



Sargent School District S-CAP Results: Navigating Growth and Improvement

Overview of the Sargent School District's 24/25 Student Centered Accountability Program Review Findings.

Outside Reviewer Commendations

- **Exceptional student artwork displays**
Fostering pride and community connection
- **Positive school culture**
Polite student ambassadors and respectful interactions
- **High levels of classroom participation**
Students actively engaged in learning
- **Clear RTI/MTSS policies**
Supporting effective behavioral management
- **Strong secondary student pride**
Towards their school community

Cross-Cutting Themes



Community is an Asset

Leveraging the small community's strengths can enhance trust, safety perceptions, and stakeholder engagement.



Communication as a Dual-Faceted Issue

Direct teacher-family communication is strong; however, broader district-level communication requires improvement.



Balancing Tradition with Innovation

Respecting district traditions while embracing necessary changes is crucial for continued growth.



Workload Management

Addressing teacher workload concerns through strategic prioritization can significantly impact instructional quality and staff morale.

Recommendations & Next Steps

- **Finalize Curriculum Maps**

Collaboratively develop comprehensive curriculum maps during designated planning sessions to identify gaps and ensure alignment

- **Implement Differentiated Instruction PD**

Provide structured professional development focused on differentiation techniques and scaffolding strategies to support diverse learner needs

- **Establish Systematic Communication Plans**

Implement clear communication strategies to effectively share district priorities and initiatives with all stakeholders through multiple channels

- **Embed Teacher Collaboration Time**

Establish routine collaboration periods within the school schedule to facilitate effective planning and instructional coherence

- **Conduct Workload Assessment**

Assess staff workload and redistribute responsibilities strategically to address concerns about burnout and effectiveness

- **Expand Extracurricular Offerings**

Create additional extracurricular activities aligned with student interests identified through surveys or focus groups

- **Enhance Student Voice Mechanisms**

Develop clear channels for broader student participation in decision-making processes beyond traditional leadership roles

Stakeholder Perspectives

- Strong Community Connection

All groups (students, families, teachers) highlight the small community as a significant asset fostering trust and belonging.

- School Safety & Responsive Communication

Families appreciate responsive communication from teachers; open-door policies contribute positively to perceptions of safety.

- Clear Student Expectations

Students demonstrate clear understanding of expectations through goal-setting processes (e.g., CROPS banners).

- Staff Collaboration & Planning Time

Teachers report insufficient structured collaboration time impacting instructional quality and planning effectiveness.

- Workload Management & Role Clarity

Teachers feel overwhelmed by multiple responsibilities

- Communication of School Initiatives

Stakeholders identify inconsistencies in communicating district priorities beyond committee members (e.g., DAC committee).

Learning Climate Assessment

- **Safe and Welcoming Environment**

Students across all levels (Elementary, Middle/High School) consistently feel safe, welcomed, and valued.

- **Orderly Classrooms with Clear Expectations**

Observations indicate orderly classrooms with clear behavioral expectations.

- **Strong Community Connection**

Strong community connection contributes to a sense of belonging among students, families, and staff.

- **High Student Engagement**

High levels of active participation and cooperative learning observed. Elementary students demonstrate enthusiasm and pride in their learning experiences.

- **Supportive Resources**

Availability of trusted adults and resources such as KYND boxes at the elementary level. Effective use of sensory rooms for special education (SPED) students.

- **Community Pride & Culture**

Strong sense of community pride evident through student artwork displays, respectful student interactions with visitors, and enthusiastic student ambassadors.

- **Communication with Families**

Parents express a need for clearer communication regarding student strengths, academic needs, growth goals, and strategies to support learning at home.

- **Addressing Academic & Cultural Differences**

Need for increased attention to diverse academic needs and cultural differences within the student body.

- **Disconnect Between Student & Parent Satisfaction**

Surveys reveal discrepancies between student satisfaction (high) and parent satisfaction (lower), indicating a need for deeper analysis and targeted action.

Curriculum & Instructional Practices

- Strong Instructional Practices & Planning

Effective use of data to adjust instruction observed at the elementary level

- Clear Learning Objectives

Teachers communicate learning objectives effectively and employ engaging instructional methods

- Student-Centered Learning Experiences

Hands-on activities and interactive lessons positively received by students

- Teacher Effectiveness

Teachers use effective questioning strategies and align instruction with curriculum standards

- Curriculum Map Completion & Alignment

Need to finalize curriculum maps to identify gaps and overlaps, requiring collaborative effort

Best Practices Observed

- KYND boxes for student well-being
Emotional support resources for elementary students
- Farmer's Time for targeted educational support
Personalized academic intervention program
- Use of digital tools for staff organization
Implementing Padlet for effective team collaboration
- Observable wellness initiative for staff self-care
- Clear visual learning objectives