TEAM REFLECTION TOOL

TABLE OF CONTENTS

STUDENT SUCCESS SYSTEMS DEFINITION

> **"The focus is on empowering the school to improve, including changing adult school practices, mindsets, structures, and policies to enable the educational success of all students"**

Abbreviated Definition: High-quality student success systems are transformative. They are inclusive, fueled by strong relationships, guided by improvement science, and shaped by student-centered mindsets. They enable school teams to integrate what is known about well-being, belonging, and connectedness with real time, research-based predictive indicators of academic success. This is combined with teacher, school staff, student, and family/caregiver insights to drive supportive actions and improvements, which propel student success. Student success systems provide schools with a unified system that integrates, extends, and increases the capacity of existing student support efforts, including early warning (Early Warning Systems [EWS] and Early Warning Indicators & Interventions [EWI &I]), on-track, and multi-tiered support systems (MTSS).

Comprehensive Definition: High-quality, student success systems combine four essential elements (**supportive community relationships, holistic real time actionable data, an adaptive analysis, response, and improvement system, and a shared set of student-centered mindsets**) so that secondary schools, in an inclusive way, are empowered to graduate all students on a pathway to higher education and job training experiences that leads to adult success.

1. **Supportive Community Relationships**:
   Supportive relationships in all directions -school adults to students, students to students, staff to staff, school adults to parents/caregivers provide the foundation for student and school success. High quality student success systems both build upon and strengthen these relationships.

2. **Holistic, Real Time, Actionable Data. This includes:**

   ❖ research-based, predictive indicators (such as, attendance, course grades, and grade point average) of key secondary student outcomes, including:

      ✔ on-time earned grade promotion

      ✔ high school graduation, and

      ✔ college and career readiness/attainment

   which are continually available at the student and teacher level throughout the school year, in as real time as possible, and actionable by school- and district-level personnel.

   ❖ information about student well-being, belonging, school connectedness and experiences in their classrooms, and

   ❖ insights from teachers, school staff, students and families/caregivers.

   > These indicators tell us the capacity of the school to consistently provide relevant, meaningful experiences that interest, satisfy, and challenge our learners. Their presence indicates the need to reflect student and community voices in the redesign of experiences and school policies and practices.
   >
   > Information about belonging and school connectedness tell us the health and well-being of our school community, which provides the foundation for school success.

Information about student experiences of their classrooms serve as an indicator/"upstream measure" of the conditions that shape student engagement, performance, and educational attainment.

3. **An Adaptive Analysis, Response, and Improvement System:** a school-based approach to analyzing and responding to holistic, real time, actionable information that is student centered, adaptive to local context, and involves students, teachers and community members in the co-design of improvement efforts. It is supported by professional learning, frameworks, and/or protocols, that enable teams of adults who know students well to work collectively on a frequent, planned cadence throughout the school year to:

> ✔ progress monitor all students using predictive indicators of well-being (belonging and school connectedness) and academic success, identify patterns and trends that can inform action
>
> ✔ use additional real-time user-friendly quantitative and qualitative data, including social-emotional and classroom experience data, and teachers, student, and parent insights to identify underlying causes that school actions can address
>
> ✔ identify, develop, and implement strategic and effective actions and supports to address those causes
>
> ✔ evaluate the use and impact of the actions and supports, and
>
> ✔ use continuous improvement approaches to modify or change them as needed until proven to work.

> Actions and supports can be at the district, school, grade, classroom, student sub-group, or individual level.

4. **A shared set of mindsets characterized by:**

> ● Equity rather than injustice and unfairness
>
> ● Inclusion rather than separating and stigmatizing
>
> ● Empathy rather than judging and blaming
>
> ● Strength and asset based rather than deficit framing
>
> ● Proactive rather than remedial
>
> ● Belief in educator and student agency rather than thinking nothing can be done
>
> ● Belief in good outcomes for all can be obtained, rather than thinking only some can be helped
>
> ● Improving with and together, rather than alone
>
> ● Acting based on evidence and with shared understanding rather than because of compliance and custom.

STUDENT SUCCESS TEAMS

Definition:

Student success teams are a group of adults who work together on a regular basis to implement and continually improve a student success system. The size and composition of student success teams will vary based on school size, and the scale and scope of students who need adult actions to succeed and thrive in school. Typically, they will include teachers, counselors, school leadership,and others in student support roles and have an organized structure for soliciting insights and participation from students, parents/caregivers, and the community. In critical grades (e.g., 6th grade, 9th grade, 12th grade) and when schools are large or large numbers of students need additional adult action to succeed, grade-level student success teams may be needed.

Key Considerations:

Evidence and experience suggest that to be highly effective, student success teams need:

- Regularly scheduled time to work together during the school-day on, at minimum, a bi-weekly basis

- Easy access to student-, classroom-, and grade-level attendance, course performance, and well-being data (e.g., sense of agency, belonging, and connectedness)

- Clearly defined roles and responsibilities that are distributed across the team (e.g., data person, note keeper, timekeeper, action tracker, etc.)

- Ability to take action to support students and to advocate for changes to school practice and policy. This usually requires the active participation and support of school leadership.

- Shared set of norms that support continual reflection and improvement, seeking perspectives and voice from a wide range of stakeholders, and building the team's capacity for listening, openness, empathy, and patience.

SUGGESTED APPROACH TO USING STUDENT SUCCESS TEAM REFLECTION TOOL

This tool is designed to support student success teams in operating and continually improving their student success system. Creating a student success system that enables your school to provide the learning environment, experiences, relationships, and supports all students need to thrive in school, and ultimately graduate ready for college and/or workplace training, is an on-going, adaptive process; especially since school and community capacities and student needs continually shift. When this tool is first being used by a *student success team* or the *full school community*, each of the four sections could involve two hours of reflection, analysis, and discussion, and might be best spread over several sessions. The complete tool might be used on an annual basis, with individual sections or subsections being employed more frequently, by the *student success team* or the *larger school community* to facilitate continuous improvement.

SELECT A SECTION TO FOCUS AND ENGAGE IN THE FOLLOWING REFLECTION AND ACTION PROCESS:

Team Shared Understanding (15 minutes)

- As a group, read the introduction and guiding questions for a section.

- Check that for each of the *Guiding Inquiry Questions* there is a shared understanding of what is being asked, data sources that could be used to address it, and key "look fors."

Individual Reflection (20 mins)
- Each team member reflects on the sections, identifying 2-3 strengths and challenges.

Team Sharing (20 mins)
- In rounds, each team member shares a strength and/or challenge (arrange by similar themes).

Human check-in (15 mins)
- Who benefits from our strengths?
- Who does NOT benefit from our challenges?

Action Planning (25 mins)
- What do we need to know and do to improve our student success system, and for our entire community to be involved?
- Prioritize:
  - 30 days
    - What can we do now? Who are going to be the champions working to get it done? How will we involve our community? How will we know when we are successful?
  - 60 days
    - What do we need to build greater consensus or commitment around and/or increase our capacity to move forward? Who will organize? Who will need to be involved? How will we know when we are successful?
  - 90 days
    - What will take more time and require work with multiple parties to move forward? Who will work together to create an action plan? Who will lead and how do we make sure of wide community participation in the process? How will we know when we are successful?

Debrief (10 mins)
- Were we able to have courageous conversations characterized by trust, collaboration, and innovation?

THE GRAD PARTNERSHIP | Advancing Student Success Systems

STUDENT SUCCESS TEAM REFLECTION TOOL

Rationale

Our Why:
This team reflection tool is for educators who work on/with student success teams; therefore, we aim to honor, validate and build upon their work in service of our communities (students, families, and fellow educators). Understanding that educator time is precious and that if we want to deeply engage in dialogue around improvement, then our focus needs to be on the elements of student success systems, which evidence and experience suggest are the most essential to implementing systems that enable student success.

The path towards all students thriving begins with an asset-minded focus, putting students and human communities at the center. So, this self-reflection must fit the unique contexts of school communities. If we are honest and strengths-based, then we would see and know that all things are interconnected.

This team reflection tool is intended to spark courageous conversations that lead educators to reflection, collaboration, and innovation using a set of questions to guide inquiry, potential data sources, and related "look fors" that are focused on key attributes of effective student success systems.

Process

Use **Guiding Inquiry** to **reflect** as a team to identify the **strengths** and **challenges** of each section. If your team needs support in addressing the guiding inquiry, refer to **Potential Data** and **Look Fors**.

Also ask:
- Who benefits from our **strengths** and how?
- Who does **NOT** benefit from our **challenges and** why?
- What do we need to know to improve our student success system and team, and how can we involve our community in the process?

Then:
Implement improvement actions, including those your team **can do now** (30 days), those that will take **consensus and capacity building** (60 days), and those that will **involve multiple parties** and hence likely more time (90 days). Decide what data your team needs to collect to evaluate the success of the improvement action or strategy. Based on that data, decide if the improvement was a success or if further modification or alternative strategies are needed. Repeat the process until success is achieved.

THE GRAD PARTNERSHIP
Advancing Student Success Systems

SECTION 1: SUPPORTIVE COMMUNITY RELATIONSHIPS

High-quality student success systems build upon and strengthen supportive relationships. These relationships are dependent upon establishing a school culture of belonging where everyone feels validated, accepted, affirmed, and treated fairly.

Four types of supportive relationships – school adults to students, students to students, school adults to school adults, school adults to parents/caregivers – provide the foundation for student and school success. High-quality student success systems both build upon and strengthen these relationships.

Guiding Inquiry	Potential Data Sources	Look Fors	Reflection
How does our team develop supportive relationships, agency, trust, and well-being amongst ourselves and model those behaviors for the rest of school?	● Participation of Team Members ● Group Norms ● Calendar of Activities ● Survey	● Celebrations ● Gratitude ● Honoring difference without comparing ● Ask for what we need ● We talk with people not about people ● We engage in activities that enhance our well-being and the well-being of all in our community ● We have norms for collaboration and intentionally assess our group and individual processes routinely ● Generative listening ● System in place to engage with and collect input from the diverse perspectives of all in our community ● Team participants use their agency to shift school practices and policies when needed	
How do we know we have supportive relationships with our students?	For all types of supportive relationships, can use: ● Survey ● Local culture and climate surveys ● Empathy interviews ● Focus groups ● Relationship audits ● Observation ● User-feedback ● Student, adult, shadowing	**For all types of relationships:** ● System in place that allows us to collect and examine input on students, faculty, and family sense of belonging on a regular basis ● Data – collected through various means-surveys, interviews, audits, etc. – provides insight into how many students and faculty report they have supportive relationships with each other and among themselves, and how this might vary across grades, sub-groups, etc. ● A school culture of belonging and strong relationships is stressed throughout the school day and school year **For Student-Teacher Relationships:** ● Structures that provide time, place, and opportunities for	

THE GRAD PARTNERSHIP | Advancing Student Success Systems

		students and teachers to form supportive relationships, e.g., advisories, houses, interest inventories, working together on pro-social activities, clubs, etc. ● Means for students to help shape school classroom actions, policies, and expectations	
How do we know we have supportive relationships among adults?		● Clarity about and transparency of adult roles ● Opportunities for collaboration built into daily/weekly structure ● Adults place value on each other feeling validated, accepted, affirmed, and treated fairly ● Courageous conversations to identify and respond to school community needs ● Norms for collaborative teams and team processes are examined routinely	
How do we know our students have supportive relationships among peers?		● Students are provided opportunities to collaborate in class and in extracurriculars that collectively enable all students to participate in peer-based activities ● Student led activities that involve significant numbers of students e.g., councils, wellness activities, campaigns to help others, clubs, restorative practices ● Students have intentional opportunities to engage in critical and constructive conversations that lead to a collective feeling of belonging ● Students independently engage in peer-to-peer connection ● Anti-bullying actions and activities ● Student led efforts to increase a sense of belonging among all students	
How do we know we have supportive relationships among school staff, families, and communities?		● We have structures – e.g., design thinking sessions/charrettes/conversation cafes' – that enable co-creation and two way communication ● Dialogues between students and community increase intergenerational connections and wellness ● Parents – families, caregivers, and community members report feeling welcome in the school	

SECTION 1 REFLECTION: SUPPORTIVE COMMUNITY RELATIONSHIPS

Overall reflection on Supportive Community Relationships		
Strengths:	**Challenges:**	
Key Improvement Steps/priorities #1: <table><tr><td>We can do this now (30 days)</td><td>We need to build buy-in and/or capacity (30-60 days)</td><td>Involves multiple parties (90+ days)</td></tr><tr><td>☐</td><td>☐</td><td>☐</td></tr></table>	**Leader(s):** **Timeline:** **How do we involve the full school community:**	**Success will look like:**
Key Improvement Steps/priorities #2: <table><tr><td>We can do this now (30 days)</td><td>We need to build buy-in and/or capacity (30-60 days)</td><td>Involves multiple parties (60 - 90+ days)</td></tr><tr><td>☐</td><td>☐</td><td>☐</td></tr></table>	**Leader(s):** **Timeline:** **How do we involve the full school community:**	**Success will look like:**
Key Improvement Steps/priorities #3: <table><tr><td>We can do this now (30 days)</td><td>We need to build buy-in and/or capacity (30-60 days)</td><td>Involves multiple parties (60 - 90+ days)</td></tr></table>	**Leader(s):** **Timeline:** **How do we involve the full school community:**	**Success will look like:**

THE GRAD PARTNERSHIP | Advancing Student Success Systems

	☐	☐	☐	

SECTION 2: HOLISTIC, REAL TIME, ACTIONABLE DATA

To be useful, data needs to be actionable. When Student Success teams have ready access to three types of data, they are most able to take informed actions. These are a) academic and well-being indicator data that reliably signal that students may need additional supports or different experiences to continue for school success and educational attainment, b) data that helps success teams understand the most effective level (school, grade, classroom, small group, individual) to respond to the indicator data, and c) insights from the people who know your students the best, fellow teachers and school staff, parents and caregivers, and students themselves.

Collectively, this data tells us the capacity of the school to consistently provide relevant, meaningful experiences that interest, satisfy, and challenge our learners. The presence of off-track indicators highlights the need to include student and community voices in the redesign of experiences, school policies, and practices.

❖ research-based, predictive indicators (such as, attendance, course grades, and grade point average) of key secondary student outcomes, including:

✔ on-time earned grade promotion

✔ high school graduation, and

✔ postsecondary readiness/attainment
which are continually available at the student and teacher level throughout the school year, in as real time as possible, and actionable by school- and district-level personnel.

❖ information about student well-being, belonging, school connectedness, social-emotional development, and experiences in their classrooms, and

❖ insights from teachers, school staff, students and families

Guiding Inquiry	Potential Data	Look Fors	Reflection
In what ways are we gathering information about student well-being, belonging, and school connectedness?	● Surveys (e.g., PERTS Learning Environments, SEARCH Developmental Relationships) ● 5 Essentials ● Empathy/Motivational Interviews ● Focus groups ● Student Shadows	● Data collection system that regularly collects data on student well-being, belonging, and school connectedness at multiple points during the school year and organizes the data in way that enables understanding of trends, patterns, and identifies who needs additional supports or different experiences	
How frequently are we able	● Frequency with which we	● Protocol for accessing, analyzing, and acting on attendance data that	

to access and analyze student and grade level attendance data? Are we able to see which students are chronically absent or trending towards it? Is it collected often enough that we can act or provide support to prevent students from becoming chronically absent? Are we able to manipulate the data i.e.,aggregate and disaggregate it to identify patterns and trends) Do we have an organized system to learn about why students are missing school?	review attendance data ● Extent to which we can aggregate and disaggregate it to identify patterns and trends ● Interview or surveys with students to understand root causes	supports these key actions ● Shared data-based understanding of what the main drivers of our students' absenteeism are	
How will we gather data that tells us who is learning, what they are learning, and how they are learning, as well as who is not learning and why?	● Diagnostic tools ● Benchmark assessments ● Formative/summative assessments ● Classroom Environment Survey ● Assessment calendar ● Postsecondary readiness/attainment	● Data dashboard that provides actionable information on student learning ● Structure for peer-based classroom observations and debriefs and/or lesson study ● Process for analyzing and reaching shared understanding of meaning and limitations of assessment data	
How frequently are we able to access and analyze student, classroom, subject-area, and grade level data on student's progress in their classes, e.g. grades, assignment completion, tests and/or projects, etc.? Is it often enough for us to be proactive and influence report card outcomes?	● Frequency with which we review academic data ● Levels at which we can analyze the data i.e., individual, classroom, grade, etc.	● System in place to pull course performance data from gradebooks and analyze it on a regular basis ● Ability to know if a student's performance in a class is being impacted by attendance, completion of assignments, participation, quizzes and tests, and/or projects/papers	
What supplemental data do	● Behavior referrals	● Supplemental data is used to inform improvement actions, not as a	

we use to give us a holistic understanding of our indicator data?	● Social-emotional data ● Demographics ● School climate	means of classifying students for services	
How are we learning from and working with students when data indicates they might need additional supports or improved learning environments?	● How often and for what percent of students do we talk with students about causes and solutions?	● Presence of student voice or input at student success team meetings ● Student-developed solutions become commonly used ● Student advisory councils	
In what ways does our current data process include teacher and/or school staff insights?	● 5 Essentials ● Staff Wellness Surveys ● Interviews ● Focus groups	● Information from school staff routinely informs understanding of actionable root causes and the response/improvement strategies under-taken ● Multiple ways for school staff to share insights and potential solutions – electronically, in person, in writing, etc.	
In what ways do we seek families' voices and insights?	● Number of families and caregivers (families) we have had dialogue with	● Presence of family voice or input at student success team meetings, e.g., Parent Advisory Boards	

SECTION 2 REFLECTION: HOLISTIC, REAL TIME, ACTIONABLE DATA

Overall reflection on Holistic, Real Time, Actionable Data		

Strengths:

Challenges:

Key Improvement Steps/priorities #1:

We can do this now (30 days)	We need to build buy-in and/or capacity (30-60 days)	Involves multiple parties (90+ days)
☐	☐	☐

Leader(s):

Timeline:

How do we involve the full school community:

Success will look like:

Key Improvement Steps/priorities #2:

We can do this now (30 days)	We need to build buy-in and/or capacity (30-60 days)	Involves multiple parties (60 - 90+ days)
☐	☐	☐

Leader(s):

Timeline:

How do we involve the full school community:

Success will look like:

Key Improvement Steps/priorities #3:

We can do this now (30 days)	We need to build buy-in and/or capacity (30-60 days)	Involves multiple parties (60 - 90+ days)
☐	☐	☐

Leader(s):

Timeline:

How do we involve the full school community:

Success will look like:

SECTION 3: ADAPTIVE ANALYSIS, RESPONSE, AND IMPROVEMENT SYSTEM

A school-based approach to analyzing and responding to holistic, real time, actionable information that is student-centered, adaptive to local context, and provides for co-design of responses with students, teachers, and community members. It is supported by professional learning, frameworks, and/or protocols that enable teams of adults who know students well to work collectively on a frequent, planned cadence throughout the school year to:

✔ progress monitor all students using predictive well-being and academic indicators, identify patterns and trends that can inform action

✔ use additional real-time user-friendly quantitative and qualitative data, including social-emotional and classroom experience data, and teachers, student, and parent insights to identify underlying causes that school actions can address

✔ identify, develop, and implement strategic and effective actions and supports to address those causes

✔ evaluate the use and impact of the actions and supports, and

✔ use continuous improvement approaches to modify or change them as needed until proven to work.

Actions and supports can be at the district, school, grade, classroom, student sub-group, or individual level.

Guiding Inquiry	Potential Data	Look Fors	Reflection
Do we routinely identify trends and patterns of student success indicators at the small group, classroom, subject, grade, and school level and use the analysis to inform our actions ?	● Frequency with which patterns and trends are analyzed ● Team artifacts, such as agendas, protocols, screenshots of data analysis, and notes	● Team habits and routines related to analyzing indicator data for patterns and trends at different levels of student and school organization (e.g., small group, classroom, grade-level) ● Protocol for identifying strategic points for action (i.e., where efforts will have biggest impact for most students)	
How does our team identify actionable root causes and use them to craft solutions? How do we identify the means to moderate the impacts of root causes that are not immediately addressable?	● Team artifacts, such as agendas, protocols, and notes	● A process to bring additional voices to team discussions (as appropriate) ● Proactive communication with teachers, school staff, students, and family to understand the root cause ● Root causes and the mediation of their impacts help to surface underlying student need, to develop appropriate supports, and to establish where school improvement is needed ● Protocols for root cause analysis and determination of school capacity for short- and long-range mediation	
How do our teams' actions build on students' strengths	● Student voice is collected ● Frequency with which	● Strengths - and/or asset-based language ● Students are provided with voice and choice in the intervention	

		Student goals and feedback are recorded and used	
and assets, including students with unique needs?	students engage with dialogue with a team member or other adult about the supports they need	• Student goals and feedback are recorded and used	
How are our team's solutions informed by input from and employ the resources of the greater school community (i.e., parents, caregivers, community organizations)	• Surveys • Team meeting notes • Calendar of Family /Community Outreach Efforts	• Resource Map that illuminates the supports different community partners can provide, and the number of students they can support • Comprehensive family outreach plan • Team norms and processes that continually support family/caregiver outreach/co-creation of solutions	
What is ours teams process for deciding what actions to take at what level (i.e. school, grade, subject area, classroom, small group, individual), based on the data and insights gathered	• List/resource map of available supports and interventions at different tiers (i.e. whole school, small group, individual) • Information from Early warning/on-track/MTSS/PBIS/RTI or other structured support systems	• Shared understanding that a key role of a student success team is to both identify where school improvements, changes in practices and policies, etc., will increase the success of significant numbers of students and decide when a small group or individual students need customized supports/experiences • Balanced amounts of team time spent on finding solutions at the small group, classroom, subject, grade, and school level, and pooling adult insight and knowledge to create customized solutions for small groups or individual students	
How does our team organize itself to record what action is going to be taken, follow up on the proposed action, review the impact of the action, and modify or change, if needed?	• Team artifacts – protocols, data dashboards notes and records • Calendars reflecting actions and follow up	• Team members can easily recall when a review of impact for a suggested actions led to another action being implemented • Team members and school leadership have easy access to documents that show actions taken, their impact, and when a second or third action was needed	
What is our team's process for regularly communicating its work with the larger school community?	• Team artifacts – reflection protocols/notes	• Broader school community has access to summary reports, which honor confidentiality	
How does our team regularly reflect on the impact of the	• Cumulative team artifacts that highlight students	• Team reflection process has led to tangible improvement in the student success system	

THE GRAD PARTNERSHIP | Advancing Student Success Systems

team (i.e., looking at actions taken, and the number of students positively impacted vs. the total number who could benefit, to identify areas where the student success system could be improved)?	served and capacity	● Overt time, a greater percentage of students are being successfully supported	

SECTION 3 REFLECTION: ADAPTIVE ANALYSIS, RESPONSE, AND IMPROVEMENT SYSTEM

Overall reflection on Adaptive Analysis and Response System		
Strengths:	**Challenges:**	

Key Improvement Steps/priorities #1:				Leader(s): Timeline: **How do we involve the full school community:**	Success will look like:
	We can do this now (30 days)	We need to build buy-in and/or capacity (30-60 days)	Involves multiple parties (90+ days)		
	☐	☐	☐		

Key Improvement Steps/priorities #2:				Leader(s): Timeline: **How do we involve the full school community:**	Success will look like:
	We can do this now (30 days)	We need to build buy-in and/or capacity (30-60 days)	Involves multiple parties (60 - 90+ days)		
	☐	☐	☐		

Key Improvement Steps/priorities #3:				Leader(s): Timeline: **How do we involve the full school community:**	Success will look like:
	We can do this now (30 days)	We need to build buy-in and/or capacity (30-60 days)	Involves multiple parties (60 - 90+ days)		
	☐	☐	☐		

SECTION 4: SHARED SET OF STUDENT-CENTERED MINDSETS

Student success teams, and the actions they co-create with the school community, are fueled by a shared set of student-centered mindsets. These mindsets are the foundation of the shared understanding behind why student success systems are needed and valued by the school community. They both propel student success systems and are shaped by them. Mindsets can not be mandated – they arise through dialogue, reflection, and shared experience. Those listed in the definition of student success systems are illustrative of mindsets that evidence and experience have shown can help fuel Student Success Systems. They are not intended as an exhaustive list, but rather as a starting point for local co-construction of the mindsets needed to fuel student success. Developing shared mindsets is a journey, and continual process. Different team members and the school community will be at different parts of the journey at different times. There could be value in the team or school community taking stock of where they are on the journey across all of them, but in practice, focusing on one at a time may make sense.

Sample key mindsets:

✔ Equity rather than injustice and unfairness

✔ Inclusion rather than separating and stigmatizing

✔ Empathy rather than judging and blaming

✔ Strength and asset based rather than deficit framing

✔ Proactive rather than remedial

✔ Belief in educator and student agency rather than thinking nothing can be done

✔ Belief in good outcomes for all can be obtained, rather than thinking only some can be helped

✔ Improving with and together, rather than alone

✔ Acting based on evidence and with shared understanding rather than because of compliance and custom.

Guiding Inquiry	Potential Data	Look Fors	Reflection
Where are we in the quest for equity and fairness?	● Data Protocol ● Variability in access to advanced coursework audit ● Variability in access to college and career counseling ● Variability with which students experience, new teachers, long-term subs etc. ● Participation in extracurriculars ● Discipline disparities ● Allocating funding equitably ● UNESCO- How to measure equity in education	● Frequent use of Disaggregated Data ● Frequent use of opportunity audits (e.g., advanced courses, counseling, extra-curriculars) ● School Culture supporting Good outcomes for all ● Equity mindset – Liberatory Design card deck	

How often and in what ways, despite good intentions, are we separating and stigmatizing adults and students in the school rather than practicing true inclusion?	- Surveys - Feedback data - Focus groups - Design sessions - Data on who participates	- School connectedness - Emotionally intelligent classrooms - Neuroplasticity broadly understood and acted upon - Feeling of a judgment free zone – openness in meetings - Safe and secure practices for sharing information and ideas - Coherence between student and adult perspective of school connectedness	
How do we foster **empathy**?	- Group norms - Interpersonal Reactivity Index - Empathy Interviews	- People are available, present, and open-minded - Brain Awareness – impacts of Childhood Trauma broadly understood by staff - Use of Positive neuroscience – i.e., Berkeley White Papers - Granting Grace	
Where does our promotion of educator and student agency fall between being superficial and deep?	- Protocols for educator input in idea formation and decision-making in place - Protocols for student input in idea formation and decision-making	- Strength- and/or asset-based language - Educator input in idea formation and decision-making - Student input in idea formation and decision-making - Cognitively rich activities that are student-led	
How often are our actions strength and asset based rather than driven by deficit framing?	- Analysis of the information provided to students about school rules and procedures - Audit of actions taken by student success team in past month	- Data analysis that reflects trends for groups who are not being served with equity - Language use when speaking about families and students	
How many of the actions we take to support students are proactive and preventative vs reactive and remedial?	Data on which students are supported and when	- Are student supports assigned to address problems or enable growth and development? - Staff surveys on what student supports are needed and why we support students the way we do	
Where do we fall on the spectrum of acting based on custom and compliance vs evidence and a shared understanding of what is needed?	- How often do we change how we support students based on evidence of effectiveness we have collected? - How many of our student support actions are taken because we believe this is the way it is done, or we have	Team reflection protocol that examines the reasons why we have existing student supports and processes	

THE GRAD PARTNERSHIP | Advancing Student Success Systems

	been told to do it this way?		

SECTION 4 REFLECTION: SHARED SET OF STUDENT-CENTERED MINDSETS

Overall reflection on Shared Set of Student-Centered Mindsets			
Strengths:		**Challenges:**	

Key Improvement Steps/priorities #1:				**Leader(s):** **Timeline:** **How do we involve the full school community:**	**Success will look like:**
	We can do this now (30 days)	We need to build buy-in and/or capacity (30-60 days)	Involves multiple parties (90+ days)		
	☐	☐	☐		

Key Improvement Steps/priorities #2:				**Leader(s):** **Timeline:** **How do we involve the full school community:**	**Success will look like:**
	We can do this now (30 days)	We need to build buy-in and/or capacity (30-60 days)	Involves multiple parties (60 - 90+ days)		
	☐	☐	☐		

Key Improvement Steps/priorities #3:				**Leader(s):** **Timeline:** **How do we involve the full school community:**	**Success will look like:**
	We can do this now (30 days)	We need to build buy-in and/or capacity (30-60 days)	Involves multiple parties (60 - 90+ days)		
	☐	☐	☐		