

SCHOOLWIDE IMPLEMENTATION TOOL



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OVERVIEW SURVEY

For each statement, select the Implementation Level that best describes where your school falls.

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INSTALLING:

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IMPLEMENTING:

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SUSTAINING SCHOOLWIDE IMPLEMENTATION:

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VISION FOR READINESS

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.

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 key structures to build and support a sense of belonging for all students. .

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.

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IDENTITY

VALUES AND 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.

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.

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.

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APPROACHES TO LEARNING

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.

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.

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.

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STRUCTURES

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.

BUILDING HEALTHY RELATIONSHIPS

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.

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.

MICRO SURVEYS

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VISION FOR READINESS

BALANCED

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.

VALUED

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.

(continued)

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EMPOWERED

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.

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IDENTITY

VALUES AND BELIEFS

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, 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.

COMMUNITY CONTEXT

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.

SHARED UNDERSTANDING AND APPROACHES

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.

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APPROACHES TO LEARNING

UNIVERSAL INSTRUCTIONAL DESIGN

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.

STUDENT EXPERIENCE

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.

EXPANSIVE OPPORTUNITIES

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.

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STRUCTURES

EQUITABLE ACCESS TO RESOURCES

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). (4.2)

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. (4.1, 4.3, 6.2)

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.

BUILDING HEALTHY RELATIONSHIPS

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.

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SHARED LEADERSHIP FOR ALL STAKEHOLDERS

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.