

ENSURING PROACTIVE SYSTEMS for ALL LEARNERS

NOTE: Please mark the one statement that best defines your current building/district status.

PROACTIVE SYSTEMIC FOUNDATION:

- **OIP Stage 1: Identify Critical Needs of Districts/Schools**

- **Integrated Comprehensive Systems (ICS) Cornerstone 1: Focus on Equity**

1. History of Marginalization/Current Model: All staff understand the history of marginalization.

_____ Our staff has not been exposed.

_____ Our staff has dialogue in a small group.

_____ Whole buildings are discussing and learning.

_____ Whole buildings are implementing proactive practices based on this understanding.

_____ District systemic changes have been made based on this proactive understanding.

2. Deficit-based to Assets-based Thinking: District/buildings focus on a strengths-based approach looking at what students/families can do rather than what they cannot do.

_____ Our staff has not been exposed.

_____ Our staff has dialogue in a small group.

_____ Whole buildings are discussing and learning.

_____ Whole buildings are implementing proactive practices based on this understanding.

_____ District systemic changes have been made based on this proactive understanding.

3. Begins with us: Identity development for systems change. Individual/building/district understands the impact of our own multiple identities on our beliefs and expectations that we have for students and the system design.

_____ Our staff has not been exposed.

_____ Our staff has dialogue in a small group.

_____ Whole buildings are discussing and learning.

_____ Whole buildings are implementing proactive practices based on this understanding.

_____ District systemic changes have been made based on this proactive understanding.

4. Understanding Equity Research: The district uses equity research to make district-wide decisions about evidence based best practices. For example, staff understand the research on the impact of the marginalization of students.

_____ Our staff has not been exposed.

_____ Our staff has dialogue in a small group.

_____ Whole buildings are discussing and learning.

_____ Whole buildings are implementing proactive practices based on this understanding.

_____ District systemic changes have been made based on this proactive understanding.

5. Equity Non-negotiables: The district makes decisions based upon an agreed set of guiding principles/beliefs that support the success of all students.

_____ We have not yet established equity non-negotiables.

- _____Some staff has been part of developing equity non-negotiables.
- _____Whole buildings are discussing and learning about this.
- _____Whole buildings are implementing proactive practices based upon district principles/beliefs.
- _____Proactive district systemic changes have been made based on this understanding.

6. Equity Audit to Drive Change: The district equity data from the audit is used to understand the results of current practices as well as perceptions of all students and educators.

- _____Our district has not completed an equity audit.
- _____At least one building has completed an equity.
- _____Whole buildings have completed an equity audit.
- _____Whole buildings have analyzed data and are making adjustments based on equity audit data.
- _____Proactive district systemic changes have been made based on their equity audit.

PROACTIVE SYSTEMIC PLANNING:

- **OIP Stage 2: Research and Select Evidence-based Practices – Plan for Implementation**
- **Integrated Comprehensive Systems (ICS) Cornerstone 2: Align Staff and Students**
- 1. Align School/District Teams with Equity Non-Negotiables: Re-aligning the district infrastructure in support of teaching and learning for all students. *Students are not segregated into a particular school based on a label (such as special education, linguistically diverse). Students are assigned based on proportional representation in all environments (e.g. schools, classrooms, courses, teams, etc.) *All staff are aligned to teacher-based teams including general educators, interventionists, Title supports, special education teachers, ELL teachers as appropriate, etc. Within these teams, staff share knowledge and expertise with each other to intentionally increase each other's capacity to better educate all learners.
 - _____We have not had conversations or created non-negotiables.
 - _____We have non-negotiables at the district level, but they are not aligned with buildings.
 - _____Two departments/buildings have been aligned with the non-negotiables.
 - _____Several departments/buildings have been aligned with the non-negotiables.
 - _____All buildings and the district are aligned with the non-negotiables.
- 2. Re-align Staff and Students to Eliminate Inequities: Prepare staff and students for proportional representation in all classes, lower level classes are leveled up, adults go to students rather than students go to adults, serving students in Tier 1. *The district office must set the stage to complete the necessary work in Cornerstones 1 and 2 before BLTs move to implement the work of Cornerstone 3.
 - _____There has been no preparation for re-alignment completed at this time.
 - _____Staff and students have been physically aligned but there is no change in practice.
 - _____Staff and students have been physically aligned and there is some change in practice.
 - _____Staff and students have been physically aligned and practice has been changed to eliminate inequities.
- 3. Re-align District Office to Eliminate Inequities:* Traditional structures often reinforce separate programs for students with disabilities, advanced learners, at-risk, linguistically diverse, etc., rather than leveraging a unified system of services for all students under Teaching and Learning. Proactive systems provide a central office that responds to just-in-time needs of students, instructional personnel, and building leadership with proactive PD, coaching and supports, as defined by equity-based evidence/data.
 - _____The district offices are "silo-ed."
 - _____Two departments have been aligned to support teaching and learning for all students.

_____Several departments have been aligned to support teaching and learning for all students.

_____All departments including finance and policy are aligned to support proactive teaching and learning for all students.

PROACTIVE SYSTEMIC IMPLEMENTATION:

- **OIP Stage 3: Implement and Monitor the Focused Plan**
- **Integrated Comprehensive Systems (ICS) Cornerstone 3: Transform Teaching and Learning**

1. Co-Plan to Co-Serve: The rationale of a Co-Planning and Co-Serving team is to bring a core team of teachers, with a range of expertise, consistently together who can complement each other while intentionally developing each other's capacity. This is done around a smaller group of students who are proportionally represented by grade level, subject area and/or cross content structure. Specifically, membership on the Co-Planning and Co-Serving Teams should include all individuals assigned to the specific grade level, academy, block, content area to educate a proportional representation of students. Each Co-Planning and Co-Serving Team must include those educators that best support the diverse range of student needs within the group through the sharing of each other's expertise.

_____Staff who provide specialized services and students who need specialized services are separated from the general education population.

_____At least 20% of the specialized services are integrated in general education setting.

_____There is co-teaching and separate services provided in our district.

_____There is co-teaching, separate services, and co-plan to co-serve going on in our district.

_____Our district is 90-100% co-plan to co-serve.

2. Identify Relevant Teaching: * Curriculum is created for all learners the first time the concept is taught versus developed for a normed-group of students and then adapted after-the-fact.* Curriculum and instruction is rigorous and based on culturally relevant teaching and learning for all learners *

_____This has not been addressed by the district.

_____TBTs meet and discuss data but there has been no change in practice.

_____TBTs meet and use curriculum created for all learners the first time it is taught.

_____TBTs meet and implement rigorous and culturally relevant teaching and learning.

_____This is fully implemented.