

Stronger Together: Family and School Partnership Scanning Tool

Introduction

This scanning tool is designed for Alaska Family Engagement Center partners to look at their own family and school partnership at a district, community, school or classroom.

Because families, school staff, and students might have differing perspectives, it can be helpful to have a small team or some conversations about this.

Some good ways to get a sense of different perspectives is through using survey responses, dialogues, conversations with individuals, and other feedback.

The responses here will guide your focus areas for family and school partnership over the next several years in this grant. It will also help shape the training, tools, and materials that are developed and available to school districts in our state.

There is additional guidance on page 23 about how to fill this out and how to get the conversation started.





Instructions

Step 1) Read through the list of Stronger Together building blocks, found linked throughout this document:

Building Block 1: Mindset	Building Block 2: Relationships	Building Block 3: Cultural Responsiveness
Building Block 4: Links to Learning	Building Block 5: Skills and Confidence: Focus Communication , or Key Transitions & Milestones	Building Block 6: Co-Regulation & Trauma-Engaged School , Services & Program Supports for Diversity, Equity & Inclusion

Step 2) Decide which 3 building blocks or sections you would like to start with. Many folks like to start with mindset and relationships first, but teams can choose to start anywhere. You may also want to decide if you are looking at a school or district or a set of schools.

For steps 3 & 4, we offer some tips on how to get started at the end of this document ([Getting the Conversation Started](#)):

Step 3) Decide as a team who will get information from different sources (For example, School Climate and Connectedness family, student and staff results, dialogue harvests, or talking with partners and various staff to get insight, or hosting dialogues). You can always go deeper after you have made some decisions.

Step 4) Come together as a team to discuss. Remember your team could have community partners, certified and classified school staff, student representatives, and administrators. AASB staff can also help facilitate your team conversation.

Step 5) Develop a schedule & fill out the scan for the three building blocks you have chosen. (A) This is just a starting point. Use the building blocks to think about strengths and opportunities. Feel free to highlight, circle or note as needed within the scan to help with completing steps 6-9.

For steps 6-9, we offer a [sample tool](#) that can be used to organize your thoughts for each building block. [Extra blank copies](#) can be found at the back of the document. Feel free to use other tools as preferred by your team (excel spreadsheet, graphic organizers, etc).

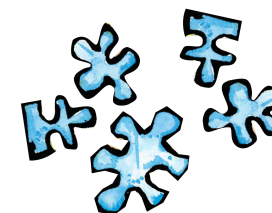
Step 6) Note your school/district [strengths](#). (B)

Step 7) Note any [opportunities](#) you have to have a high impact on your family and school partnership. (C)

Step 8) [Choose 1-3 outcomes](#) that you would like to work on in the next year. (Note which have high impact and what effort level). (D)

Step 9) [Answer 3 questions](#) about how you might achieve the outcomes you have chosen. (E)

Step 10) Put your documents in your **district folder** on the google drive. This is a folder only for your district team and AASB staff and Education Northwest Evaluators. This information will not be shared with other people, but will be used to track your progress over time.



Sample Tool For Your Team

This tool is not required to be used, but can be a good starting place. Feel free to use other tools as preferred by your team (excel spreadsheet, graphic organizers, etc).

(A) Building Block Focus #1:

(B) Strengths in our school and/or district

Description (feel free to copy and paste number/letter combinations from building blocks below)	Success factors or opportunities for expansion
1. 2. 3.	

(C) Opportunities/Gaps

Description (feel free to copy and paste number/letter combinations from building blocks below)	If I do this then...
1. 2. 3.	

(D) **Choose 1-3 outcomes** that you would like to work on in the next year, note which have high impact and what effort level. Sample outcomes are available at the end of this document. ([Sample outcomes](#))

In one month, we can:	In six months, we can:	In one year, we can:
In two years, we can:		

(E) For each outcome, answer the following:

	Outcome 1	Outcome 2	Outcome 3
What is a good indicator to let us know we were successful?			
What steps do we need to take to get there?			
Which of these steps will have the most impact for medium to low effort?			

Building Blocks

Stronger Together building blocks can be found on pages 6-23, or found linked throughout this document:

Building Block 1: [Mindset](#)

Building Block 2: [Relationships](#)

Building Block 3: [Cultural Responsiveness](#)

Building Block 4: [Links to Learning](#)

Building Block 5: [Skills and Confidence: Focus Communication](#), or [Key Transitions & Milestones](#)

Building Block 6: [Co-Regulation & Trauma-Engaged School](#), [Services & Program Supports for Diversity, Equity & Inclusion](#)

BUILDING BLOCK 1:

MINDSET

Partnering with families makes a big impact on students, and we want the best for our students. This is just what we do at our school.

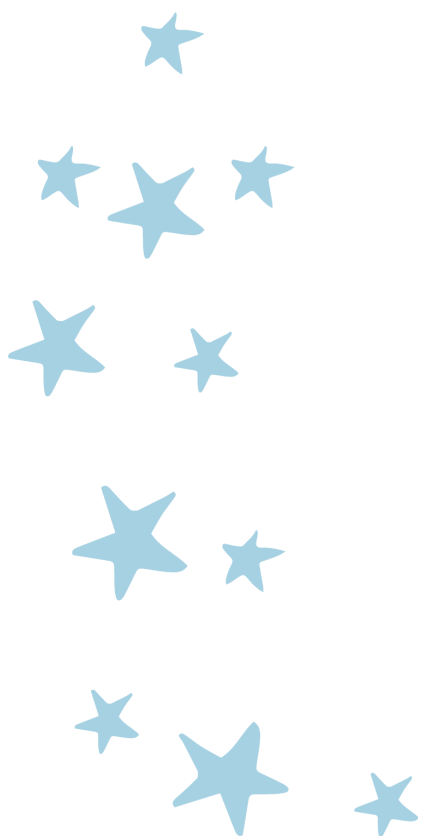
- Alaska principal



Mindset/Shared Understanding

Preparing / Starting	Applying	Refining / Sustaining
1a. We review family, student and staff school climate survey responses that help us better understand our family and school partnerships.	<p>1b. We use this data and conversations to inform our family and school partnership priorities.</p> <p>1c. We set measurable goals for our district and each of our buildings to improve family and school partnership.</p> <p>1d. Our strategies and steps to achieve this goal are actionable.</p> <p>1e. We prioritize learning from families and this informs our approaches (through dialogues, home visits, etc).</p>	<p>1f. We regularly review our progress and get feedback to make improvements on our goals.</p> <p>1g. We understand what worked well and what can be improved.</p> <p>1h. We share our successes and work to embed them in standard district or campus processes.</p>
2a. Our team agrees that understanding the strengths, hopes, and learning goals of each family and their students are important.	<p>2b. We spend time at the beginning of each year in conversations and through other mechanisms to understand the hopes and learning goals of each family.</p> <p>2c. We keep track of this information to help inform educational approaches and updates.</p>	<p>2d. There are protocols and tools provided to incoming staff to support family partnership.</p> <p>2e. Family relationship building is embedded into progress monitoring.</p> <p>2f. We assess and refine our approaches to learning from families.</p>
3a. Staff continue to learn about family and school partnership and are in the role of lifelong learners.	<p>3b. Staff reflect on learning areas and identify key learning opportunities for their success.</p> <p>3c. Staff have opportunities to access self-paced, in-service, and coaching to strengthen the Cs of family and school partnership (see Stronger Together Framework for more information if needed).</p> <p>3d. School staff are actively involved in learning about school and family partnership in each of their building goals.</p>	<p>3e. Family and school partnership questions are embedded into all of our professional development.</p> <p>3f. Family and school partnership.</p>

<p>4a. Families are team members in learning, teaching, and supporting key transitions for the student. (kinder, reading milestones, post-secondary identity and bridging)</p>	<p>4b. Staff and families understand key developmental milestones that can be helpful to transition students.</p> <p>4c. Staff have experimented with various approaches to support family partnership during key transitions.</p>	<p>4d. Schools and districts have regular routines for students, staff and families at specific grade levels.</p> <p>4e. Schools have embedded transition practices (see confidence section).</p>
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BUILDING BLOCK 2:

RELATIONSHIPS

Talk with young people about their families, and notice ways that kids are supported and loved by their family members.

- Fairbanks educator



Establishing, Maintaining, or Restoring Relationships

Preparing / Starting	Starting / Applying	Refining / Sustaining
5a. Our school district leadership communicates the importance of building, maintaining, and restoring relationships.	<p>5b. Staff use time to build relationships with families early in the school year: sharing specific positive actions and pictures to share each student's progress.</p> <p>5c. School staff tracks whether they are building, maintaining or restoring strategies with each family.</p> <p>5d. We personalize relationship-building strategies and invite others to help if we are not getting our desired result.</p>	5e. Our district staff share best practices and lessons learned on relationship building.
6a. We offer training and coaching to support relationship building, collaboration, and trust building.	<p>6b. The majority of our school staff understand how to build a spirit of collaboration and trust.*</p> <p>6c. School staff have begun to embed trust, collaboration and relationship-building practices to establish, maintain, and restore relationships at the beginning of the school year.</p>	<p>6d. We have adopted school or district-wide practices that build relationships.</p> <p>6e. We have tools, scripts, and strategies to offer new staff as they begin relationship building.</p>
7a. We understand how all relationships with caring adults can help student learning and well-being.	<p>7b. We share tips and offer opportunities that help families deepen their relationships with their own child through play and learning.</p> <p>7c. We host relationship-building opportunities in and outside of the school.</p>	<p>7d. We have a bank of resources to build relationships between caring adults and students.</p> <p>7e. We have calendared predictable and consistent opportunities for families.</p>



BUILDING BLOCK 3:

CULTURAL RESPONSIVENESS

*Don't teach me about my culture,
but use my culture to teach me.*

- Benny Shendo



Cultural Responsiveness and Humility

Preparing / Starting	Applying	Refining / Sustaining
<p>8a. Our district understands that family partnership is an essential part of culturally affirming learning.</p> <p>8b. Our district has access to people, content, and resources to link learning to place.</p>	<p>8c. We include lesson plans and questions that encourage students and families to include their languages, cultural stories, history, knowledge, and innovations in social emotional and academic learning.</p> <p>8d. Our curricula and postsecondary preparation include regionally accurate histories, local leaders, subsistence, and survival skills.</p> <p>8e. Our lesson planning tools create space for teachers to incorporate questions into each lesson that draw on community experiences and knowledge.</p>	<p>8f. We reflect on our daily instructional practices (way of teaching, content, lesson planning) and ensure we are building on cultural knowledge and ways of learning to accelerate learning and family involvement.</p> <p>8g. Families can expect similar ways of teaching and culturally affirming practices in most classrooms in our building.</p> <p>8h. We have a centralized place for school staff to access regional and community-specific content.</p>
<p>9a. Our school has committed to creating a culturally safe and welcoming space for all families and students.</p>	<p>9b. Grandparents, aunts, uncles, parents, or other guardians help inform culturally specific family and school partnership ideas.</p> <p>9c. There are cues in my school, my classroom, and my materials that this is a culturally safe space for community members (art, history, leaders, culturally significant materials, Elder presence or community use spaces).</p> <p>9d. We offer and support opportunities that help parents, grandparents, and families heal from past hardships and inequities experienced through the educational system.</p> <p>9e. We have structures for families to help other families feel comfortable in the school.</p>	<p>9f. We have an on-going list of contacts in the community and relationship tree to contact cultural resources in our community.</p> <p>9g. We have policies about cultural safety and culturally responsive environments in our policies and handbooks.</p> <p>9h. We take feedback and continue to improve our physical and social environment.</p> <p>9i. We have long-term family community space within our school building.</p>
<p>10a. Our school prioritizes on-boarding new staff to the culture, community, and families.</p>	<p>10b. Staff that are not from the region have specific opportunities to understand the modern-day culture and community.</p> <p>10c. Staff are able to learn about the history of families and</p>	<p>10f. On-boarding policy includes culturally responsive training.</p> <p>10g. School staff provide feedback about helpful areas of learning and training.</p>

	<p>students in the region including the impact of boarding schools and Bureau of Indian Affairs relocation.</p> <p>10d. Staff learn about the languages and cultural groups of students in my school.</p> <p>10e. Staff are able to able to observe other teachers who are able to embed culturally responsive practices.</p>	<p>10h. We collaborate with families and community partners representing all backgrounds to improve cultural understandings.</p>
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BUILDING BLOCK 4:

LINKS TO LEARNING

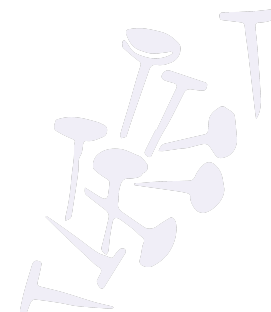
Invite parents in to celebrate their children's growth and successes.

- Second-grade teacher



Linked to Learning

Preparing / Starting	Applying	Refining / Sustaining
11a. We work collaboratively with families to set goals for their student.	<p>11b. We show families what children are learning, and demystify grade-level standards and assessments.</p> <p>11c. We review student data or information with families and ask them what they are seeing and set goals together.</p> <p>11d. We provide regular updates on current class assignments and academic progress; families know how, when, and why to access tools like PowerSchool.</p> <p>11e. We discuss semester goals as well as ways families can support learning.</p> <p>11f. We seek input on how to improve learning support.</p>	<p>11g. We offer student-led family-teacher conferences.</p> <p>11h. We have suggested processes and tools for schools and families to share and review information.</p> <p>11i. We have multiple opportunities each year to review student progress.</p>
12a. We believe we can achieve goals best when working with families and students.	<p>12b. We help families understand their role at different stages of development and how they can best support school standards and academic learning.</p> <p>12c. We discuss goals for the future with students and families, and link to opportunities in and out of school to explore and build skills.</p> <p>12d. We work together to manage behaviors and support social and emotional growth.</p>	<p>12e. We seek input for improving approaches throughout the year.</p> <p>12f. We do exit interviews with families to improve our approaches to collaboration.</p>



BUILDING BLOCK 5:

I always had clear roles for families, but I realize now I did not actually think of them as a true partner. These were my expectations and requests. I realize now there are ways we can both decide how to work together to support each student.

- Alaska teacher

SKILLS AND CONFIDENCE



Building Confidence and Skills: Focus Communication

Preparing / Starting	Applying	Refining / Sustaining
13a. We believe families are experts on their own children.	13b. We ask families to help us get to know their child and build on their expertise. 13c. We work as a team to help students achieve their best outcomes. 13d. Families are actively bringing ideas on how to work as a team.	13e. We have gained a wealth of knowledge from each family on how to best support their child's motivation, and regulation. 13f. School staff are trained to use family and school team models in our district and school.
14a. We have a shared understanding that families greatly shape student's perceptions and feelings about school.	14b. We offer tools and opportunities for families to talk to their child about school while doing daily activities (cooking, shopping, harvesting, cleaning, watching tv or reading stories). 14c. We encourage families to talk about social/emotional and academic learning through extension activities, prompts, and daily practices. 14d. We actively seek families to serve as decision-makers about our school.	14e. We share best practices in communication and systematically share these practices with our school teams. 14f. We have active participation in decision-making about the school.
15a. We understand that we will need to use a variety of strategies to communicate effectively with all of our students' families.	15b. We use a variety of contact strategies including in-person, phone, and digital platforms to create two-way conversations. 15c. We offer regular support to families to use digital platforms.	15d. We hand off family strengths and communication strategies to teachers in the next grade level. 15e. Our communication strategies encourage two-way communication and shared reflection.
16a. We talk and think about communication as an opportunity to strengthen family and school partnership.	16b. Our communication is proactive and includes positive, culturally responsive, and team-oriented strategies. 16c. We create quiet and space in speaking in order to adapt to our families' communication styles.	16f. We refine family and school roles and opportunities for partnership based on family feedback. 16g. The school has formal and informal structures to support families to hold conversations with school leaders.

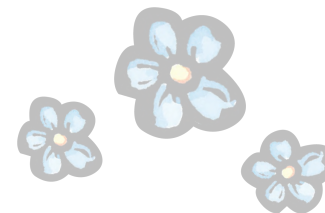
	<p>16d. We keep track of the best way to get in touch with each family.</p> <p>16e. We enlist help when we are unable to find a successful strategy to get in touch with families.</p>	
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Building Skills & Confidence: Key Transitions & Milestones

Preparing / Starting	Applying	Refining / Sustaining
17a. We have identified and defined opportunities and roles for families at each grade level. (See 18a and 19a)	17b. We clearly share opportunities and roles for families at each grade level that links to learning, decision-making, or other opportunities at home.	17c. We follow up with families after an opportunity or event to learn more about their experience and how to improve them.
18a. Kinder transition: We have dedicated staff time to build strong kinder transition structures for families.	<p>18b. We offer opportunities for parents to build their parenting knowledge and skills from Elders, peers, partners and educators.</p> <p>18c. We offer engaging strategies to help families know how they can be involved in their children's schooling in pre-k and kindergarten.</p> <p>18d. Families are frequently invited to participate in and celebrate their child's learning.</p> <p>18e. We encourage families to promote language and literacy through play, song, storytelling, conversation and reading.</p>	<p>18f. We go beyond working with one teacher and one family, but also work with early learning programs including Early Head Start, childcare programs, tribal entities, and other non-profits to make smoother transitions and prepare families.</p> <p>18g. We regularly review our enrollment procedures and communication materials to reduce jargon and make it easier for new families to enter the school system.</p> <p>18h. We connect new families to existing families or parent networks to foster a welcoming environment.</p>
19a. Literacy and Reading: School staff are actively working with families to achieve literacy and reading goals.	<p>19b. School staff and families review examples of good work to understand what a student's successful learning looks like.</p> <p>19c. Families and school staff meet regularly (4 or more times a year) to discuss how each school program or activity links to student learning.</p> <p>19d. Student work is displayed throughout the school in a way that shows how it meets academic standards.</p> <p>19e. Schools share simple and fun strategies for supporting literacy at home such as reading at home, reading along, letter identification, and writing opportunities. Some ideas can be found online here.</p>	<p>19h. School staff maintain portfolios of students' work for families to view at key times during the year.</p> <p>19i. Schools work with partners to help connect families with books and other resources to support literacy at home.</p>

	<p>19f. Schools encourage home languages (Alaska Native and international), songs, storytelling, and questions to encourage literacy at home.</p> <p>19g. There is evidence of successful collaboration between school and parents about Individual Reading Improvement Plans, instituted by The Reads Act for students K-3.</p>	
<p>20a. Post-secondary Bridging and Identity: We intentionally talk with our families and students about their hopes and dreams for their future at an early age.</p>	<p>20b. We work with community members and families to explore career options and how students can contribute to their communities now and in the future.</p> <p>20c. Our curriculum fosters exploration of family and cultural history and strengths that might influence postsecondary and career goals.</p> <p>20d. Families understand what academic track (i.e. math) students are on and also understand how they may help students navigate to a different track.</p> <p>20e. We let families know about options for funding postsecondary education (529 saving programs, FAFSA completion, the Alaska Performance Scholarship and other scholarship opportunities).</p>	<p>20f. Our students review their personal learning & career plan or portfolio with school staff and their families each year.</p> <p>20g. The school develops programs to help families learn and connect with each other to discuss career and planning.</p>



BUILDING BLOCK 6:

CO-REGULATION

If someone speaks to you in anger, you have two choices if they want an answer. Choose to respond in calmness. You may calm them and you won't feel regret at your response.

- Nelson Angapak



Co-Regulation and Trauma-Engaged School

Preparing / Starting	Applying	Refining / Sustaining
21a. We are committed to developing a common language and share some common practices for helping students and families to strengthen social-emotional skills.	<p>21b. We talk with families about how they talk about social and emotional well-being.</p> <p>21c. We create common frameworks to build student well-being and social and emotional skills (example, AGILE, cultural practices, Calciraq, etc).</p> <p>21d. Families share information with school staff to help shape positive behavioral management skills and knowledge of appropriate expectations for their children.</p>	21e. Families and schools are using the same language and resources for talking about social-emotional skills, grief, and navigating feelings.
22a. We embed cultural practices and activities to regulate emotions.	<p>22b. We offer time with Elders, using drums and dance in the classroom, words in students' language, or other practices.</p> <p>22c. We understand community protocols, ceremonies, and processes to help communities better understand expectations, rites of passage, grief, or each individual's role in the community.</p>	22d. We have adopted culturally specific trauma-engaged approaches for our school.
23a. We have identified approaches to work together using common self-regulation and co-regulation practices.	<p>23b. We provide discussions and easily-accessible information to families and guardians about self-regulation development and caregiver co-regulation specific to each developmental stage from birth through young adulthood.</p> <p>23c. We offer strategies for school staff and families to manage stress.</p>	23d. We have integrated (MTSS - targeted supports) supports for families who have been historically underserved.
24a. We offer training for community members and families to support mental health needs.	24b. We offer youth mental health first aid and mental health first aid to provide tools to navigate mental health needs in the community.	<p>24c. We have consistent mental health referrals and wrap-around support for students and families.</p> <p>24d. We have policies that support student and family mental health services.</p>

You can also use this checklist, [Family Partnership](#) - under 'Milestones.'

Services and Program Supports for Diversity, Equity and Inclusion

Preparing / Starting	Applying	Refining / Sustaining
25a. We are committed to designing family workshops to serve families' needs.	<p>25b. We offer parent training and conversations for families with special needs.</p> <p>25c. We offer parent training and conversations for families that are English Language Learners to explore how I can help at home.</p> <p>25d. We offer workshops for families on post-secondary identity and preparation.</p> <p>25e. We offer workshops for families on trauma-engaged schools.</p>	<p>25f. We have staff trained to host conversations to support E.L.L. families and other specific family needs.</p> <p>25g. We have annual schedules to share that offer workshops for families with specific needs.</p>
26a. We continue to train family members and community members to have school roles.	<p>26b. We offer workforce development training for community members to become classified staff.</p> <p>26c. Classified staff are trained to offer a key liaison role between the school and community.</p>	26d. We have a consistent process for recruiting and training community members interested in classified staff training.



Getting the Conversation Started

Are there agreements you want to set as a group (adapted from First Alaskans Institute):

- To listen to understand and speak to be understood
- Challenges to solutions
- Take our hat off to work together
- Value each other's time
- Bring humor and fun
- Commit to building relationships through this process
- Follow through on commitments or let team members know what to expect

Designate roles and set key dates:

Who is good to get input from other staff? Who might be able to check in with some students and families?

School climate as a tool for reflection:

There are student, staff, and family surveys.

Who will pull out key data to look at to answer questions? AASB can help if you are not sure how to get access to your data.

Some examples include: This school is a welcoming place for families like mine; The school regularly shares with me how my child is doing at school; This school provides training opportunities for staff on how to effectively partner with families; I know specific skills and strategies I can use to partner with families at my school (for a full list, click [here](#)).

Conversations with families and longer-term community members?

Hosting community dialogues can be a helpful way to create a shared vision for family and school partnerships, but if there is not enough time some of our longer-term staff or staff that have longer-term relationships in the community might be able to ask some families that are not as engaged and have higher engagement a few questions. Questions can include prompts for families to think about the strengths and opportunities they see.

- What do you think the district or school staff do to support families of students in this school?
- What do you really love about this school?
- What do you wish schools were doing to link families to school?

AASB can provide several others that have been used successfully.

Some questions for school staff?

What staff member may be a good person to reach out to a few staff to get their point of view?

Would it be good to ask questions at a staff meeting or individually? Or is there another time to offer a tea-time conversation?

Some example questions:

- What are the key strategies that are used for family engagement school-wide?
- What are the key strategies district-wide?
- What are strategies you have used in your classroom or lesson planning?
- What are some common ways or approaches that school staff use to build relationships with students' families?
- What are specific practices we use in pre-k or for kinder transitions?
- What are specific practices we use in post-secondary preparation? What grade does this start?
- If we are using trauma-engaged approaches, what does this work look like for students and families?
- Which of the building blocks are we strong as a school? What opportunities are there to strengthen our efforts?



Sample Outcomes to Consider

Mindset Outcome Example:

- Teachers and school staff believe that to help students reach their goals, we need to partner closely with their families.

Culturally Responsive Outcome Example:

- Increase in family involvement in curricula review. School staff have an opportunity to reflect deeply on their own and their student's cultural worldviews.
- A shift in the cultural inventory, content and classroom materials. Families review baseline and growth of art, language, place-based experiences, and stories are included in all subjects that frame or deepen learning.

Relationships Outcomes:

- Students, school staff, and families believe they are on the same team.
- Families trust staff to have their students' interests at heart.

Communication Outcomes:

- Teachers seek input from families and listen carefully.
- Families have opportunities to provide and receive information in a variety of formats that are two-directional and work for families with varying levels of literacy.
- We tailor our communication with and for families that have not been reached yet.
- Communication celebrates students, identifies shared goals, and is clearly linked to student health, wellness and academic outcomes.

Cultural Responsiveness Outcomes:

- Our staff participate in community cultural events to learn more about their families and students.
- Families have meaningful opportunities to share their culture with other families and with students that link to academic learning, student wellness, and setting goals after high school.
- Students learn about and honor different cultures in the classroom and school. Opportunities exist for families to share their culture and experiences with school staff and use in their course content.

Co-regulation Outcomes:

- Families and school staff begin to develop a shared understanding of co-regulation and improve their skills together.
- Staff and families are working together to support emotional co-regulation.
- Schools are integrating local or cultural practices that support self-regulation and co-regulation (specific roles of Elders or cultural practices).
- School staff model emotional well-being and support students' emotional well-being.
- School staff and families work together to develop common language around social and emotional values and skills.

Linking to Learning Outcomes:

- School staff and families know what students are learning, how the curriculum is tied to education standards, student goals, and key strategies to deepen learning at home.
- Families are involved in the school and classroom in specific ways that benefit their child's education.
- There are regular two-way communication channels about each student that are positive, actionable, and linked to student learning.
- Families report feeling linked to their students' learning and know what they can do at home to support learning.
- Families share activities they are doing at home with their peers.

Confident and Engaged Outcomes:

- Families and school staff have specific strategies to support each student's school transitions in pre-k or Kindergarten.
- Families and staff have specific strategies to work together towards each student's post-secondary goals (in 5th grade & middle school).
- Families and schools have specific strategies to meet literacy goals including Individual Reading Improvement Plans for K-3 students.
- Families have spaces where they can ask questions and become more involved in decision-making.
- Families' voices from all community groups are leading decision-making through site councils, advisory boards, etc.
- Families feel connected to each other and support each other for student success.

Extra Copy of Tool for Building Block 2

This tool is not required to be used, but can be a good starting place. Feel free to use other tools as preferred by your team (excel spreadsheet, graphic organizers, etc).

(A) Building Block Focus #2:

(B) Strengths in our school and/or district

Description (feel free to copy and paste number/letter combinations from building blocks below)	Success factors or opportunities for expansion
1.	
2.	
3.	

(C) Opportunities/Gaps

Description (feel free to copy and paste number/letter combinations from building blocks below)	If I do this then...
1.	
2.	
3.	

(D) **Choose 1-3 outcomes** that you would like to work on in the next year, note which have high impact and what effort level.

In one month, we can:	In six months, we can:	In one year, we can:
In two years, we can:		

(E) **For each outcome, answer the following:**

	Outcome 1	Outcome 2	Outcome 3
What is a good indicator to let us know we were successful?			
What steps do we need to take to get there?			
Which of these steps will have the most impact for medium to low effort?			

Extra Copy of Tool for Building Block 3

This tool is not required to be used, but can be a good starting place. Feel free to use other tools as preferred by your team (excel spreadsheet, graphic organizers, etc).

(A) Building Block Focus #3:

(B) Strengths in our school and/or district

Description (feel free to copy and paste number/letter combinations from building blocks below)	Success factors or opportunities for expansion
1.	
2.	
3.	

(C) Opportunities/Gaps

Description (feel free to copy and paste number/letter combinations from building blocks below)	If I do this then...
1.	
2.	
3.	

(D) **Choose 1-3 outcomes** that you would like to work on in the next year, note which have high impact and what effort level.

In one month, we can:	In six months, we can:	In one year, we can:
In two years, we can:		

(E) **For each outcome, answer the following:**

	Outcome 1	Outcome 2	Outcome 3
What is a good indicator to let us know we were successful?			
What steps do we need to take to get there?			
Which of these steps will have the most impact for medium to low effort?			