CALIFORNIA MTSS

SCHOOLWIDE IMPLEMENTATION TOOL

VISION FOR READINESS
- EMPOWERED
- VALUED
- BALANCED

IDENTITY
- VALUES & BELIEFS
- COMMUNITY CONTEXT
- SHARED APPROACHES

APPROACHES TO LEARNING
- UNIVERSAL INSTRUCTIONAL DESIGN
- STUDENT EXPERIENCE
- EXPANSIVE OPPORTUNITIES

STRUCTURES
- HEALTHY RELATIONSHIPS
- SHARED LEADERSHIP
- EQUITABLE ACCESS

ORANGE COUNTY DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATION STATE OF CALIFORNIA

Butte County Office of Education "WHERE STUDENTS COME FIRST"
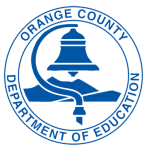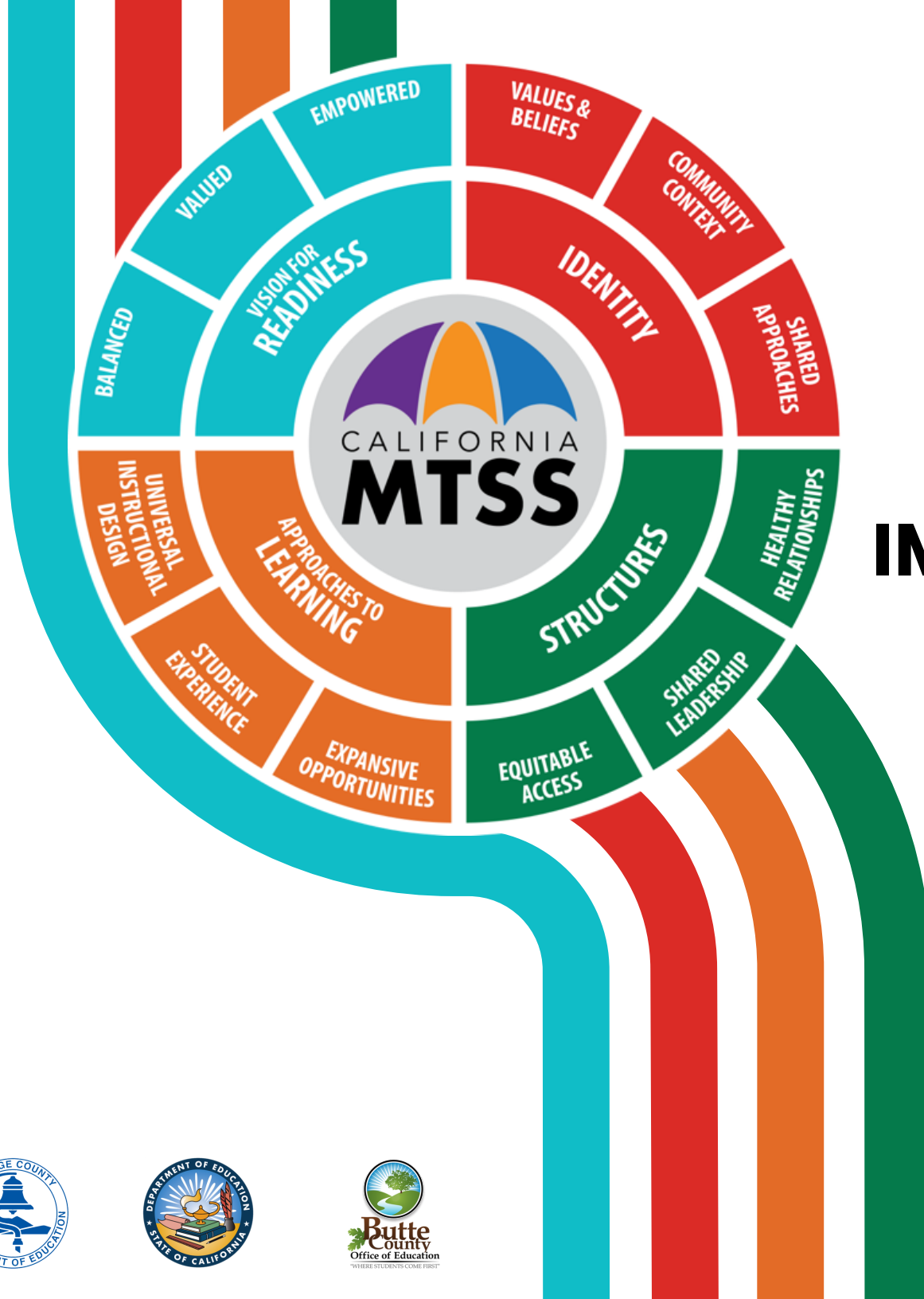
Purpose of the Schoolwide Implementation Tool

The Schoolwide Implementation Tool (SIT) is a self-assessment composed of four components that measure a school's Vision for Readiness, Identity, Approaches to Learning, and the Structures that are in place to ensure student success. Each component includes the following items:

- a **Vision for Readiness** that is:
  - **Balanced**
  - **Valued**
  - **Empowered**
- an **Identity** that acknowledges:
  - **Values and Beliefs**
  - **Community Context**
  - **Shared Understanding and Approaches**
- **Approaches to Learning** that ensure:
  - **Universal Instructional Design**
  - **Student Experience**
  - **Expansive Opportunities**
- **Structures** that include:
  - **Equitable Access** to Resources
  - **Building Healthy Relationships**
  - **Shared Leadership** For All Stakeholders

A Game Plan for Success

The Schoolwide Implementation Tool helps school sites create a long-range "Game Plan" (the HOW) through coaching and tailored feedback. The Game Plan is built on "little things," "key moves" and "big plays" that help a school move targeted priorities forward using Plan-Do-Study-Act rapid cycles of improvement that positively impact the (5) five Domains and Features of the CA MTSS Framework. School Site Leadership Teams use the scores from the Schoolwide Implementation Tool to identify "quick wins" that move focused priorities forward or to identify areas for growth that may take more dedicated time and resources for school systems change.
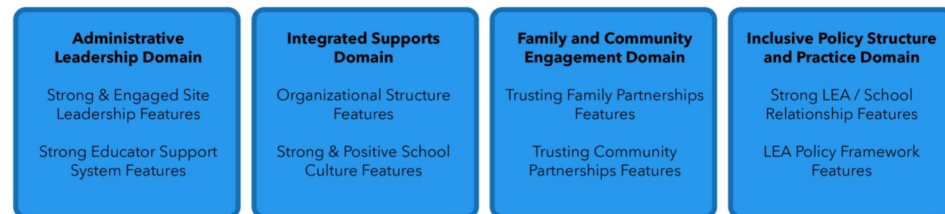

California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.

CALIFORNIA MTSS
link.ocde.us/camtss

Whole Child Domain

| Inclusive Academic Instruction Features | Inclusive Behavior Instruction Features | Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features |

Essential Domains and Features to Support the Whole Child

Administrative Leadership Domain	Integrated Supports Domain	Family and Community Engagement Domain	Inclusive Policy Structure and Practice Domain
Strong & Engaged Site Leadership Features	Organizational Structure Features	Trusting Family Partnerships Features	Strong LEA / School Relationship Features
Strong Educator Support System Features	Strong & Positive School Culture Features	Trusting Community Partnerships Features	LEA Policy Framework Features

Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org

(Access the CA MTSS Framework HERE)

Development of the Schoolwide Implementation Tool

According to the School Conditions and Climate Work Group Recommendation Framework (CCWG), the initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a solid research base demonstrating that a positive school climate directly impacts telling indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement...the success of schools rests upon the creation and continuous improvement of positive school conditions and climates. Read more about the **School Conditions and Climate Work Group Recommendation Framework (CCWG)**.

Recommendations in the CCWG Framework contributed to the creation of the Schoolwide Implementation Tool (SIT). Through the California Multi-Tiered System of Support (CA MTSS) grant funding for phase 2, the CA MTSS Design and Advisory teams were convened in 2018/2019 to review the CCWG Framework. Members of the Design and Advisory teams included teachers, school counselors, school psychologists, administrators, youth, community members, education consultants, higher education, county office of education, and California Department of Education staff. The information and recommendations discovered in the CCWG Framework and input from the CA MTSS Design and Advisory teams provided the foundation for the development of the SIT.

Version 2.0 is the result of CA MTSS Design and Advisory team's commitment to enhance the user experience and provide a more streamlined self-assessment. A new addition, the Score Tracking Tool, is a companion document that automatically summarizes scores and provides real-time reports and data visualizations to help school leaders easily interpret and extract valuable information and make data-driven decisions more effectively. The CA MTSS Design and Advisory team appreciates schools' willingness to engage with Version 2.0 and provide valuable insights that will help us refine and enhance the tool further. **SIT 2.0 Feedback Survey**

Conducting the Schoolwide Implementation Tool

Who completes the Schoolwide Implementation Tool?

School Site Leadership Teams including site administrator(s), teachers from various grade levels or content areas, education specialists, school counselors, school psychologists, specialized service providers, classified staff, and students/families, if appropriate.

When and how often should the SIT be completed?

The Schoolwide Implementation Tool (SIT) should be completed after school site administrators complete the Fidelity Integrity Assessment (FIA) to determine the overall level of implementation of the CA MTSS Domains and Features. The Schoolwide Implementation Tool (SIT) helps a school go deeper to understand how their school's **Identity** informs the organizational **Structures** that support the **Approaches to Learning** that empower student **Readiness**.
Read **CA MTSS Assessments for Schools**

Facilitation Length

Members of the School Leadership Team should set aside 1–2 hours for the first administration of the SIT Tool. Over time, teams can expect to take approximately 60 minutes as they become more efficient with the SIT facilitation and be able to focus on changes that result from implementation efforts.

How to Administer the Schoolwide Implementation Tool

Ensure each team member has a physical copy of the SIT Tool in order to allow each participant time to read and process each indicator silently and take notes as they determine the stage of implementation.

Designate Roles of Participants to Support Facilitation

Facilitator:

Identify one individual to serve as the facilitator. It is recommended that the SIT be facilitated by an outside facilitator. This allows all team members to fully engage in in-depth conversations regarding the statements and become familiar with the rubric.

The facilitator reads each element of the component. It is beneficial to utilize the "How Do We Know" section, located at the bottom right corner of each component, to enhance the team's understanding of each component. These examples of evidence will help the facilitator and team members think about resources and other types of evidence your school/LEA gathers to support what stage of implementation your school/LEA is in.

Team members individually review the elements and check off the items that are in place. Using the rubric, the stage of implementation is determined based on the amount of elements selected. It may be beneficial to use polling cards so team members can provide results: **Poll the team for consensus (Polling Cards)**.

The facilitator will engage the team in a dialogue for the component and come to consensus regarding the stage of implementation using the rubric.

If consensus cannot be reached, the team will record the lowest stage of implementation shared by team members. For example; the majority of team members select implementing (score of 2), and one team member selects installing (score of 1). The Installing Stage, or score of 1 is recorded to reflect all perspectives of the group. Any notes from the conversation should be captured and can be used to support an area of growth in the future.

How to Administer the Schoolwide Implementation Tool

Note-taker:

The Note-taker captures the conversations the team has around each Element. These notes will provide evidence as consensus is reached and guide the selection and planning of priorities and practices your team identifies.

Reader:

The reader asks if the team has questions or needs any part of the rubric clarified.
- If the team is not in agreement, refer the team to the "How do we know?" section to provide evidence around each item and discuss the differences.
- Utilize established group norms to facilitate these conversations.
- Repoll until consensus or majority is reached.

Scorer:

It is recommended the scores be entered onto the Schoolwide Implementation Tracking Tool. This tool provides teams with reports to assess the strengths and areas of opportunities within the current school system.
Link to: **Schoolwide Implementation Tracking Tool**

Note: Schools in CA MTSS Phase 3 must still turn in their scores via Qualtrics as per grant requirements.

Scoring the Schoolwide Implementation Tool

The current status of each item in the SIT Tool is assessed on a scale of 0-3.

0 = Laying the Foundation

No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

1= Installing

One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

2 = Implementing

All elements are in place and starting to make systemic changes.

3 = Sustaining

All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Continue the process for the remaining elements.

Recording the Schoolwide Implementation Tool Scores

Enter SIT scores into the **Schoolwide Implementation Tracking Tool**.

Note: Schools in CA MTSS Phase 3 must still turn in their scores via Qualtrics as per grant requirements.

Schools participating in the CA MTSS grant:	Complete SIT (PDF)	→	Enter scores into Score Tracking Tool	&	Turn in scores via Qualtrics
Schools NOT in the grant:	Complete SIT (PDF)	→	Enter scores into Score Tracking Tool		

After Facilitation of the Schoolwide Implementation Tool

The summaries of results provide schools with a picture of their current stage of implementation. School teams should review the results and begin by determining the areas of strength or bright spots within their current system. Then, identify the areas for opportunity or growth. The leadership team will then determine priority areas of focus and how the areas of strength can be leveraged to support the areas of growth.

The results can be used to:
- Identify and prioritize practices for transformation or continuous improvement
- Internal decision-making about actions to install and implement the practices
- Follow up on effects of action plans on practices

FIA/SIT Debrief Tool

The **FIA/SIT Debrief Tool** provides an opportunity for the school's leadership team to engage in a dialogue to reflect on both self-assessments and determine what the results tell you about strengths, areas for opportunity, decisions about leveraging strengths and next steps.

Questions

Orange County Department of Education – **camtss@ocde.us**

For each item, select the Implementation Level that best describes your school's current reality.

Item 1: Balanced

Our school community (students, staff, and families) shares a defined, common language around a vision for readiness that values social-emotional, critical thinking, and academic skills; prioritizes physical, mental, and emotional health; and builds students' self-awareness, self-knowledge, and belief in self.

Elements include:

- ☐ Our school community has a shared vision for readiness that is defined and inclusive of social-emotional, critical thinking, and academic skills.
- ☐ Our school actively prioritizes and supports the physical, mental, and emotional well being of our students and staff.
- ☐ Our school intentionally creates and provides opportunities for students to develop self-awareness, self-knowledge, and a belief in self.
- ☐ Our school recognizes and supports students' multiple layers of identity with the intent to create a sense of belonging that is crucial towards their mental, emotional, and physical well-being.
- ☐ Decisions in our school at the student, classroom, program, and school levels reflect a balanced approach that attends to students' academic, behavioral, and social-emotional skills; leverages student strengths; and focuses on student aspirations and interests.

Stage of Implementation

○ 0 = Laying the Foundation
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ 1 = Installing
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ 2 = Implementing
All elements are in place and starting to make systemic changes.

○ 3 = Sustaining Schoolwide Implementation
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Meeting notes
Calendar of events
Classroom rituals and routines
Professional Learning
Records
Resources
Surveys

For each item, select the Implementation Level that best describes your school's current reality.

Item 2: Valued

Our school community (students, staff, and families) consistently and regularly uses a defined and shared vision for student readiness; incorporates a balanced approach throughout our instructional design that incorporates cultural and identity relevant curriculum; and uses structures to build and support a sense of belonging for all students.

Elements include:

- ☐ Our school's shared vision for readiness is used and reflected in our universal instructional design; expansive opportunities; student experiences; and decision making at the student, classroom, grade level/department, program and schoolwide levels.
- ☐ Our instructional approach is balanced, ensuring all students will develop the academic, behavioral, and social-emotional skills necessary for success in the 21st century.
- ☐ Our school ensures students are connected, engaged, and feel a sense of belonging within our school community.
  Our school provides students' with cultural and identity relevant curriculum that provides representative material regarding their lived experiences.
- ☐ Our assessment and communication (grading) practices reflect a shared commitment to a balanced approach to include academic, behavioral, and social-emotional skill development.

Stage of Implementation

○ **0 = Laying the Foundation**
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ **1 = Installing**
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ **2 = Implementing**
All elements are in place and starting to make systemic changes.

○ **3 = Sustaining Schoolwide Implementation**
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Lesson plans
Syllabi
Curricular materials
Common or consistent Grading practices
Student interviews/surveys
Written procedures for assessment fidelity

For each item, select the Implementation Level that best describes your school's current reality.

Item 3: Empowered

Our students can articulate the skills they will have when they leave school; identify how these skills will support their career, college, and future plans; and use these skills to better themselves and their community.

Elements include:

☐ Our students can articulate our shared vision for readiness in terms of the skills, characteristics, and dispositions they will take with them as they transition to the next level (elementary to middle, middle to high, high to postsecondary).

☐ Our students can identify and express how the developed skills, characteristics, and dispositions will support their transition to the next level and ultimately their future plans.

☐ A majority of our students are using their skills to better themselves and their community through curricular, co/extra-curricular, and expanded opportunities.

☐ Our school utilizes reflected practices with the intent that students embrace who they are and develop a sense of self-knowledge specific to a balanced set of skills.

Stage of Implementation

○ 0 = Laying the Foundation
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ 1 = Installing
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ 2 = Implementing
All elements are in place and starting to make systemic changes.

○ 3 = Sustaining Schoolwide Implementation
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Student exit interviews
Student surveys
Student portfolio
Graduate profile
Performance task artifacts and rubrics

For each item, select the Implementation Level that best describes your school's current reality

Item 4: Values & Beliefs

Our school community (students, staff, and families) shares values and beliefs that are articulated in our statement of identity; supports culturally relevant and inclusive practices to ensure equity; and supports a purpose of education focused on student agency.

Elements include:

- ☐ Students, families, staff, and community stakeholders can articulate the core values and beliefs that drive the efforts of the school community as a whole.
- ☐ Our school shares a commitment to diversity, equity, and inclusion (DEI) that is reflected in a broad range of culturally relevant and inclusive practices (within and outside the classroom).
- ☐ Our school community shares an understanding of student agency and is committed to actively supporting all students in developing their sense of agency.
- ☐ Our school communicates our values and beliefs as well as our shared vision for readiness to all stakeholders, including students, staff, families, and community.
- ☐ Our schools share a commitment and responsibility towards acknowledging and representing students' intersectional identities (race, class, gender, socioeconomic, sexuality, (dis)ability and immigration/citizenship status) through curricular material and representative school staff.

Stage of Implementation

- ○ **0 = Laying the Foundation**
  No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

- ○ **1 = Installing**
  One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

- ○ **2 = Implementing**
  All elements are in place and starting to make systemic changes.

- ○ **3 = Sustaining Schoolwide Implementation**
  All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Student/Family Interviews
Student/Family Surveys
Parent handbook
School website
Newsletters
Curricular materials/resources
Family/Community events calendar

For each item, select the Implementation Level that best describes your school's current reality

Item 5: Community Context |

Our school's identity has been shaped by the community (students, families, and staff); embraces and incorporates student and family voice; and reflects and respects the historical and cultural context of students, families, and the community as a whole.

Elements include:

- [ ] Our school's identity was shaped by the community and is affirmed or adjusted based on regular community engagement.
- [ ] Our school elevates, embraces, and incorporates student and family voice in student, programmatic, and schoolwide decisions.
- [ ] Our school's identity incorporates the historical and cultural context of students, families, and the community.
- [ ] Students, families, and the broader community can articulate and connect with the school's shared identity.
- [ ] Our school acknowledges the necessity of creating space and dialogue for students' diverse family/community backgrounds.

Stage of Implementation

○ 0 = Laying the Foundation
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ 1 = Installing
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ 2 = Implementing
All elements are in place and starting to make systemic changes.

○ 3 = Sustaining Schoolwide Implementation
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Meeting notes
Intake surveys
Empathy interviews
Written procedures for providing information to and receiving information from families/students
School space and resource availability for common use

For each item, select the Implementation Level that best describes your school's current reality

Item 6: Shared Understanding and Approaches

Our school' shares an understanding of, and approaches to, developing/sustaining healthy relationships and a sense of belonging; teaching the whole child and recognizing the power of the collective.

Elements include:

- ☐ Our school shares an approach to support healthy relationships and to ensure students, families, and staff feel a sense of belonging.
- ☐ Our school community has a shared understanding of and a commitment to teaching the whole child (social-emotional health, behavior, and academics).
- ☐ Our school community-as-a-whole engages in universal approaches while providing tailored strategic and intensive supports that are needs based, linked to our shared vision, and culturally-identity specific and inclusive.
- ☐ Our school employs a handful of shared approaches that are unique to the school, yet specific to the interests, aspirations, or needs of the community.

Stage of Implementation

○ 0 = Laying the Foundation
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ 1 = Installing
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ 2 = Implementing
All elements are in place and starting to make systemic changes.

○ 3 = Sustaining Schoolwide Implementation
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Meeting notes
Formal and informal observations and/or walkthroughs
Rubrics
Written procedure for identifying needs of students and families
Survey results or other documents to measure culturally appropriate and sustaining practices.

For each item, select the Implementation Level that best describes your school's current reality

Item 7: Universal Instructional Design

Our school's instructional approach is designed to meet individual student interests, aspirations, and needs; address academic, behavioral, social–emotional, and physical development; build a sense of self and belonging for all students; and align with a shared vision for readiness.

Elements include:

☐ Our school employs universal design principles that include appealing to students' interests and aspirations, while focusing on individual needs (academic, behavioral, and social–emotional).

☐ Our school's instructional approach addresses student academic, behavioral, social–emotional and physical needs.

☐ Our school incorporates practices and content that highlight students' intersectional identities (race, class, gender and sexuality, immigration/citizenship status, and (dis)abilities) in order to build a sense of belonging and collective awareness of diverse backgrounds, histories, and experiences within the learning space.

☐ Our universal approach and instructional designs are aligned with our holistic vision for readiness.

Stage of Implementation

○ 0 = Laying the Foundation
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ 1 = Installing
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ 2 = Implementing
All elements are in place and starting to make systemic changes.

○ 3 = Sustaining Schoolwide Implementation
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Meeting notes
Formal and informal observations/walkthroughs
Lesson plans
Professional learning calendar
Educators' perceptions
Professional learning log and needs assessment
Coaching records

For each item, select the Implementation Level that best describes your school's current reality

Item 8: Student Experience

Our school's approach to learning is driven by student voice; prioritizes the development of self-knowledge and student agency; and ensures all students experience an engaging, empowering, and inclusive learning environment.

Elements include:

- ☐ Our school's instructional and program designs are driven by student voice and incorporate student choice.
- ☐ Our school's instructional design prioritizes opportunities to develop student agency.
- ☐ Our universal approach to learning is designed to engage, empower, and provide an inclusive learning environment for all students.
- ☐ All students, including those with IEPs, in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate support.
- ☐ Our school actively engages in practices that are inclusive of intersectional identities (race, class, gender and sexuality, citizenship/ immigration status, and (dis)abilities) with a focus on developing culturally relevant experiences that highlights their existence without asking them to compromise their identity layers.

Stage of Implementation

○ 0 = Laying the Foundation
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ 1 = Installing
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ 2 = Implementing
All elements are in place and starting to make systemic changes.

○ 3 = Sustaining Schoolwide Implementation
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Formal and informal observations/walkthroughs
Professional learning calendar
Master schedule
Course enrollment and completion
Students' and families' perceptions
Student portfolio
Graduate profile
Performance task artifacts and rubrics
Materials/information are sent home, provided to students, and posted in the school

For each item, select the Implementation Level that best describes your school's current reality

Item 9: Expansive Opportunities

Student opportunities, supports, and curriculum are needs-based and linked to established standards; integrated and supported across academic, social-emotional, behavioral and physical domains; and delivered using multiple approaches including large group, small group, and individual opportunities.

Elements include:

- ☐ Our school provides a broad range of needs-based opportunities, supports, and curriculum—curricular and expanded opportunities—that align with standards connected to our shared vision for readiness.
- ☐ Our expansive opportunities support the development and growth specific to student academic, social-emotional, behavioral, and physical skills and well-being.
- ☐ Our expansive opportunities use universal (whole group), strategic (small group), and intensive (individual) approaches.
- ☐ Our expansive opportunities include a broad range of expanded learning options within and outside of the school day and school year.
- ☐ Our expansive opportunities are relevant to students' intersectional identities of race, class, gender and sexuality, citizenship/immigration status, and (dis)abilities.

Stage of Implementation

○ 0 = Laying the Foundation
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ 1 = Installing
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ 2 = Implementing
All elements are in place and starting to make systemic changes.

○ 3 = Sustaining Schoolwide Implementation
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Continuum of Support
Tiered Intervention Matrix
Observation rubric
Student and family surveys
Information is sent home, provided to students, and posted in the school with sufficient notice

For each item, select the Implementation Level that best describes your school's current reality

Item 10: Equitable Access to Resources

Our school ensures students have a continuum of supports; the supports are linked to data systems and decision-making processes; and our staff and community have what they need to support all students.

Elements include:

☐ Our school community provides a continuum of supports to meet the varied academic, social-emotional, behavioral, and physical needs of all students. The supports are provided when and how they are needed and are linked (universal to strategic/intensive).

☐ Student access to resources and supports are driven by decision-making processes that use relevant information (data), are designed to play to students' strengths, and are able to get students what they need when they need it.

☐ Our school provides staff, families, and the community with what is needed to support all students.

☐ Our school provides support specific to understand their intersectional identities of race, class, gender and sexuality, immigration/citizenship status, (dis)abilities.

☐ Our strategic and intensive supports are connected to universal (prevention) approaches so students realize a seamless experience.

Stage of Implementation

○ 0 = Laying the Foundation
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ 1 = Installing
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ 2 = Implementing
All elements are in place and starting to make systemic changes.

○ 3 = Sustaining Schoolwide Implementation
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Formative data
Continuum of support
Tiered Intervention Matrix
Written Decision rules
Student and Parent surveys
Professional learning logs/records

For each item, select the Implementation Level that best describes your school's current reality

Item 11: Building Healthy Relationship

Our school intentionally builds opportunities for students to be known; employs culturally and identity responsive and inclusive practices; and creates space for empathy and compassion.

Elements include:

- ☐ Our school employs systems and practices that allow for individual student and staff needs to be known, understood, and addressed.
- ☐ Our school uses a range of culturally responsive and inclusive practices.
- ☐ Our school actively promotes and supports empathy and compassion.
- ☐ Our school is structured to encourage all (students, staff, and families) to feel a sense of belonging and connection.

Stage of Implementation

○ 0 = Laying the Foundation
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ 1 = Installing
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ 2 = Implementing
All elements are in place and starting to make systemic changes.

○ 3 = Sustaining Schoolwide Implementation
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Surveys
Empathy interviews
Observation rubrics
Survey results or other documents to measure culturally appropriate and sustaining practices

For each item, select the Implementation Level that best describes your school's current reality

Item 12: Shared Leadership for All Stakeholders

Our school leadership uses inclusive, collaborative, decision-making processes; supports a culture of continuous improvement; supports the development of the school's conditions and climate for learning; and builds our instructional capacity.

Elements include:

- [ ] Our school leadership team (SLT) includes a broad representation from across internal stakeholders and engages in intentional practices to incorporate external stakeholder feedback in decision making. Our SLT uses decision-making processes that are designed to ensure opportunity for all (equity) and that result in decisions that align with our school's vision for readiness and identity.
- [ ] Our SLT engages in continuous improvement practices that use multiple forms of data; and are informed by our shared identity, driven by outcomes, and communicated regularly to all stakeholder groups.
- [ ] All school personnel in instructional and other roles share responsibility to educate the students in our school.
- [ ] Our SLT actively tends to the conditions and climate necessary for a positive learning environment including a commitment to supporting the intersectional identities (race, class, gender and sexuality, immigration/citizenship status, and (dis)abilities) of students in order to establish student-teacher/staff rapport that can enhance the learning experiences of minoritized youth.
- [ ] Our SLT accepts the responsibility for creating learning spaces in which students' and stakeholders' intersectional identities (race, class, gender and sexuality, immigration/citizenship status, and (dis)abilities) are recognized and honored.

Stage of Implementation

○ **0 = Laying the Foundation**
No elements are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of components.

○ **1 = Installing**
One or more, but not all, elements are in place or there are clear plans to proceed putting components in place.

○ **2 = Implementing**
All elements are in place and starting to make systemic changes.

○ **3 = Sustaining Schoolwide Implementation**
All elements are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

Meeting notes
Meeting rosters
Surveys
Observation rubrics
Written decision rules
School plan