COMPREHENSIVE DTSDE SCHOOL FRAMEWORK
PHASES OF IMPLEMENTATION

Role of the Phases of Implementation

The *Phases of Implementation* have been developed as a companion piece to the Diagnostic Tool for School and District Effectiveness (DTSDE) School *Framework*. Both documents are organized around the DTSDE Tenets of Systems and Organization, Leadership, Curriculum, Instruction, Social-Emotional Learning, and Family and Community Engagement.

While the *Framework* provides a reference to organize educators' thoughts around the various practices of effective schools, the *Phases of Implementation* serves as a tool to assist educators in planning as they consider the appropriate next steps for the school.

The *Phases of Implementation* should not be used as a checklist or as a summative assessment of school practices, and the phases identified were never intended to serve as ratings. Educators should use their professional judgment to determine the degree to which the indicators exist within a school.

DTSDE Tenets of Effective School Systems and Practices

Tenet 1 – Systems and Organization: Effective schools establish school-wide systems and structures that promote continuous improvement and success for all students.

Tenet 2 – School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students.

Tenet 3 – Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares all students for success.

Tenet 4 – Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Tenet 5 – Social-Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.
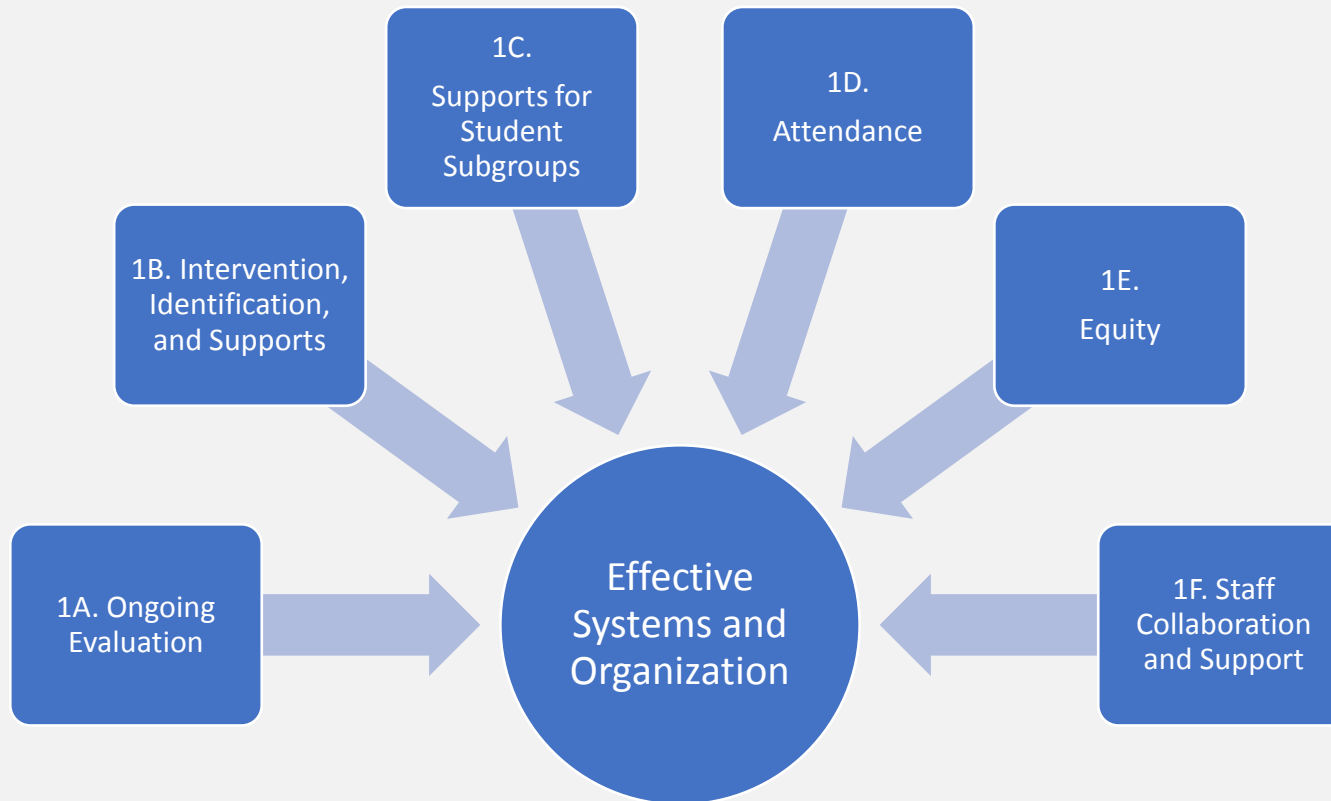
Tenet 6– Parent and Community Engagement: Effective schools develop a systematic approach to Family and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

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Tenet 1 – Systems and Organization

Tenet 1 – Systems and Organization: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

1C. Supports for Student Subgroups

1D. Attendance

1B. Intervention, Identification, and Supports

1E. Equity

1A. Ongoing Evaluation

Effective Systems and Organization

1F. Staff Collaboration and Support

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Phase	Indicators
Tenet 1 **Phase 1**	- Based on the school's most recent needs assessment and an analysis of school data, school leaders identify the school's strengths and areas for improvement. (1A) - The school has measurable annual goals that drive decision-making, and the school leadership knows if they are on track to meet these goals by identifying and monitoring benchmarks throughout the year. (1A) - School leaders establish a process to input, store, and organize data in a manner that allows for identifying schoolwide trends when monitoring progress and practices. (1A) - School leaders analyze the teacher observation and academic data to identify the training needs of the staff and inform ongoing and future professional development. (1A) - Teachers and instructional support staff (e.g., instructional coach, reading teacher, Academic Intervention Services [AIS] teachers) in collaboration with school leaders develop a school-wide academic support and intervention process. This process should include elements such as timelines, expectations, documentation processes, referral and exit criteria. (1B) - School leaders train staff on their roles and responsibilities for implementing academic supports and interventions. (1B) - Teachers and instructional support staff develop and implement academic supports and interventions for individual and groups of students based on data. (1B) - Teachers and instructional support staff establish academic supports, language development targets, and intervention goals for individual students. (1B) - Student support staff in collaboration with school leaders develop a school-wide process for referring students for additional social-emotional learning support. This process should include elements such as timelines, expectations, documentation processes, and exit criteria. (1B) - Teachers verbally recognize students for improved efforts and progress. (1B) - Special education teachers modify lesson plans developed by general education teachers to provide students with disabilities with required accommodations. (1C) - Teachers providing pull-out and push-in support regularly share what they are working on with general education teachers of the students they have in common. (1C) - Teachers review the goals and accommodations within student IEPs that they are responsible to teach. (1C)

- Teachers are aware of the English language proficiency levels of their English Language Learner (ELL)/Multilingual Learner (MLL) students. (1C)
- The school uses consistent procedures with trained personnel to identify the language needs of students. The process includes a home-language questionnaire, student interviews, and the administration of the statewide English language proficiency. (1C)
- The school library has books written in the native languages of all students. (1C)
- The school honors multilingualism by incorporating the languages of students across the school building and in school events to ensure that students are not presented a message that the ultimate goal is assimilation. (1C)
- Reports cards are issued in the prevalent languages of students. (1C)
- Teachers scaffold their instruction for ELL/MLL students by using multiple methods for conveying information, particularly nonlinguistic methods; and promoting student interaction that is structured and supported. (1C)
- The school is mindful not to give assignments that would be difficult or impossible for mobile students to complete. (1C)
- School leaders and teachers assign a peer or adult mentor to facilitate an easier adjustment for students new to the school. (1C)
- The school uses a data system that allows individual and group attendance to be accessed and sorted easily. (1D)
- Attendance is emphasized from the start of the school year, rather than waiting until it becomes a problem with specific students. (1D)
- Designated school staff review attendance data to identify trends and students who are at-risk of being chronically absent. (1D)
- Each student hears clear messages throughout the year that staff believe that student can achieve. (1E)
- The school has developed multiple alternatives to suspensions. The school's approach to discipline focuses on conflict prevention and resolution and attempts to minimize removing or isolating students. The consequences for students not attending to their learning (e.g., sleeping, tardiness) do not involve removal from class. (1E)
- Homework that is assigned can be done independently. (1E)
- Teachers implement strategies that hold all students accountable to participate in discussions and respond to questions, rather than those who raise their hand. (1E)
- The school has clear protocols for assigning students to teachers that ensure equitable access to high-quality instructors and does not allow parents to handpick their child's teacher. (1E)

- The school has reviewed its discipline data to ensure that no specific group of students has been disproportionally punished as a whole or for specific infractions (e.g., dress code, defiance). (1E)
- The school has reviewed the dress code and how it is enforced to ensure that it respects cultural differences and that students are not receiving messages that they should be ashamed of who they are. Students who violate the dress code are not shamed, called out publicly, or forced to wear embarrassing garments. Students are not sent home for dress code violations. (1E)
- The school has an expectation that teachers will pronounce students' names correctly, and that all students have the opportunity to pronounce their names to teachers at the start of the year and when appropriate to clarify accurate pronunciation. (1E)
- School staff make sure that events and due dates take into consideration families' religious and cultural traditions. (1E)
- The school makes sure that students are not denied access to extracurricular or enrichment opportunities because of English language skills, a lack of busing or transportation. (1E)
- During staff meetings, school leaders initiate conversations with staff about the cultural diversity and cultural responsiveness within the school. These conversations should include topics such as understanding the strength and assets of the particular communities represented in the school and discussing how to leverage those strengths. (1E)
- The school has a shared decision-making process that includes parent and staff, and in secondary schools, student representatives. (1E)
- Students routinely work together in diverse groups. (1E)
- The school actively recruits teachers, staff, and mentors from the cultural and linguistic backgrounds of the students. (1E)
- Team meetings are organized by an agenda that includes activities such as analysis of student work and data, common planning, and the sharing of instructional strategies. (1F)
- Teachers prepare a resource document for substitute teachers that includes guidance such as classroom routines, rules, behavior system, and student-specific information. (1F)
- School leaders provide new teachers, including both first year teachers and teachers who are new to the building, with training on topics such as school expectations, initiatives, and policies. (1F)
- New teachers are assigned a formal mentor who meets with the teacher frequently (e.g. weekly). (1F)
- The school deliberately avoids assigning new teachers a disproportionately large number of students with academic and/or behavior needs. (1F)

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Tenet 1 Phase 2	• School leaders regularly monitor benchmarks to determine progress toward meeting the identified goals. School leaders make mid-course corrections based on their findings. (1A) • School leaders, in collaboration with school staff, develop and monitor grade-level and content-specific goals that support the school in meeting the school-wide goals. (1A) • Teachers and instructional support staff, in collaboration with school leaders, analyze data to monitor and adjust academic supports and interventions. This may include modifying interventions, adjusting intervention groupings, and enrolling and exiting students from interventions. (1B) • Teachers and instructional support staff collaborate with students to develop academic intervention goals and discuss student progress towards attaining them. (1B) • Teachers and instructional support staff routinely review data to identify individual and groups of students in need of academic supports and enrichment. (1B) • Teachers and instructional support staff develop and implement academic enrichment opportunities for individual and groups of students based on data. (1B) • School leaders monitor academic interventions through multiple methods (e.g., reviewing student progress towards goals, conducting classroom observations, analyzing student groupings, reviewing program implementation) that are being provided to ensure that the process is being implemented as intended and to identify additional training and supports that may be needed to strengthen the academic intervention process. (1B) • School leaders monitor the referrals that are being submitted to ensure that the process is being implemented as intended and to identify additional training and supports that may be needed to strengthen the referral process. (1B) • The school has regularly scheduled meetings to identify behavior data trends by location and time and identify solutions to address the areas of the school when behavior incidents happen more frequently. (1B) • Student support staff share information pertaining to student interventions with teachers so that interventions can be supported and reinforced. (1B) • Special education and ELL/MLL teachers work with general education teachers to plan lessons that meet the needs of students with disabilities and ELL/MLL students. (1C)

- Service providers plan services based on data and information received from general education teachers to work on skills that the student needs to improve. (1C)
- Special education teachers work with general education teachers to improve understanding of how to design lessons that provide the accommodations that are included in the IEPs. (1C)
- The school has an expectation that teachers monitor the individual student goals for students with disabilities. (1C)
- The school ensures that students with disabilities and MLLs/ELLs not demonstrating adequate performance are identified at multiple points within the year and are provided additional support services in alignment with the school-wide intervention plan. (1C)
- Designated school staff review the attendance and academic data for students who are identified as being at-risk of being chronically absent weekly and provides these students with targeted supports (e.g., mentoring, counseling, related services, home visits, and academic interventions). (1D)
- Designated school staff develop and implement action plans to address identified attendance trends. These action plans include activities such as incentives, celebrations, home visits, and supportive services. (1D)
- The school monitors participation in advanced and honors coursework, and if groups are underrepresented, the school implements strategies to recruit students to increase representation. (1E)
- Child care is offered at school-related events focused on adult learning. (1E)
- The school has reviewed its grading and homework policy to ensure that both allow students equal opportunity for success regardless of their access to adults at home. (1E)
- The school's dress code allows students to dress comfortably without fear of or actual unnecessary discipline or body shaming. (1E)
- Students are taught strategies for expressing their beliefs to institute change and have opportunities to do so. (1E)
- The school provides opportunities for students, families, and staff to participate in both direct democracy and representational democracy. (1E)
- The school makes sure that curricular materials include diverse perspectives and backgrounds, including linguistic diversity. Cultural representations move beyond acknowledging holidays and heroes. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives. (1E)

	• The school makes sure that curricular materials in students' home languages are available for use in the classroom, library, and home. • Staff have had training on implicit bias and use the information learned to ensure that equitable opportunities are provided to students. (1E) • Teachers work with school leaders to develop agendas for team meetings. Team meetings include activities such as sharing strategies, modifying plans to infuse interdisciplinary or social-emotional learning opportunities, and feedback on student work. (1F) • School leaders assign a mentor to each novice teacher. Mentors collaborate with novice teachers to provide support in areas such as planning, implementation of instructional practices, and classroom management. (1F) • Mentors routinely observe mentees delivering instruction and provide feedback in a supportive manner. (1F) • PD contains collaborative opportunities for teachers to learn and problem-solve together. (1F) • PD involves minimal lecturing. Instead PD is developed around authentic artifacts, interactive activities, and opportunities for teachers to analyze, reflect, and try out new strategies. (1F) • After PD is delivered, coaching and support are provided to teachers for implementing strategies learned in PD. (1F) • PD contains collaborative opportunities for teachers to learn and problem-solve together. (1F)
Tenet 1 **Phase 3**	• School leaders review progress towards attaining school-wide, grade-level, and content-specific goals. School leaders plan for future professional development and school improvement initiatives based on their findings. (1A) • School leaders, in collaboration with teachers and instructional support staff, analyze student and school-wide data to evaluate the success of the school's academic intervention and enrichment programs. School leaders and instructional support staff address any concerns that are identified. (1B) • Student support staff shares information pertaining to student interventions with families so that interventions can be supported and reinforced. (1B) • The school ensures that both academic intervention and social-emotional learning intervention staff receive feedback about their work and, in collaboration with school leaders, identify goals to work toward. (1B) • Students acknowledge and compliment their peers for improvements and achievements. (1B)

- Service providers and general education teachers collaborate to plan how they will work with students with disabilities to address skills that need to improve. (1C)
- Teachers plan activities to support individual students with disabilities in meeting their goals when planning. (1C)
- The school has an expectation that instruction is individually planned to address the individual student goals for students with disabilities. (1C)
- Prior to the start of the school year, school leaders review historical attendance data to identify additional supports for identified attendance patterns. Students who have a history of being at-risk for attendance are provided targeted supports at the start of the school year. (1D)
- School leaders analyze attendance data by classroom to determine if there are any trends by teachers. School leaders work with teachers where there is high student attendance to determine if there are practices that can be replicated elsewhere in the school. School leaders also explore reasons why students may be less likely to attend some classes rather than others, and when applicable, consider solutions to promote improved attendance. (1D)
- The school's outreach to students with low attendance is personal and done by an adult with a strong relationship with the student or family. (1D)
- Teachers infuse opportunities for students to explore questions of power, fairness, and equity regularly. (1E)
- Teachers continually reflect and examine their own power, privilege and bias. (1E)
- The school's approach toward democracy moves beyond a winner-take-all voting system so that the views that did not garner the most votes are still considered and influence the direction the school takes. (1E)
- Student grades reflect where students ended their learning, rather than where they began, by offering opportunities for retakes and additional supports instead of averaging results throughout the term. (1E)
- School leaders and teachers purposefully schedule time within classes and design assignments that draw upon students' distinct personal qualities and enable students to interact with and benefit from the opinions, ideas, and experiences of others. (1E)
- Subject/Content-area grades are separated from subjective measures like "effort," "growth" and "participation." The school has a policy that class participation grades are separated from grades that indicate proficiency or mastery of concepts, content, and academic language. (1E)

- When a student is suspended, school staff develop a plan to re-engage the student in the school setting upon his or her return. (1E)
- Large group settings, such as recess and the cafeteria, have been reconfigured to be sensitive to the needs of all students. (1E)
- The school makes sure that the mentors assigned to new teachers have experience teaching similar subjects/grade levels. (1F)
- Teachers have regularly scheduled time to share their experiences with implementing strategies learned in PD during meetings with colleagues (e.g., common planning time, team meetings, PLCs). (1F)
- The school has a system in place so that whenever there is a substitute teacher, a teacher that teachers the same grade or subject will stop and check-in with the substitute during the day. (1F)
- Teachers provide colleagues with advice on how to improve their instructional practices through activities such as inter-visitation and mentoring. (1F)
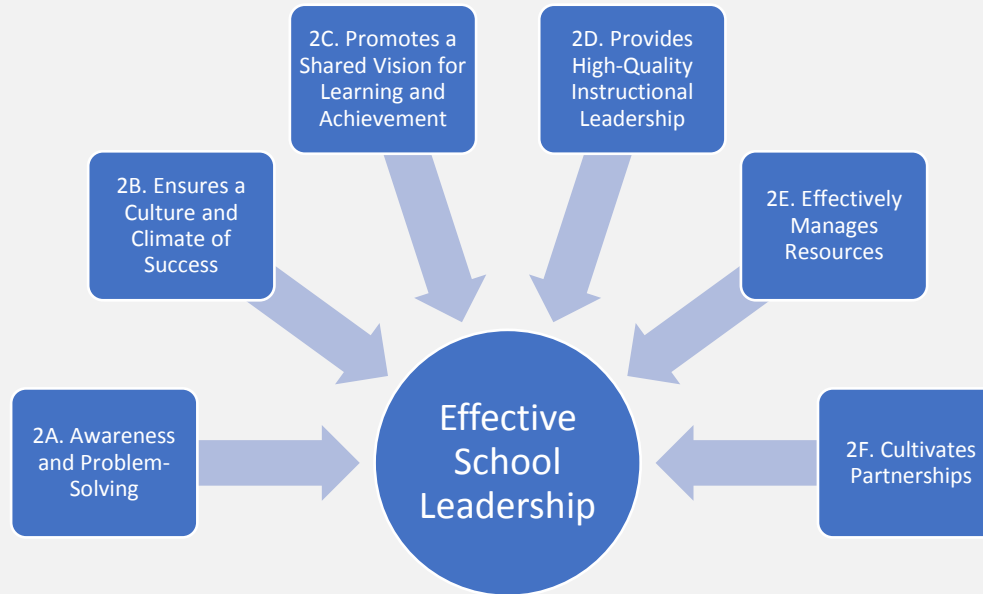
Tenet 2 – School Leadership

Tenet 2 – School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students.

Pillars of Effective School Leadership

- 2A. Awareness and Problem-Solving
- 2B. Ensures a Culture and Climate of Success
- 2C. Promotes a Shared Vision for Learning and Achievement
- 2D. Provides High-Quality Instructional Leadership
- 2E. Effectively Manages Resources
- 2F. Cultivates Partnerships

Effective School Leadership

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Phase	Indicators
Tenet 2 **Phase 1**	• School leaders visit classrooms and other areas of the school (e.g., cafeteria, hallways, playground) to gain insight into the daily operations of the school. When issues arise, school leaders meet to prioritize what issues need to be resolved first. (2A) • The principal consults with their school's administrative staff when considering new initiatives and strategies. (2A) • The principal identifies tasks that should be handled by others and delegates accordingly, allowing the principal to address priority tasks. (2A) • School leaders have established expectations for a school-wide behavior system that includes common rules and incentives. (2B) • School leaders greet students, staff, and families at arrival and dismissal. (2B) • School leaders have shared annual school goals and priorities that are understood by staff. (2B) • School leaders are careful not to overwhelm the staff with a number of new, competing initiatives each year. (2B) • School leaders reinforce the annual school goals and priorities through faculty meetings, professional development, and teacher feedback. (2C) • The principal has established a Leadership Team that shares in decisions of substance pertaining to curriculum, instruction, professional development, and family engagement. (2C) • School leaders have established expectations for the planning and delivery of instruction, such as common elements of lesson plans, collaborative planning norms, and prioritized instructional strategies. (2D) • The principal conducts class visits with their school's administrative staff and teacher-leaders to align expectations for planning and delivery of instruction. The principal reviews and provides feedback on the observations conducted by other administrators. (2D) • School leaders are aware of the key takeaways staff are expected to learn at professional development conducted by others, and school leaders find ways to support staff in the implementation of new practices. (2D) • The principal is mindful of the amount of work assigned to other administrators and to staff and considers the work demands on others when identifying new initiatives and assignments. (2E) • Schools leaders regularly acknowledge the contributions of staff. (2E) • School leaders involve teacher leaders in the hiring and induction process of new staff. (2E)

	• School leaders have established a master schedule that includes time for team meetings, staff training, student interventions, and uninterrupted instruction. (2E) • The school priorities and goals drive school leaders' decisions around how to spend time (e.g., faculty meetings) and discretionary funding (e.g., field trips, materials). (2E) • The principal establishes a school leadership team that meets regularly to review the status of school goals and initiatives throughout the school year. (2E) • The principal has an expectation that all scheduled meetings have an agenda (2E). • The principal identifies performance goals and expectations for any administrative and non-instructional staff that report directly to the principal. (2E) • School leaders provide new staff with mentoring and coaching to foster professional growth. (2E) • The principal cultivates partnerships with families and the community to bring a variety of resources that enrich students' learning to the school. (2F)
Tenet 2 **Phase 2**	• When resolving issues, school leaders meet with staff to get feedback regarding why an issue exists and suggestions to address it. (2A) • The principal consults with teachers and other district administrators for advice when considering new initiatives and strategies. (2A) • The principal listens effectively and analyzes the attitudes, behavior, ideals, and anxieties of others to modify his/her messages and communication style according to the situation. (2A) • When desired outcomes are not achieved, school leaders reflect on how their communication of expectations could have been improved and make modifications moving forward. (2A) • School leaders have shared annual school goals and priorities that are understood by students and families. (2B) • School staff embrace the annual school goals and priorities and confirm that they are the right ones for the school (2B). • Staff takes collective responsibility for achieving the school-wide expectations and goals for student learning and behavior by reinforcing skills and expectations across all school settings. (2B) • The principal celebrates individual, team, and school successes, particularly those related to student learning. (2C)

- School leaders present a unified message and communicate with the enthusiasm and confidence to inspire others. School leaders avoid ambiguity in their messaging. (2C)
- School leaders have identified regular benchmarks to determine if the school is on-track to meet its annual goals. When benchmarks are not reached, the modifications to the school's approach are made. (2C)
- School leaders handle desk-related responsibilities outside of instructional hours to maximize their ability to visit classrooms and interact with staff and students. (2D)
- Feedback from school leaders is consistent. Feedback is actionable and, when applicable, identifies specific expectations to be implemented by a specified time. (2D)
- School leaders routinely visit classrooms together to align feedback (2D).
- School leaders recognize the signs of teacher burnout and use preventative strategies to encourage teachers. The strategies employed are differentiated based on the school leaders' understanding of specific teachers. (2E)
- The principal arranges for teacher candidates to conduct a demonstration lesson with students as part of the hiring process (2E).
- Prior to the beginning of the school year, school leaders analyze student and teacher performance data to review and revise teaching assignments. (2E)
- The principal provides feedback designed to improve performance of all administrative and non-instructional staff who report directly to the principal. (2E)
- School leaders establish a master schedule that includes regular co-planning time for general education and subgroup-specific educators and para-professionals (e.g., special education, English as a new language, speech). (2E)
- School leaders evaluate the use of resources and school partnerships. When resources and partnerships are not yielding the desired effect, the school leaders make modifications based on their findings. (2E)
- The principal selects staff members for increased responsibilities based on their qualifications and effectiveness and closely monitors the work others do when responsibilities are delegated. (2E)
- The principal assigns school leadership team members responsibilities for school initiatives based on their areas of strength and expertise. At school leadership team meetings, team members provide status updates on their assignments and discuss ideas to improve the implementation of the initiatives. (2E)
- The principal provides opportunities for teachers to share their strengths with other teachers. (2E)
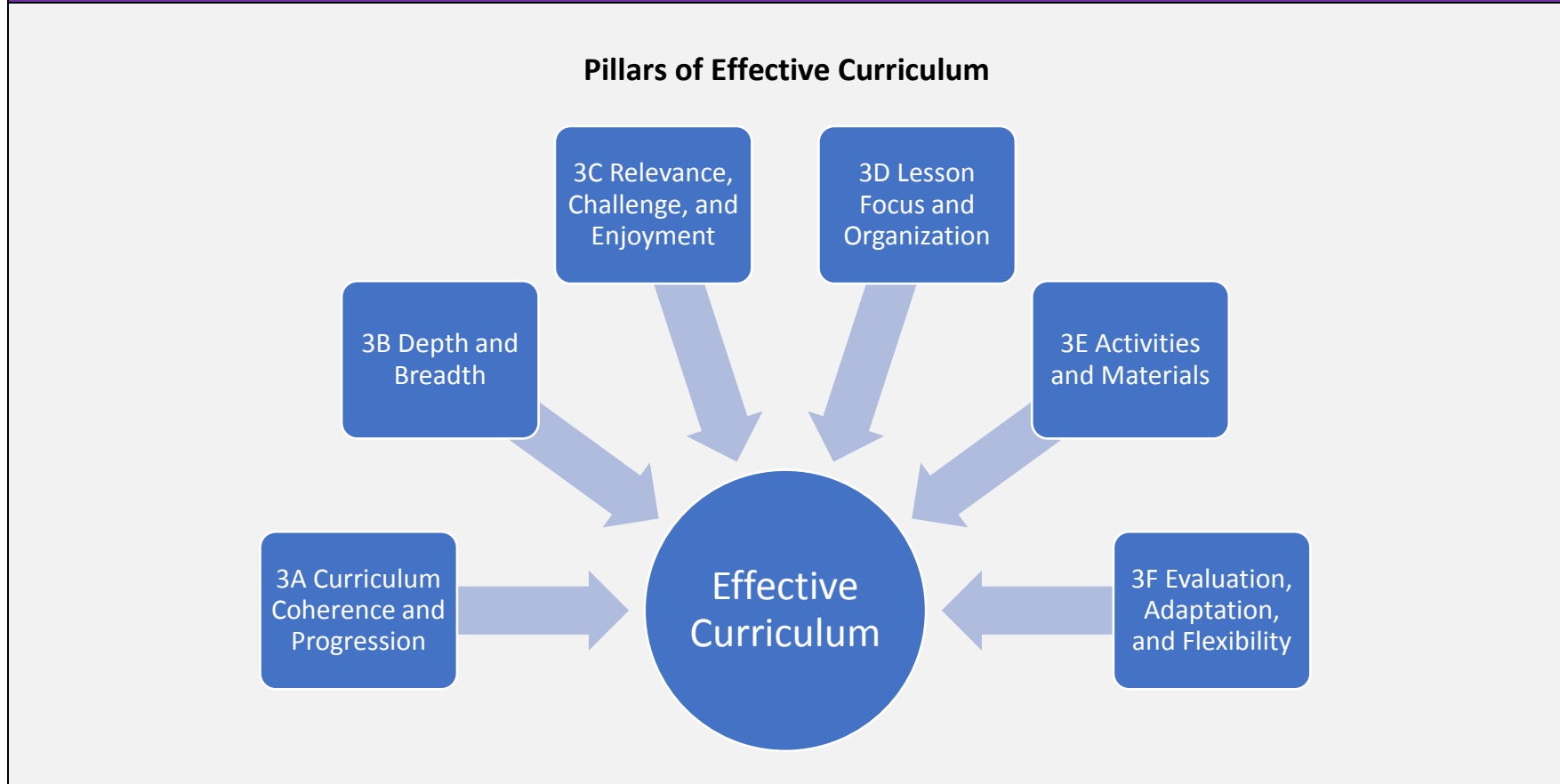
	• The principal conducts exit interviews with all staff who leave the school to understand their motivations for leaving. Principals use this knowledge to enhance ongoing teacher retention efforts. (2E) • The school intentionally integrates the resources of partner organizations and of families to expand the range of learning opportunities. (2F)
Tenet 2 **Phase 3**	• When resolving issues, school leaders meet with students, teachers, and other relevant stakeholders (e.g., families, community members, community partners) to get feedback regarding why an issue exists and suggestions to address it. (2A) • The principal consults with students, teachers, and parents when considering new initiatives and strategies. (2A) • The principal regularly incorporates surveys into his/her leadership to understand the perceptions of staff and other stakeholders. (2A) • The principal purposefully asks for feedback and advice from those who have previously shared differing perspectives on the identified topic when considering new initiatives and strategies. (2A) • School leaders have identified specific short-term benchmarks regarding the implementation of all new initiatives. When benchmarks are not reached, the modifications to the school's approach are made. (2C) • The school's Leadership Team routinely looks at current school performance data and aggregated observation data to make decisions about school improvement and professional development. (2C) • School leaders monitor and analyze assessment and class visitation data to identify grade-level, department, and classroom trends and areas of concern regarding planning and delivery of instruction. School leaders address any concerns that are identified. (2D) • School leaders regularly re-visit classrooms to ensure that teachers are incorporating feedback from previous class visits into their planning and delivery of instruction. (2D) • The school schedule has been purposefully designed to maximize achievement based on data collected previously (e.g., moving core classes to after first period due to tardiness, re-scheduling core classes from after the lunch period due to behavior, moving back the student lunch time, having elementary students eat after recess). (2E) • Staff, students, families, and community members meet regularly to discuss school needs and share ideas and resources that may address these needs. (2F)

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Tenet 3 - Curriculum

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Pillars of Effective Curriculum

- 3C Relevance, Challenge, and Enjoyment
- 3D Lesson Focus and Organization
- 3B Depth and Breadth
- 3E Activities and Materials
- 3A Curriculum Coherence and Progression
- Effective Curriculum
- 3F Evaluation, Adaptation, and Flexibility

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Phase	Indicators
Tenet 3 **Phase 1**	• Plans include methods to elicit students' prior knowledge and reference lessons and activities done previously. (3A) • Teachers adhere to a pacing calendar that ensures that all of the standards are covered during the year. There is a logical progression to the pacing calendar regarding when specific topics and concepts are introduced. (3B) • The curriculum incorporates resources to expose students to diverse cultures, beliefs, and backgrounds. (3C) • Lessons have a clear beginning, middle and end and are organized in a logical manner around specific standards, skills, or objectives being taught. (3D) • Lessons are planned so that students achieve the expected learning by the end of the lesson. (3D) • Lessons include time for delivery of new content, guided practice, independent work, and lesson closure. (3D) • Teachers purposefully develop lessons by connecting grade-level expectations to strategies and topics that are of interest to students. (3D) • Lessons include time for teachers to model problem solving and critical thinking techniques. (3D) • Students know what to do if they finish a task or assignment early. (3D) • Activities, materials, and questions are aligned to grade-level standards and expectations. (3E) • Activities, materials, and questions are prepared in advance to maximize instructional time. (3E) • Activities, materials, and questions include a mix of instructional approaches, such as use of visuals, manipulatives, and checks for understanding. (3E) • Teachers plan to utilize technology applications and tools to support student learning of specific standards, skills, or objectives. (3E) • Teachers plan activities that are designed for students to collaborate with their peers to complete specific tasks. (3E) • Lessons include assessments, such as exit tickets and quizzes, to determine student readiness to move on to the next lesson. (3F)

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Tenet 3 **Phase 2**	• Lessons build off students' prior knowledge of content and concepts and make reference to concepts they may have learned elsewhere and strategies they have used previously. (3A) • Teachers use assessment data to plan what is taught next and to determine when the whole class is ready to proceed. (3A) • The curriculum is designed to include multiple approaches, strategies, and perspectives for students to learn about content and concepts. (3B) • Teachers collaborate with other content area teachers and partners to identify connections across content areas and disciplines. (3B) • Teachers routinely present open-ended problems that require students to consider the pros and cons of multiple possible solutions. (3B) • Teachers provide students with diverse opinions to consider. (3C) • Teachers incorporate student aspirations, cultural backgrounds, and interests into curricula planning. (3C) • The curriculum routinely connects to life outside school. (3C). • Tasks are interesting from the perspective of a student (3C). • Teachers provide student choice to extend student understanding and increase student motivation. (3C) • Lessons are designed to review previous learning and pre-requisite knowledge and skills prior to introducing new content. (3D) • Students routinely make connections within the content being taught and across content areas. (3D) • Lessons provide opportunities for students to identify patterns and see relationships. (3D) • Lessons include a clear purpose that is referenced and apparent in all phases of the lesson. (3D) • Lessons include a planned role for all adults in the classroom. (3D) • Lessons include multiple ways for students to practice the concepts that were introduced. (3D/E) • Teachers plan to expose students to learning outside of the classroom through activities such as community outreach, field trips, and guest speakers. (3E) • Lessons include extension activities connected to the lesson objective for those that finish assignments early. (3D) • Activities, materials, and questions are planned to promote student collaboration and discussions. English Language Learners/Multilingual Learners are enabled to contribute to class discussions in their home languages. (3E)

	• Teachers plan for students to use technology to research, organize, and communicate information. (3E) • Activities include a mix of collaboration techniques such as group work, think-pair-share, and turn-and-talk. (3E) • Teachers plan to utilize technology to expose students to learning outside of the classroom through techniques such as virtual field trips, videos, and communicating with experts. (3E) • Teachers plan to address potential student misunderstandings by including strategies for re-teaching concepts in different ways. (3F) • Assessments and student work are used to formulate student groupings and to plan future lessons. There are defined roles and responsibilities within groups. (3F)
Tenet 3 **Phase 3**	• Teachers use assessment data to adjust curricular pacing and planning for groups of students or individual students within the class. (3A) • Teachers collaborate with other content area teachers and partners to plan for connections across content areas and disciplines. (3B) • The curriculum is designed to include multiple approaches, strategies, and perspectives to apply what is being taught to other contexts. (3B) • Students routinely tackle real-world, open-ended problems where there are no predetermined solutions. (3B) • Students frequently access multiple sources of information and evaluate the validity, usefulness and trustworthiness of information. (3B) • The curriculum allows opportunities for students to evaluate arguments and identify flawed logic, faulty reasoning, and unjustified conclusions. (3B) • The curriculum is designed so that students strengthen their critical thinking skills through frequent opportunities to analyze, evaluate, interpret, and synthesize in all content areas. Students use these skills to evaluate their own ideas. (3B) • Students experience a range of subjects and courses that provide them with high-quality opportunities to develop knowledge, understanding, and skills in all aspects of their education. (3B) • The range of opportunities offered allows all students to experience success and develop confidence in at least one aspect of their education. (3B)

- Teachers provide students opportunities outside of the classroom to deepen their understanding of content through student-directed explorations and activities (3C).
- The curriculum makes regular reference to how the skills being taught are applicable beyond school (3C).
- Teachers incorporate multiple perspectives regarding diverse cultures and beliefs into the curriculum to develop concern, tolerance, care and respect for themselves and others. (3C)
- When applicable, teachers leverage student voice and student choice, including when considering real-world issues or problems for students to pursue. (3C)
- Teachers provide access to curriculum that allows students to understand issues of opportunity and access. (3C)
- Teachers incorporate a range of activities and questions to challenge and motivate all students. (3C)
- All adults in the classroom are involved in the planning of lessons. (3D)
- Activities, materials, and questions are adapted to meet student needs. (3E)
- Teachers plan activities for students to analyze and evaluate evidence, arguments, claims, and beliefs. (3E)
- Teachers plan activities utilizing technology to access, manage, integrate, evaluate, and create information. (3E)
- Activities, materials, and questions require students to solve unfamiliar problems in both traditional and creative ways. (3E)
- Activities and assessments allow students to demonstrate their knowledge and skills in various ways and in varying contexts. (3F)
- Assessments are used to assess student learning and make adjustments during lessons. (3F)
- Group assignments are intentional and based on data. The teacher ensures that all students regularly experience the various roles and responsibilities within groups so that group work is not routinely dominated by a limited set of students. (3F)
- Lessons include time for students to review and discuss the quality of work. (3F)
- Lessons include time for students to self-assess their progress and reflect on learning experiences and processes. (3F)
- Teachers collaborate to review and discuss the quality of student work and plan for delivery of high-quality feedback. (3F)
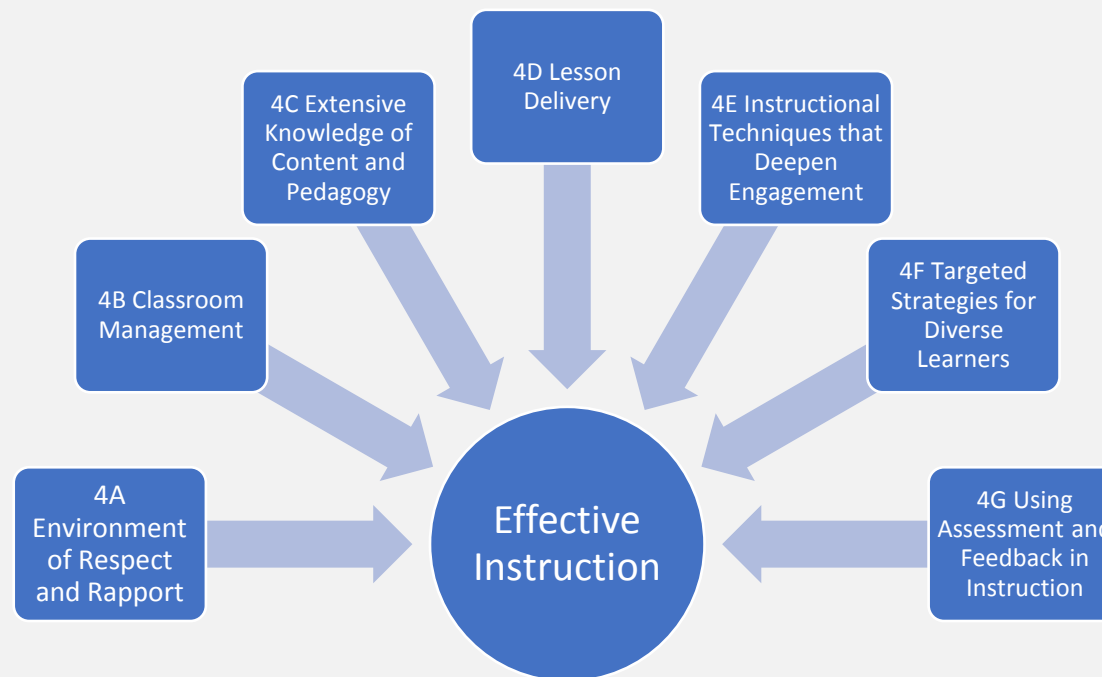
COMPREHENSIVE DTSDE SCHOOL FRAMEWORK PHASES OF IMPLEMENTATION

Tenet 4 - Instruction

Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Pillars of Effective Instruction

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK
PHASES OF IMPLEMENTATION

Phase	Indicators
Tenet 4 **Phase 1**	• Teachers welcome students at the beginning of class. (4A) • Teachers prepare the classroom and any applicable technology before the start of class. (4A) • Students interact with their peers and teachers respectfully. (4A) • Teachers praise student effort and work habits. (4A) • Teacher voice, pace, and mannerisms put students at ease, so they can focus on their learning. (4A) • The classroom environment is organized, neat, and uncluttered. (4A) • The classroom environment celebrates students' accomplishments and welcomes diversity. (4A) • Teachers have established classroom routines and behavioral expectations. Students demonstrate their understanding of these routines and expectations by responding to instructions and/or prompts. (4B) • Teachers re-direct off-task students who need to re-focus attention on their learning. (4B) • Student transitions are timely and require minimal guidance. (4B) • Teachers remind students how long they have left to complete activities. (4B) • Lessons start and end on time with students participating in instructional activities throughout the duration of the lesson. (4B/D) • Lessons are organized and progress in a logical manner and are focused on specific standards, skills, or objectives. (4D) • Students can articulate what they are expected to complete by the end of the lesson. (4D) • Teachers review previous learnings and prerequisite knowledge and skills prior to introducing new content. (4D) • Teachers model and demonstrate procedures with the use of visuals and examples. (4D) • Teachers explain concepts in clear and direct language. (4D) • Teachers give students sufficient time to think before soliciting responses to questions. (4E) • Teachers ask students to make predictions and summarize materials. (4E) • Teachers use scaffolds and other strategies such as manipulatives and visual representations to support student learning. (4E) • Students use applicable technology applications and tools to reinforce previously learned skills. (4E) • Teachers assign students to smaller groups for specific lesson activities. (4E) • Teachers call on all students during the lesson so that all students have equal opportunities to contribute. (4E)

	• Teaching aides and assistants are actively engaged in supporting instruction. (4F) • There are structured supports for reading, writing, and/or math tasks such as charts, reference tables, manipulatives, individual work folders and student grouping. (4F) • Directions and instructions are written on the board whenever possible. Teachers use diagrams or other visual aids to assist in understanding challenging concepts. (4F) • Students with disabilities and ELLs/MLLs work on content aligned with the content of their grade level peers. (4F) • Students engage in productive struggle with complex text, tasks, ideas using strategically selected learning supports and analysis tools. • Classroom walls reflect the linguistic and cultural diversity of the student population in the class (ex. labels, rules, and assignments are posted in English and students' home language(s). (4F) • Teachers provide students with multimodal materials and appropriate scaffolds for purposeful learning of content, analytical practices, and language. Teachers implement assessment strategies, such as the use of rubrics, exit tickets, and quizzes. (4G) • Teachers check the understanding of multiple students to determine when the class is ready to move on to the next phase of the lesson. (4G)
Tenet 4 **Phase 2**	• Students freely share their ideas, opinions, and concerns with teachers and peers. Teachers are non-judgmental when encountering differing perspectives. (4A) • Teachers routinely engage in one-to-one interactions with students (4A). • Teachers connect with families early and often to gather insight into students' cultures, goals, and learning preferences. (4A) • School-wide behavioral expectations are evident, and all staff take collective responsibility for the behavior of students by respectfully re-directing students when necessary. (4B) • Students demonstrate their understanding of school-wide behavioral expectations by responding to instructions and prompts in different settings across the school. (4B) • Teachers make reference to instruction in previous classes to connect new learning to what students already know. (4C) • Students articulate what they are learning and the reason for learning it. (4D) • Students respond to questions and prompts verbally using content-specific vocabulary. (4D) • Students work collaboratively with their peers to complete assigned tasks. (4D)

- Students have conversations related to topics and questions with their peers. (4E)
- Students can articulate connections between what they are learning and everyday life experiences. (4E)
- Students use strategies such as manipulatives and visual representations to support their own learning. (4E)
- Teachers use modeling and think-alouds to foster critical and independent thinking skills. (4E)
- Students use technology to research and explore content. (4E)
- Students answer probing, extending, and clarifying questions asked by teachers. (4E)
- Teachers ask open-ended questions and encourage students to offer multiple possible answers (4E).
- Teachers ask students to justify their reasoning or explain their thinking. (4E)
- Student responses are directed to the whole class or specific students, rather than being only directed to the teacher. (4E)
- During lessons, teaching aides and assistants have specific roles that include answering student questions and providing them with support in completing assignments. (4F)
- During lessons, teachers address misconceptions prior to moving onto the next segment of the lesson. (4F)
- Teachers distinguish between academic language and conversational language and provide consistent explicit instruction in academic language, as well as multifaceted and intensive vocabulary instruction. (4F)
- Teachers are consistently and frequently checking for understanding in ways that allow students to respond honestly without fear of embarrassment. (4F)
- Teachers group students based on formal and informal assessment data. (4G)
- Teachers re-explain concepts in different ways when they detect student misunderstandings. (4G)
- Teachers use inaccurate responses as a means of diagnosing student misconceptions and misunderstandings and use this information to inform subsequent interactions with the student. (4G)
- Students use rubrics to self-assess and revise their work. (4G)
- Students are provided with descriptive feedback on their work. Feedback is used as an opportunity to learn, and feedback informs subsequent student work. (4G)
- Teachers circulate to assess and document student learning of the identified standards, skills, or objectives. During this time, teachers highlight exemplary work and clarify student misconceptions (4G)

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK
PHASES OF IMPLEMENTATION

| Tenet 4

Phase 3 | • Diverse perspectives and views are shared and are respected during interactions. Teachers ensure that alternate points of view are presented without singling out specific students. Students and teachers show appreciation for the viewpoints of others and are active listeners when others present. (4A)
• Teachers make the space for students to respectfully engage in critical issues and challenge the perspectives of others (4A).
• Students can articulate how what they are learning in one class can be connected to what they are learning in other disciplines or content areas as well as life beyond school. (4C/E)
• Teachers anticipate possible student misconceptions and provide students with alternate strategies and support to correct them. (4D)
• Students respond to questions and prompts in writing using content-specific vocabulary. (4D)
• Students invite comments from their classmates. Students challenge one another's thinking. (4E)
• Students extend the discussion by building off one another's responses. (4E)
• After asking higher-order questions, teachers provide thought-provoking follow-up questions based on the responses students provide. (4E)
• Teachers provide students with varied tasks aligned to their needs. (4E)
• Student interactions include discussion, dialogue and debate around content. (4E)
• Students are engaged in class discussions. (4E)
• Students use technology to foster and demonstrate critical thinking, critical expression, and problem-solving skills. (4E)
• Teachers provide students with options for acquiring and demonstrating their knowledge of identified standards, skills, or objectives. (4E)
• Teachers provide descriptive feedback so that students can improve their work independently. (4G)
• Student groupings are adjusted routinely based on recent informal and formal assessment results. (4G)
• Teachers use assessment data to adjust instruction during lessons. (4G)
• Students use rubrics that include both graduations of quality and quantity to strengthen and self-assess their work. (4G)
• Students embrace feedback from both peers and teachers and use the feedback to improve their work products. (4G)
• Students collaborate with teachers to establish and monitor their personal learning goals. (4G) |
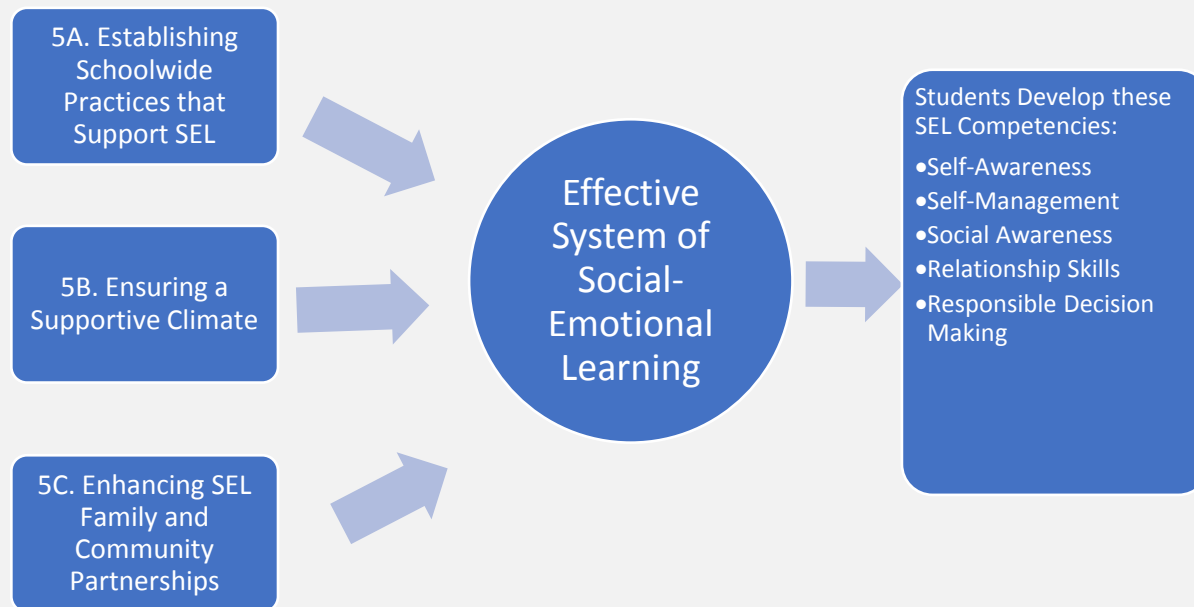
Tenet 5 – Social-Emotional Learning

Tenet 5 – Social-Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Pillars of an Effective Systematic Approach to Social-Emotional Learning (SEL)

5A. Establishing Schoolwide Practices that Support SEL

5B. Ensuring a Supportive Climate

5C. Enhancing SEL Family and Community Partnerships

Effective System of Social-Emotional Learning

Students Develop these SEL Competencies:
- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK
PHASES OF IMPLEMENTATION

Phase	Indicators
Tenet 5 **Phase 1**	• The school has a written process and procedure for staff to refer students in need of additional SEL support. (5A) • The school has measurable annual goals connected to non-academic data, such as school climate survey data and attendance data. (5A) • The school uses surveys to get feedback on school climate, and survey data are formally shared with students, staff, and families. (5A) • The school has a data system that allows staff to record major incidents, minor incidents, office referrals, and specific circumstances that can be used to identify trends, such as location, time, and supervising adult. (5A) • Students complete a variety of self-assessments (e.g., questionnaires, inventories, checklists) so that they have a better understanding of their abilities, traits, capacities, and preferences. (5A) • Teachers make connections to the character traits and social-emotional learning competencies of fictional and non-fictional characters discussed in class. (5A) • Staff model and demonstrate social-emotional learning competencies in the interactions with students and other staff. (5A) • The school provides a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students. (5A) • There is a schoolwide expectation that teachers welcome students by name at the classroom door at the start of class. (5B) • Elementary school teachers send home letters to families in their preferred languages at the beginning of the year introducing themselves. (5B) • It is expected that students participate in the creation of class norms. (5B) • Humiliation, shaming, and isolation are not used as consequences. (5B) • The consequences for students not attending to their learning (e.g. sleeping, tardiness) do not involve removal from class. (5B) • The school has an expectation that teachers will pronounce students' names correctly, and that all students have the opportunity to pronounce their names to teachers at the start of the year. (5B) • Classrooms are arranged to support student discussion. (5B)

	• The school has introduced the concept of growth mindset to teachers and students, and the school has made purposeful efforts to ensure that teachers praise effort, not intelligence. Teachers praise students for hard work and using good strategies, whether students succeed or fail. (5B) • Teachers value and acknowledge the social, academic, cultural, and linguistic assets of students. (5B) • Teachers emphasize that mistakes are a necessary part of growth and learning. Teachers focus on what was or will be learned from the mistake. (5B) • Teachers share short-term class goals with students. Teachers and students monitor class progress towards the goals. (5B) • Teachers give an indication of how many minutes remain to complete assignments so that students are not surprised when the time ends. (5B) • The school has an established location where students and families can find information in preferred languages about opportunities that exist for students outside of the school (e.g., scholarships, internships, summer work programs, extracurricular activities, mentorship programs). (5C) • The school provides an orientation for families new to the school with the help of an interpreter, if the parent desires. (5C) • School staff share with families how they can support their child's SEL strengths and needs at home. (5C)
Tenet 5 **Phase 2**	• Guidance is provided to all staff regarding recognizing student isolation and the various ways to respond. (5A) • Students receiving additional supports have individual goals the students are working toward. If these goals are not met, the school's approach changes. (5A) • The school has an attendance team that reviews attendance data at defined intervals and identifies additional supports for specific students. (5A) • The school has a designated team that reviews behavior data at defined intervals during the school year to identify trends and address areas of need. (5A) • Staff that monitor large group settings, such as recess and the cafeteria, have received training in SEL and in recognizing bullying. (5A) • All staff that interact with students (e.g., bus drivers, school security, cafeteria workers, recess monitors) have been informed of the school's expectations for treating students with respect and dignity. (5A) • The majority of a school counselor's time is spent in direct service to all students. (5A)

- School counselors routinely present to groups of parents and teachers to assist them in understanding how to support SEL needs. (5A)
- Grade-level staff and Department Staff are expected to reserve time in team meetings to discuss integrating SEL competencies into the classroom in developmentally appropriate ways. (5A)
- There is a system in place for teachers and staff who work with the same student to share information about that particular student's SEL needs so that students receive an informed response to their needs.   (5A)
- The school has a policy that students should not be graded on assignments when learning something new.   (5A)
- The school has identified ways for students to strengthen their relationships with students and adults, through strategies such as having the same teacher for multiple years (e.g., looping) or remaining with a group of students for multiple years
- (e.g., academy houses). (5B)
- Students new to the school receive an orientation prior to the first day. (5B)
- The school has a formal process so that students new to the community/area are partnered with a "buddy" student to help integrate the new student. (5B)
- Students are not sent home for dress code violations. (5B)
- Students routinely interact with an adult from a similar racial/cultural background. (5B)
- Group assignments are common throughout the school. (5B)
- Most lessons involve students talking more than teachers. (5B)
- Students are routinely given activities that can be done in more than one way or have more than one solution.
- Teachers avoid rewarding or praising students for finishing work quickly. (5B)
- Students receive recognition for their individual progress, rather than performance compared to others. (5B)
- Students have the opportunity to retake tests and are given guidance and support to improve their grades. (5B)
- Teachers are expected to provide feedback that indicates what the student needs to do to improve and affirms the teachers' belief in the student. Students are expected to make revisions based on feedback they receive. (5B)
- Students have multiple opportunities to extend their learning outside of the school building through field trips and studies connected to the curriculum. (5B)
- Teachers' lessons include time for students to reflect on how they felt during the lesson. (5B)

	• There is a defined process for staff to share concerns noted during the day with the after-school provider that same day. (5C) • After-school programs have access to learning materials used by the school to ensure that students receive continuity in programming. (5C) • The principal or his/her designee has regularly scheduled meetings (e.g., biweekly or monthly) with the director of the after-school program. (5C) • School staff are invited to attend events hosted by the after-school program or other community partners. (5C) • After-school program staff and classroom teachers have identified their preferred method of communication and are in regular contact with one another. (5C) • After-school program staff and other community partners present to school staff about their work. (5C) • The school has a formal means of sharing feedback on student SEL skills (e.g., indicators on the report card, progress reports). (5C) • A section of every school newsletters is set aside for SEL skills, strategies, and updates. (5C) • School climate data is shared and discussed at parent-teacher organization meetings. (5C)
Tenet 5 **Phase 3**	• School leaders make it a practice to provide at least one piece of feedback related to the teacher's support of SEL skills and competencies on all formal and informal observations. (5A) • Students receive guidance and instruction on coping skills and can identify their own triggers of stress. (5A) • A planning team consisting of students, staff, and families reviews survey data, considers root causes, and identifies actions to address areas of need. (5A) • Staff who monitor large group settings, such as recess and the cafeteria, routinely have conversations with students in a respectful way that includes checking in with students and asking them questions. (5A) • There is a system in place to allow teachers of the same student to share SEL supports and strategies so that the student can receive a consistent approach from the school staff. (5A) • Teachers have been directed to reach out to their students' former teachers to learn about past observations of SEL skills and the effectiveness of previous SEL strategies. (5A)

- Teachers can quickly learn if a student has a sibling in the school. When a teacher has concerns about what a student may have experienced at home, the teacher will reach out to the sibling's teacher and other necessary staff to coordinate a response. (5A)
- Students routinely reference what other students have shared when responding in class.   (5B)
- Students have choices in the activities they do. (5B)
- Students routinely give their peers constructive feedback. (5B)
- Students routinely engage in projects, long-term assignments, or other tasks that require perseverance. (5B)
- Students participate in projects designed to improve their community. (5B)
- Students receive recognition for their individual progress, rather than performance compared to others. (5B)
- Students routinely reflect on how they handled new experiences, can identify what they found challenging, and can determine strategies so that future efforts can be successful. (5B)
- Students independently develop and monitor their own student-specific short and long-term goals that are realistic and challenging. (5B)
- Students reflect on their progress towards achieving their goals and can explain how to improve. (5B)
- Teachers incorporate assigned roles and responsibilities to various group assignments to help support equitable distribution of the work. (5B)
- Students employ conflict resolutions strategies to resolve disagreements. (5B)
- The recognition and reward systems the school uses are also used by the after-school program. (5C)
- Families are able to identify questions they would like to see in school climate surveys. (5C)
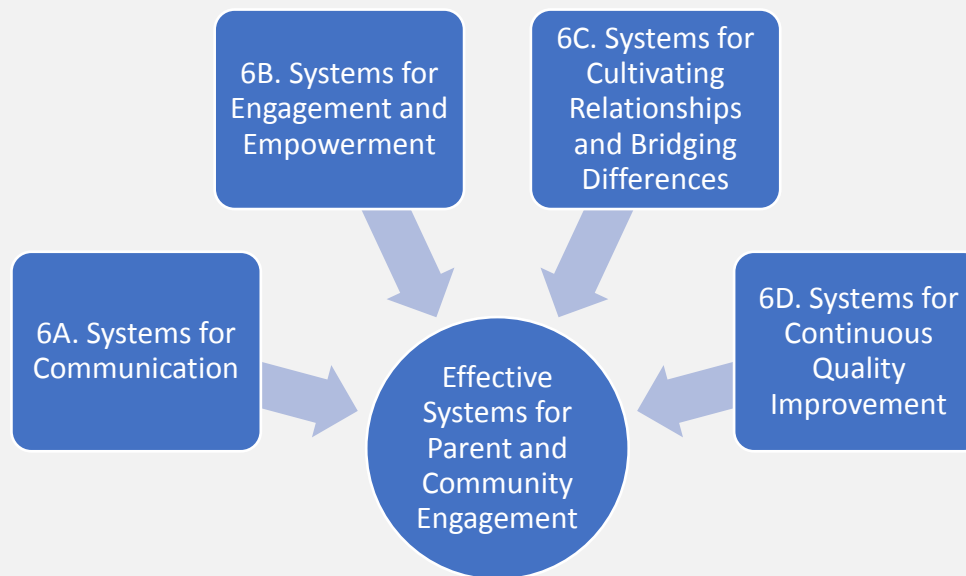
COMPREHENSIVE DTSDE SCHOOL FRAMEWORK
PHASES OF IMPLEMENTATION

Tenet 6– Parent and Community Engagement

Tenet 6– Parent and Community Engagement: Effective schools develop a systematic approach to Family and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

Pillars of Effective Systems for Parent and Community Engagement

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK
PHASES OF IMPLEMENTATION

Phase	Indicators
Tenet 6 **Phase 1**	• The school offers regular workshops and information sessions that help families understand how children learn and are being taught. These are offered in families preferred language. (6A) • The school sends home an information packet to all new families in their preferred language that has been designed to provide an orientation to the school and its expectations, procedures, and services offered. (6A) • The school leaders share with parents the diverse instructional program models for ELLs/MLLs (e.g., ENL, Bilingual, Dual Language) and honor their choices for the child. (6A) • The school has guidance related to programs, requirements, courses and assessments that supports families understanding of what is needed for successful and timely grade-level/course completion on their trajectory toward graduating college and career ready. (6A) • The school has designated staff that provides outreach to families in their preferred language. (6A) • Written communications are sent home in the most prevalent languages. (6A) • A school newsletter is sent home regularly at defined intervals (e.g., biweekly on Fridays). The newsletter includes information about both learning and events at the school. (6A) • Teachers ask parents about their children and leverage the knowledge of parents about their child's interests, learning style, learning preferences and prior educational experiences (6A) • Teachers share information about what is being taught with families at least once a month. (6B) • Graded student work is sent home at least once per week. When students are struggling, teachers contact families. (6B) • Families are surveyed annually by the school and the results are shared with families. (6B) • Local organizations and businesses meet with school staff to discuss the services they provide. (6B) • Office staff are friendly and courteous. (6C) • The school has a parent organization, and all families are invited to attend these meetings. (6C) • Some teachers attend parent organization meetings and other events for families. (6C) • Staff routinely refer students and parents to education and recreation programs in the community. (6C) • School leaders meet with community leaders and visit community organizations to discuss the challenges that families in the community face. (6C)

	• The school has posted common words and phrases (e.g., "welcome," "how can I help you," "restroom") that represent the most prevalent languages. (6C) • Teachers know the languages families in their classroom speak at home. Teachers work with school leaders to access translation and interpretation services to communicate with families. (6C) • Books that reflect the most prevalent languages and cultures within the school are displayed and readily accessible in the school library and classrooms. (6C) • The school makes funds available to assist families with financial hardships in attending school events and field trips. (6C)
Tenet 6 **Phase 2**	• The school offers regular workshops and information sessions on topics that families recommend. (6A) • The school makes personalized calls to all new families in their preferred language before the school year begins to welcome and address families' questions and concerns. (6A) • The principal shares data with families about the school and describes how the school is working to make improvements at least once per quarter. (6A) • Families receive information and materials from teachers in their preferred language to help their child at home at least once per month. (6A) • Families know who to contact at the school if they need assistance and support. (6A) • Translators in the most prevalent languages are available at parent-teacher conferences. (6A) • Articles in the school newsletter and on the website discuss the work students are doing and include suggestions on how families can help at home in their preferred language. (6A) • Multiple methods are used for families to communicate with school personnel, such as e-mails, school-to-home journals, social media, and phone calls. (6A) • Families regularly share their perceptions and provide feedback to the school. Survey results are routinely shared with families. (6A) • School leaders share with families the objectives and topics that staff learn about on staff development days during the year when students are not in attendance. (6A) • In schools where students have multiple teachers, including secondary schools, all families are aware of someone they can contact at the school about their child. (6A).

	• Graded student work with teacher comments are sent home regularly. (6B) • Teachers share student work and discuss how it can be improved at parent-teacher conferences. The school keeps a record of the families who attend parent-teacher conferences. (6B) • Families are provided with guidance on questions to ask the school regarding their child's progress and placement. (6B) • Family survey data is analyzed to identify trends and areas of concern. Families are involved in planning how address the identified areas of concern. (6B) • Families share how they would like to be involved with the school. (6B) • Local organizations and businesses are invited to share information with families at workshops and information sessions. (6B) • Staff learn about effective approaches to working with families from diverse cultural and linguistic backgrounds. (6C) • Teachers participate in different ways at parent-teacher organization meetings. Teachers commonly attend family events. (6C) • School staff personally invite families who represent the diverse populations of the school to participate in parent organization meetings. (6C) • Teachers and families have frequent opportunities to meet face-to-face and get to know each other. (6C) • School leaders invite community leaders and organizations to discuss with staff the challenges that families in the community face. (6C) • Staff collaborate with community-based after-school programs to exchange ideas and information. (6C) • Displays (e.g., bulletin boards, show cases, student work) within the school reflect the different cultures and languages of the student population. (6C) • Teachers incorporate into their lessons multilingual books that represent students' cultures. (6C)
Tenet 6 **Phase 3**	• The school hosts an orientation session for all new families before the school year begins and throughout the school year as needed. (6A) • Teachers contact each family at least once per month with an update on their child's progress. (6A) • Translators in the most prevalent languages are available at school functions and events. (6A) • School leaders adjust school policies and practices based on the feedback provided by families. (6A) • Articles in the school newsletter reference school-level data and describe how the school is making improvements. (6A) • Students discuss the quality of their work during parent-teacher conferences. (6B)

- Families who have not attended parent-teacher conferences are personally contacted to make arrangements to discuss student progress. (6B)
- School staff works with families to access the services of local organizations and businesses before and/or as needs arise. (6B)
- Staff regularly identifies activities for students and families to do together at home. (6B)
- Families are able to regularly observe classroom instruction. (6C)
- The parent organization's leadership team is reflective of the school's diverse populations. (6C)
- The parent organization solicits the perspectives of various parents to understand their sentiments and concerns, and the school has a system in place for parent representatives to regularly check-in with the principal, and when applicable, share the feedback other parents have provided. (6C)
- School staff reviews and revises school and classroom policies based on the challenges that families in the community face. (6C)
- The school hosts multiple cultural events during the year that are jointly led by families and school staff. (6C)
- After-school program staff are invited to attend school-based professional development. (6C)
- The school leaders invite parent leaders and families to relevant professional development activities. (6C)