



S-CAP System Support Review Executive Summary

East Otero School District

January 12, 2023

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

Note: Rate Curriculum and Instruction separately.

Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
0	1	2	3	4-C1	5	6	7

Strengths

Curriculum-

- Majority of staff demonstrates a readiness for vertical curriculum alignment

Instruction-

- At all schools, students had strong behavioral compliance.
- Staff demonstrates a commitment to maintaining and improving instructional practices.

Areas of Growth

Curriculum-

- Connecting state standards to curriculum to eliminate gaps and drive focus towards rigor.
- Routine practice of meta-cognitive strategies, reflection, goal-setting, and long-term planning to achieve shared ownership of learning.

Instruction-

- Increase differentiation within classrooms, district wide



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Leadership and Vision: The district has a high-quality leadership and management team with a clear vision, ambition, and goals. The team has a sense of purpose and high aspirations, with an action plan aligned to priorities, focused on student success. It has an organization structure with defined roles, and a system of continuous improvement.

Evidence of Awareness	Evidence of Commitment	Evidence of Practice		Evidence of Impact	
0	1	2	3	4 - X	5
3-5 Key Summarizing Statements from the Summary of Findings					

Strengths
There is a strong administration within all schools. The Administration is determined to take ownership in their vision moving forward. Strong stability within the administrative teams; their leadership is cohesive in developing school wide growth.
All stakeholders show willingness to improve.
The passion is very evident amongst the administration to want to excel in all levels.
Areas of Growth
Implement a clear vision and mission district wide.
Consistent time and implementation of strategic priority committees across all buildings, students, and parent groups; specifically focused on communication.
Empowerment of students and staff at the building level to execute strategic priorities and have support from administrators to get buy-in and practice everyday.
Communication and implementation of a clear vision and mission that is tied to strategic priorities that is put into practice with follow through from administration.



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Learning Climate: The school has a welcoming, positive, safe, accepting, and empowering environment that fully engages students in their learning and inspires them to work toward higher levels of achievement. **Learning Dispositions:** Students have a growth mindset; they are resilient and engaged in learning.

Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
0	1	2	3	4 - X	5	6	7

3-5 Key Summarizing Statements from the Summary of Findings

Strengths
Relationships between staff and students appear to be strong. Each student spoken with has a trusted adult in the building.
School pride and spirit are clearly displayed. PAWS is visible in early schools and PRIDE in secondary schools.
Students demonstrated consistent understanding of the tasks at hand and demonstrated willingness to work toward completion of said tasks
Areas of Growth
Demonstrated knowledge of crisis-action plans appeared to be lacking. Parents, staff, and students that were spoken with did not express confidence in knowing what to do in case of an emergency. In some cases, drills have not been practiced regularly enough to the point of confidence in execution.
Communication, especially around strategic priorities, between administration and staff isn't clear. Also communication between district and families appears to be overwhelming/cluttered.
A need for consistency across grade levels around high learning expectations.



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Professional Learning: Continuous improvement practices increase educator effectiveness and improve results for all students.								
Evidence of Awareness		Evidence of Commitment		Evidence of Practice			Evidence of Impact	
0	1	2	3 X	4	5	6	7	
3-5 Key Summarizing Statements from the Summary of Findings								

Strengths
Staff members feel supported and strong relationships among all stakeholders exist. Shared Leadership within Admin teams is evident.
Social Emotional Health/Learning is supported through a variety of resources including many PD opportunities.
Staff members have the freedom to select external PD opportunities that fit their interests/needs.
Areas of Growth
A formal PD system based on teacher/student needs, how to interpret data, and evaluate the effectiveness of the PD for future planning.
A program audit of all current PD opportunities to check relevancy, implementation, and usefulness.
District wide PD that is connected to Professional Growth Plans and Goals.