MI Systems Support

District and building leaders establish, model, and promote expectations for safety, support, and equity for all.

PRACTICE 6

Indicator 6a - Safety and Whole Child Considerations

PREPARATION

GETTING AWARE	District leaders explore evidence-based interventions to support student safety and address the critical focus areas of the whole child. District leaders seek information on exemplars for support programs and policies that have been successful in similar schools and communities.
GETTING READY	District leaders use information from exemplary programs to design a self-study around safety and student support policies and programming. District leaders engage in a review of school and district programs and policies to identify strengths and challenges and gather baseline data around student safety and support.

PROGRESS INDICATORS

GETTING STARTED	District and building leaders create and communicate policies and practices that are specifically designed to promote a safe and supportive environment for students, staff, and community members.
GETTING BETTER	District and building leaders create and communicate policies for a safe and supportive school environment, and identify expected norms and behaviors for individuals within the district that foster these policies. Leaders adhere to these behaviors themselves and model such practices in all interactions.
KEEP IMPROVING	District and building leaders create and communicate policies for a safe and supportive school environment and model behaviors that support this. The district embraces policies that reinforce such expectations of all within the district and use trauma informed instruction and restorative practices. Leaders regularly monitor and problem solve issues in the student support system.

Indicator 6b - Equity Considerations

PREPARATION

GETTING AWARE	District leaders explore strategies and exemplars for supporting diversity, voice, equity, and opportunity for marginalized groups. District leaders review resources and seek expertise in implementing an equity audit to look at issues of resource allocation, academic performance, and policy implementation as they relate to students, staff, and community.
GETTING READY	District leaders engage in an equity audit to gather information and perspectives from students, staff, and community members regarding issues of equity, and diversity. District leaders explore potential programming options or initiatives that are specific to the needs or issues identified through the equity audit process.

PROGRESS INDICATORS

GETTING STARTED	District leaders define diversity, voice, equity, and opportunity, and connect these with the district mission and vision. District and building leaders examine and acknowledge patterns in data and practices that lead to inequitable outcomes, and identify strategies to close outcome gaps within the district.
GETTING BETTER	District leaders identify formal programs and informal practices that might lead to inequitable outcomes for specific students, staff, or community groups. District and building leaders monitor operational practices and outcomes that can lead to such inequities, and engage in problem solving practices specific to these within the student support and talent management systems of the district.
GETTING BETTER	District leaders engage in equity audits to review policies and practices that lead to inequitable outcomes for specific student, staff, or community groups. District leaders review resource allocation to ensure that groups that might need supplemental support receive appropriate resources. District and building leaders develop strategies to remove inequities and monitor operational practices and outcomes for these strategies and all component systems within the district.

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