional learning is monitored and evaluated to ensure it supports the work of the district and improves teacher effectiveness					

Professional Learning : Continuous improvement practices to increase educator effectiveness and results for all students

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

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:	Date when evidences were gathered:
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	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
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OVERALL:	0	1	2	3	4	5	6	7
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Evidences might include:	Feedback could be included in the appropriate section below:						
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Instructional staff engages in ongoing, job-embedded professional learning opportunities (including coaching) to initiate and refine instructional planning								
Professional learning and coaching is differentiated to support the professional growth of instructional staff and school leadership								
Selection of professional learning is intentional and grounded in current research								
Professional learning is continuous and research-informed								
The district has clear, formal structures in place to support every staff member’s individual professional growth								

Professional Learning : Continuous improvement practices to increase educator effectiveness and results for all students

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:	Date when evidences were gathered:
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	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
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OVERALL:	0	1	2	3	4	5	6	7
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Evidences might include:	Feedback could be included in the appropriate section below:
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Goals and intended outcomes of professional learning are known and implemented with fidelity.				
Attention to the knowing-doing gap is made by providing time (3-5 years) to implement and on-going opportunity to support and address problems of practice				
Regular and constructive feedback is provided that is aligned to intended outcomes, nonjudgmental, actionable and within a trusting, respectful context				
Opportunity for personal reflection on practice is part of the implementation cycle				

Professional Learning : Continuous improvement practices to increase educator effectiveness and results for all students

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards

<p align="center">Circle how the evidences were gathered:</p> <p>Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:</p>	<p align="center">Date when evidences were gathered:</p>
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	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
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OVERALL:	0 1	2 3	4 5	6 7
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Evidences might include:	Feedback could be included in the appropriate section below:			
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The district’s professional learning plan addresses and supports priorities for curriculum, instruction and assessment				
The district implements supervision and evaluation processes designed to improve professional practice, instruction, and student success				
The district aligns professional learning supports to address inequities of opportunity and achievement gaps				

Student Centered Accountability Project (SCAP) SYSTEM SUPPORT REVIEW (SSR)

Leadership and Vision

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

Circle how the evidences were gathered:

Focus Group Interviews; Observations; Perception Surveys; Attendance records;
Other:

Date when evidences were gathered:

	Evidence of awareness		Evidence of commitment		Evidence of Practice		Evidence of Impact	
OVERALL:	0	1	2	3	4	5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:							
Leadership holds and communicates explicit high expectations for the performance of students and adults (pedagogy and academic performance)								
Leadership and instructional staff analyze a variety of assessment data to determine patterns in student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas (pedagogy and academic performance)								
Leadership uses conflict management and resolution strategies effectively (collaborative disposition and facilitation)								
Leadership team is visible in classrooms (collaborative disposition and facilitation)								
Leadership team collects and uses data from visits to coach and support teachers improvement (collaborative disposition and facilitation)								
Leadership team encourages and develops the leadership of others. (collaborative disposition and facilitation)								

Leadership develops and sustains relationships based on trust and respect (collaborative disposition and facilitation)				
Leadership develops strong relationships with students, staff, families and community (collaborative disposition and facilitation)				
Teacher leaders are developed and empowered to strengthen instruction through modeling, coaching sharing resources, and connecting to experts in the network (collaborative disposition and facilitation)				
The leadership team defines specific responsibilities for staff at all levels consistent with the vision (organizational management)				
The leadership team ensures the development of the master schedule is data driven and is structured strategically. Use of teacher and student time is data-driven and based on student needs (organizational management)				
The leadership team demonstrates strong and consistent management and organizational skills. District-wide systems and policies are clearly documented and available to the community (organizational management)				
The leadership team organizes time, people, and money based on a long term instructional vision for student success based on specific data-revealed priorities (organizational management)				

Leadership and Vision : The district 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

Continuous Improvement: Create a system of continuous improvement that optimizes learning and ensures organizational effectiveness

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:		Date when evidences were gathered:			
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact	
OVERALL:	0 1	2 3	4 5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:				
Leadership and staff use an inclusive, thoughtful, and thorough process to write, implement, monitor, evaluate and adjust the district’s strategic priorities					
The leadership team designs and implements professional learning opportunities based on strategic priorities					
The leadership team uses trend data to set strategic priorities					
Strategic priorities are of a manageable number and represent the highest impact on results					

Leadership and Vision : The district 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

Communication				
Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:		Date when evidences were gathered:		
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7
Evidences might include:	Feedback could be included in the appropriate section below:			
Leaders consistently demonstrate effective written, spoken and nonverbal interactions with staff and students. Effective communication is a feature of the system				
Leadership team represents and advocates for the school and district				
Leadership team uses numerous tools to communicate the vision and strategic priorities with stakeholders				
A variety of forums are used to communicate (examples: faculty meetings, community meetings, social media, newsletters)				

Leadership and Vision : The district 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

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

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:		Date when evidences were gathered:						
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact				
OVERALL:	0	1	2	3	4	5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:							
The leadership keeps and models the vision/mission for the whole community and keeps teaching and learning at the center of the district’s agenda								
Leadership builds capacity of adults and students to share responsibility for leadership and decision-making.								
The vision and mission for comprehensive student success are collaboratively developed with students, staff, families and other stakeholders, and are based on beliefs and values of the community								
The vision, mission and strategic priorities and actions are meaningful, clearly communicated, and used to provide actionable sense of purpose, direction, and identity.								
The leadership team ensures staff, students, and other stakeholders revisit the vision/mission regularly to ensure its continued relevance								
Leadership and staff intentionally align decisions, actions and initiatives to the mission, vision, and strategic priorities								
Leadership continuously communicates the vision and mission of the district and uses them to reinforce the commitment to comprehensive student success								
The Board keeps the vision and mission at the center of decision-making and policy-making								

Student Centered Accountability Project (SCAP) SYSTEM SUPPORT REVIEW (SSR)

Learning Climate: The school 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.

Welcoming and positive :

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Attendance records; Other:		Date when evidences were gathered:			
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact	
OVERALL:	0 1	2 3	4 5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:				
Adult relationships are consistently positive and respectful and serve as a model for students					
Office staff is welcoming, efficient, friendly					
Staff attend school regularly					
The school has created many opportunities for small learning environments and personalization so that relationships are fostered among staff, students, and families					
The school demonstrates an inclusive culture of mutual trust, respect and positive attitudes that supports the personal growth of students and adults.					
School events are well attended by the community There are multiple and varied school and district events for students to be involved					
Students can identify at least one adult with whom they have a positive relationship. Structures are in place so that each student is known well by at least one adult who helps to support and coordinate services that impact the students' academic and personal success.					
Establishing positive and trusting adult/student relationships is a school priority					

Student to student relationships are consistently positive and respectful				
Students attend school regularly				

Learning Climate: The school 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.

Safe and Accepting/Inclusive

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Policy Review; Other:	Date when evidences were gathered:
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	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7

Evidences might include:	Feedback could be included in the appropriate section below:
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School policies ensure a safe, orderly and secure climate				
Discipline, attendance, and crisis plans are comprehensive and reflect the needs of the school/district				
Visitors sign in and their movement is monitored				
The staff enacts clear expectation for positive behaviors and interactions				
Routines are in place to support safety				
Systems are in place for proactive instruction to prevent and immediate response to acts of violence against human dignity				
There are multiple opportunities for diverse students to learn from and with each other				

Learning Climate: The school 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.

Empowering				
Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Other:		Date when evidences were gathered:		
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7
Evidences might include:	Feedback could be included in the appropriate section below:			
School staff actively seek to identify and remove barriers to learning				
School pride is visible throughout the building				
School leadership and staff demonstrate the belief all students can learn at high levels				
There is a proactive system of instruction and intervention for behavior to ensure each student is a successful member of the school learning community that includes behavior expectations that are well defined, articulated, taught, and reinforced.				
The school partners with students by listening to their perspectives and priorities, acting on their recommendations for change in the classroom and school, and by providing opportunities for student leadership in the classroom, school, and community				
Staff are committed to developing relationships with the whole child- ready to help with the many challenges students face, to hold students to high expectations, and to advise them about future goals and life after school.				
Classrooms are student-centered, interactive, and engaging				
High quality and well-displayed student work is evident in halls, display areas, and throughout the school				

School events are well attended by the community There are multiple and varied school and district events for students to be involved.				
Students can identify at least one adult with whom they have a positive relationship.				
Establishing positive and trusting adult/student relationships is a school priority				
Student to student relationships are consistently positive and respectful				
Students attend school regularly				

**Student Centered Accountability Project (SCAP)
SYSTEM SUPPORT REVIEW (SSR)**

Finance The district allocates available resources (e.g. time, material, personnel) to maximize district effectiveness in response to strategic priorities

Circle how the evidences were gathered: Focus Group Interviews; Financial Transparency on webiste; Perception Surveys; Document Reviews; Other:		Date when evidences were gathered:			
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact	
OVERALL:	0 1	2 3	4 5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:				
Stakeholders understand the process of developing a budget and how the decisions are made					
District records indicate annual financial audits					
Financial transparency meets compliance standards					

**Student Centered Accountability Project (SCAP)
SYSTEM SUPPORT REVIEW (SSR)**

Infrastructure and Facilities The district maximizes its use of all available resources, including technology, to support student learning

Impact on Learning

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Document Reviews; Other:		Date when evidences were gathered:			
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact	
OVERALL:	0 1	2 3	4 5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:				
The physical environment of the classrooms and broader school campus supports teaching and learning by being effectively used, well-functioning, well-resourced, orderly, clean, and safe					
Facilities are organized to enhance learning					
Facilities are managed to enhance learning					

Infrastructure and Facilities The district maximizes its use of all available resources, including technology, to support student learning				
Facilities Report/Safety: The physical structures and conditions of the schools provide students and staff with a safe, healthy, and orderly learning environment				
Circle how the evidences were gathered: Review of Facilities Report Observations; Perception Surveys; Reviews of Safety Plan; Other:			Date when evidences were gathered:	
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7
Evidences might include:	Feedback could be included in the appropriate section below:			
Physical facilities are safe to support learning				
Operating systems are safe to support learning				
Safety procedures are in place to support learning				
The building and grounds are clean and free of debris				
Issues of vandalism are immediately addressed				
District infrastructure and devices for students and staff are sufficient to achieve district's mission and strategic priorities				

Student Centered Accountability Project (SCAP) SYSTEM SUPPORT REVIEW (SSR)

Family and Community The district 1) has a range of regular, two-way methods for communicating with parents, guardians, and the wider community and 2) takes steps to encourage active engagement in the education of their children and involvement in the life of the school through 3) partnerships for shared decision-making

Communication

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Document Reviews; Other:		Date when evidences were gathered:			
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact	
OVERALL:	0 1	2 3	4 5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:				
The school/district provides school-home communication focuses on ways for families to support student learning					
The district prioritizes two-way communication with its family and community members. Structures exist that provide family and community members with opportunities for dialogue and information about comprehensive student success, school initiatives and community interests and concerns					
Families know who to talk to when a question arises and questions from families receive timely responses					
Families regularly receive communication in useful, clear and valuable ways regarding student success and what needs to improve					
Families and community members are asked to provide feedback on communication, its quality and its value; their views are sought, listened to and acted upon. Complaints or concerns are dealt with in a timely and sensitive manner					
Communication with parents/guardians is given high priority and effective. Information is clear, comprehensive, user-friendly, and transparent so families know about school					

performance, goals, and strategies that impact their children's success				
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Family and Community The district 1) has a range of regular, two-way methods for communicating with parents, guardians, and the wider community and 2) takes steps to encourage active engagement in the education of their children and involvement in the life of the school through 3) partnerships for shared decision-making

Active Engagement				
Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Document Reviews; Other:		Date when evidences were gathered:		
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact
OVERALL:	0 1	2 3	4 5	6 7
Evidences might include:	Feedback could be included in the appropriate section below:			
The district demonstrates a welcoming and inviting environment for all students, families, and community members and recognizes that a district’s priority is to establish positive and trusting relationships with stakeholders, who may represent ethnic, cultural and/or economic diversity				
The district implements orientation practices, including printed materials, to ensure all prospective and current students and families understand the district’s vision/mission and programs offered				
The district has opportunities, including groups, teams, and events, for families and community members to serve significant roles towards fulfilling the district’s mission/vision				
Families are aware of multiple ways of being involved and contributing to the work of the district				
Parent and community groups are very active and inclusive and make a contribution to the district’s work				
Family /community involvement is solicited to enhance the work of the district				
By listening, sharing results and needs, revisiting the district vision and strategic priority plans, and cultivating input from				

all stakeholders, leadership initiates and sustains opportunities which result in: 1) meaningful family and community engagement; 2) partnerships that support student learning ; 3) ownership of the school				
The district serves the community and welcomes family and community members to the district during and after school hours, for example, for workshops and activities				
The leadership builds relationships and partnerships among staff, students, their families, and community resources, based upon district and community vision/strategic priorities, needs, assets, safety and local context				

Family and Community The district 1) has a range of regular, two-way methods for communicating with parents, guardians, and the wider community and 2) takes steps to encourage active engagement in the education of their children and involvement in the life of the school through 3) partnerships for shared decision-making

Partnerships and shared decision-making: The district develops and sustains family and community partnerships to share responsibility for comprehensive student success

Circle how the evidences were gathered: Focus Group Interviews; Observations; Perception Surveys; Document Reviews; Other:		Date when evidences were gathered:						
	Evidence of awareness	Evidence of commitment	Evidence of Practice	Evidence of Impact				
OVERALL:	0	1	2	3	4	5	6	7
Evidences might include:	Feedback could be included in the appropriate section below:							
Partnerships are fostered through positive collaboration with community stakeholders to support student learning. There are clear goals and purposes for these partnerships								
The district has established substantial reciprocal partnerships. All partnerships, such as those with colleges, universities, community-based organizations, support the achievement of the vision/mission of the district								
The district works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The district uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation								
Leadership shares decision-making with its students, their families, and the community, as part of working together in partnership								
Leadership ensures formative and/or summative assessment results are communicated in timely, clear, and convenient ways with students and families								