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| **Target 1 Iowa Safe and Supportive Schools (IS3) Core Team is established and operating to achieve IS3 goals.** | | |
| **Guiding Questions:**   * Who are the key leaders in your school/community who should be included in planning (data analysis, goal setting, selection of interventions, action plan development, etc.)? * Is there a Team currently in place? If yes, does the existing Team adequately represent the staff? Community? Stakeholders? Parents? Students? Who needs to be added? * What are the roles and responsibilities of the Team? How will leaders create a sense of urgency and build commitment within the school and community? | | |
| **Not in Place** | **In Progress** | **Fully Implemented** |
| (1) An IS3 Core Team has not been established  (2) The IS3 Core Team has 3 or fewer members that are identified in (A)  (3) 2 or fewer components are in place | (1) An IS3 Core Team is in place. The following is also in place:  (2) At least 4 of the 10 groups but fewer than 10 in (A) are part of the IS3 Core Team  (3) Lessthan 70 percent of members are present at each meeting (3) Between 3 and 5 components are in place | An IS3 Core Team is in place. The following are in place:  (1) All of the groups listed in (A) are represented  (2) At least 70 percent of members are present at each meeting  (2) All six components, A-F**,** are in place |
| **Action Components:**   1. Multiple groups are represented on the team and attend regularly: 2. Administrators (e.g., superintendent, principal(s)) 3. Directors of curriculum, professional development, AEA staff, and/or school improvement 4. Teachers/staff representing various grade levels, and content areas 5. Teachers/staff representing various role groups (e.g., Title I, gifted and talented, special/ general education, IT, library specialists) 6. District/School/AEA staff with expertise in analyzing/interpreting data and research 7. Parents 8. Students 9. Community 10. Student Support Staff (Counselor, Nurse, Social Worker, etc.) 11. Individual assigned to provide oversight and implement IS3 grant 12. Defined roles/ responsibilities for each member and roles are carried out as defined 13. Clear schedule and protocol for meetings and framework for agendas 14. Team assignments documented/monitored 15. Team members receive technical assistance and participate in training as appropriate 16. Core Team supports the work of the Youth Leadership Team (YLT) | | |
| **Possible Evidence:**  A-B: Documentation of IS3 Core Team – participant list with defined roles and responsibilities. Membership that is reflective of diversity in the school/community.  C-D: IS3 Core Team norms, meeting schedule, agendas and/or meeting notes - documentation of multiple group attendance.  E: Attendance at state and regional workshops, discussion/study of selected research, assistance provided by AEA Learning Supports and Data Consultants  F: Items from the YLT included on IS3 Core Team agendas, presentations by the YLT to Core Team, recommendations from youth that are implemented. | | |

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| **Target 2 The Core Team consistently communicates their Iowa Safe and Supportive Schools goals.** | | |
| **Guiding Questions:**   * What is the IS3 communication plan? What are the common "talking points" that should be used at school, with families**,** and in the community? * How will the school’s goals and progress be communicated to all stakeholders? * How will the Core Team use a variety of communication strategies to build support for improving Conditions for Learning? | | |
| **Not in Place** | **In Progress** | **Fully Implemented** |
| There is no communication plan. | A communication plan is developed and 2 or 3 other Action Components (B-E) are being implemented. | A communication plan is developed and all of the 4 other Action Components (B-E) are being implemented. |
| **Action Components:**   1. A communication plan is developed and implemented 2. IS3 goals are present in multiple forms of communication (written, verbal). 3. IS3 goals are communicated frequently and in an ongoing way 4. IS3 goals have been communicated to all stakeholder groups identified in the communication plan 5. The Core Team engages in discussions about Conditions for Learning with school and community (parents, students, school staff, community at-large, elected officials) | | |
| **Possible Evidence:**  A: IS3 Communication Plan  B: Communication Plan  Press Kit  Overviews  Information Briefs  Social Media  Web page  Index Score Posted  Presentations  PowerPoints  Newspaper articles, interviews  C-E: Communication Log that identifies date, stakeholder group, type of communication used and agenda/recommendations resulting from formal discussions with school and  community stakeholders | | |

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| **Target 3: A continuous improvement process to improve Conditions for Learning is used to achieve the goals of Iowa Safe and Supportive Schools.** | | |
| **Guiding Questions:**   * Have you surveyed students, staff and parents to learn about safety, student engagement and the overall learning environment? * What is the framework for Learning Supports? * Have you used the Continuum Mapping process to examine the system of supports that are in place for students at universal, targeted and intensive levels? * What additional data will the district/school collect? What are the specific sources of data for student outcomes and staff/parent behaviors? * How will these data keep efforts focused on priorities? * Does your district/school have an IS3 Implementation Plan? Were students, staff, parents and community stakeholders involved in the development of the plan? * Does the IS3 Plan align with other school and building plans? Do the strategies and budget align with the identified needs? * Do selected strategies reflect best practice and have a research base? * Is your school’s IS3 Implementation Plan based on data elements from the IS3 Index? * Does your Implementation Plan include a plan for communicating with new staff, families and students? | | |
| **Not in Place** | **In Progress** | **Fully Implemented** |
| No evidence that survey or other data have been collected or used to develop the IS3 Implementation Plan    2 or fewer of Action Components B-G are in place | Evidence that survey **and** other data have been used to develop the IS3 Implementation Plan    3 to 5 of Action Components B-G are in place | All 7components are in place |
| **Action Components:**   1. IS3 Survey for students, staff and parents is administered 2. Learning Supports framework is reviewed 3. Continuum Mapping Process completed 4. IS3 Index elements and other data that assist in understanding root causes for current results are analyzed. 5. IS3 Implementation Plan is clearly and specifically based on the review of IS3 Index data elements and additional data. Strategies to improve conditions for learning and budget are aligned with prioritized data elements. The strategies and training needs of staff, parents and community are addressed as needed. Strategies reflect best practice and have a research base. 6. IS3 Implementation Plan describes how data will be reviewed at least annually as well as how these data are aligned with/embedded in the school continuous improvement schedule. 7. IS3 Implementation Plan addresses how strategies will be sustained beyond the life of the grant. | | |
| **Possible Evidence:**  A: Survey participation rates for students, staff and parents - IS3 survey participation goals are 100% student and staff participation and 30% parent participation  B: Core Team and staff meeting agendas documenting Learning Supports Framework presentation  C: Completed Continuum Map  D: Documentation of process used for data analysis that includes IS3 data elements and additional data that assist in identifying root causes  E & G: IS3 Implementation Plan that includes (1) strategies and budget to improve Conditions for Learning that are aligned with prioritized data elements (2) technicalassistance and professional development(3) evidence of research base for selected strategies (4) tactics for sustaining strategies beyond the life of the grant  F: Data are identified to review progress on the Implementation Plan and toward attaining IS3 goals. Progress is monitored at least annually by the Core Team. Data can be found in the school’s continuous improvement process. | | |