

Learning Environment and Culture

Year One Evidence	Year One Activities
Professional development. Building walkthroughs. Characteristics identified. Communication to stakeholders. Year 2 Plan for Design and Implementation.	Portrait of a learning space exploration and development
Define current reality of student-school connection Gather connection data Assess areas of success and need	Evaluate student-school connections
Model developed Policy written and adopted Guidelines written Website updated Training occurs	Implement revised suicide prevention assessment tool

Strategic Goal Implementation Rubric: Portrait of a Learning Space

Action Step

 **Not Implemented**

 **In Progress**

 **Implemented**

1. Schedule and attend building walkthroughs and staff meetings with David Stubbs

• Walkthroughs not scheduled. • No communication with buildings. • No meeting objectives established.

• Dates identified or partially scheduled. • Some walkthroughs completed. • Early feedback collected.

• All walkthroughs completed. • Staff input documented. • Themes used to inform portrait work.

2. Spatial Equity learning & development sessions with Jill Ackers and coaches to establish the WHY

• Meetings not scheduled. • No common understanding of WHY established. • Coaches not engaged.

• Monthly meetings scheduled and occurring. • Initial WHY themes emerging. • Coaches contributing input.

• Clear, shared WHY established. • Documented alignment across coaching team. • WHY integrated into Portrait development.

3. Connect work to the strategic plan

• No mapping to strategic goals. • Work occurring in isolation.

• Early alignment conversations occurring. • Draft mapping of Portrait/WHY to strategic goals.

• Full alignment documented. • Language embedded in strategic plan communications and updates.

4. Professional learning on Spatial Equity for April with Jill Ackers

• No planning meetings held. • Session goals unclear. • Calendar not confirmed.

• Session goals drafted. • Agenda/framework in development. • Logistics partially confirmed.

• Training fully planned. • Materials finalized. • Communication sent to all staff.

5. Work with coaches to gather building examples of classrooms to develop shared district standards

• No examples collected. • No standards outline drafted.

• Examples being gathered. • Initial similarities/differences analyzed. • Draft standards emerging.

• Comprehensive examples collected. • Shared district standards developed and documented. • Ready for leadership review.

6. Share draft with leadership team for feedback

• Draft not prepared. • No feedback mechanism established.

• Draft created and shared. • Feedback meetings scheduled. • Revisions underway.

• Final feedback collected. • Revisions incorporated. • Leadership endorses draft.




7. Develop implementation plan for the Portrait of a Classroom (2026–27), including monitoring strategies (checklists, walkthrough tools, etc.)

• No implementation plan drafted. • No monitoring system identified.




• Draft plan created. • Potential monitoring tools discussed. • Pilot versions in development.

• Final plan approved. • Monitoring tools created (checklists, walkthrough protocols). • Rollout timeline communicated.

Strategic Goal Implementation Rubric: Student Connections

Action Step	 Not Implemented	 In Progress	 Implemented
1. Conduct student perception meetings/focus groups across grade levels	<ul style="list-style-type: none"> • Meetings not scheduled. • No student participation. 	<ul style="list-style-type: none"> • Some meetings scheduled or completed. • Initial themes emerging. 	<ul style="list-style-type: none"> • All meetings completed. • Findings documented and analyzed. • Insights inform connection strategies.
2. Design and administer student surveys on school climate, belonging, and engagement	<ul style="list-style-type: none"> • Survey not designed. • No responses collected. 	<ul style="list-style-type: none"> • Survey distributed. • Partial responses collected. • Initial analysis underway. 	<ul style="list-style-type: none"> • Survey fully administered. • Responses analyzed. • Data informs improvement planning.
3. Collect and review attendance and participation in extracurricular activities	<ul style="list-style-type: none"> • Data not collected. • No tracking system. 	<ul style="list-style-type: none"> • Some participation data collected. • Preliminary trends identified. 	<ul style="list-style-type: none"> • Comprehensive data tracked. • Trends analyzed to identify engagement strengths and gaps.
4. Analyze survey, perception, and participation data to identify strengths and gaps	<ul style="list-style-type: none"> • Data not analyzed. • No assessment of success/need. 	<ul style="list-style-type: none"> • Preliminary analysis conducted. • Some strengths/gaps identified. 	<ul style="list-style-type: none"> • Full analysis completed. • Clear areas of success and areas needing improvement documented.
5. Share findings with staff, leadership, and students to prioritize improvement strategies	<ul style="list-style-type: none"> • Findings not shared. • No stakeholder engagement. 	<ul style="list-style-type: none"> • Findings shared with some stakeholders. • Feedback partially collected. 	<ul style="list-style-type: none"> • Findings shared with all stakeholders. • Improvement priorities agreed upon and documented.

Strategic Goal Implementation Rubric: Suicide Prevention Tool

Category	 Not Yet Implemented	 In Progress	 Fully Implemented & Sustained
Board Policy	No board policy or only vague references.	Draft or adopted policy exists but not applied consistently.	Approved policy aligned to law & best practices; reviewed on regular cycle.
Suicide Assessment	No standardized tool; ad hoc responses.	Assessment tool identified/piloted; training inconsistent.	Standardized, evidence-based tool used districtwide; consistent with referral pathways & fidelity checks.
Administrative Guidelines	No written guidelines for crisis response.	Draft guidelines exist but limited awareness/training.	Clear written guidelines accessible and consistently followed across all schools.
Professional Development	No staff training provided.	Some staff trained (counselors/admin) but not system wide.	Ongoing districtwide PD with annual refreshers; specialized training for key staff.
Communication Plan	No protocols for students, families, or staff.	Draft plan exists; communication is inconsistent.	Comprehensive plan implemented; culturally responsive; reviewed & updated regularly.