SSLT Self-Assessment & Action Planning

SSLT Infrastructure	Already doing this	Could do this easily	This will take time	This will be hard
SSLT is focused on a shared vision that's been co-created by all members.				
SSLT has clear roles, responsibilities, and authority to make decisions.				
There are regularly scheduled meetings with an agenda and minutes.				
Coordinator sits on the SSLT and supports the SSLT in facilitating close communication and data sharing and analysis.				
The principal sits on the SSLT and is open to and has mechanisms in place to hear and act on input from the SSLT.				
SSLT members are regularly asked for feedback on how to group operates. There is a clear process for them to submit feedback (via surveys, interviews, etc.).				
Planning & Data	**Already doing this**	**Could do this easily**	**This will take time**	**This will be hard**
The entire group is actively involved in planning and has a sense of what they'll be doing throughout the entire school year.				
SSLT uses the school's needs and assets assessment to create priorities.				
SSLT plays a decision-making role in the development of the School Improvement Plan and endorses the final plan.				
School data is regularly reviewed by the SSLT and is used to inform updates and refinements to the School Improvement Plan and to assess program quality and progress and develop strategies for improvement.				
Promoting Understanding of and Addressing Different Cultures, Class, Languages, etc.	**Already doing this**	**Could do this easily**	**This will take time**	**This will be hard**
The school's racial and cultural diversity is recognized and openly discussed in a constructive way at SSLT meetings.				
Family and youth representatives on the SSLT reflect the school's diversity, including ELL and students with disabilities, and are not dominated by any one group.				
Extra efforts are made to recruit and welcome families and youth of all backgrounds.				

Interpreters are available for all meetings, and communications are translated to accommodate families who speak other languages.				
Accommodations are available for students or family members with disabilities.				
English-speaking members of the SSLT make an effort to mix with families who speak other languages.				
Professional development for SSLT members to explore negative attitudes, practices and expectations for students of color and students with disabilities.				
Time is dedicated at each SSLT meeting to address the needs of English Learners, students with disabilities, and other student populations who might need additional support.				
Recognizing and Developing Families and Youth Self-Confidence and Power	**Already doing this**	**Could do this easily**	**This will take time**	**This will be hard**
Families and youth are involved in planning how they would like to be involved at the school.				
The SSLT actively welcomes families and youth from all backgrounds.				
Staff ensures the SSLT addresses any barriers that may prevent families and youth from participating.				
The school is open and accessible—it is easy for parents to meet with the principal, talk to teachers, the coordinator, and bring up issues and concerns.				
Families and youth have equal power and contribute meaningfully to the SSLT as problem-solvers for school improvement. No tokenism!				
Families, youth, and community members "fund of knowledge" (skills, ideas and practices developed in their home and community) are recognized as assets to the team.				
Professional Development for Families, Youth, and Staff	**Already doing this**	**Could do this easily**	**This will take time**	**This will be hard**
Families and youth learn how the school system works.				
Families learn how to be an effective advocate for their children.				
Youth learn how to be an effective advocate for themselves.				
All members of the SSLT knows the school's mission, goals, structures, and the school's community school strategy and are able to accurately answer basic questions for community members.				

	Already doing this	Could do this easily	This will take time	This will be hard
Staff learn how to listen and create opportunities for families and youth to realize and use their power and voice.				
There is a pipeline to train new SSLT members for leadership positions so the group is prepared for turnover/burnout among the group's most committed members.				
Inclusive Facilitation	**Already doing this**	**Could do this easily**	**This will take time**	**This will be hard**
Meeting prep includes many voices and perspectives.				
The facilitator keeps a neutral stance.				
Facilitator supports everyone to do their best thinking.				
Facilitator promotes mutual understanding and helps members see other's points of view as valuable.				
Facilitator takes ownership of the meeting agenda and clarifies goals of each item of agenda to focus the discussions.				
Facilitator cultivates shared responsibility for actions.				
Facilitator creates an inclusive environment to achieve full participation– e.g., avoids jargon that non-staff might not understand and accommodates people's different learning styles and thought processes (internal v. external processor) to ensure everyone can participate.				
Meeting move group towards action and results.				

Which areas are you doing well in? What are your concerns?

Name two immediate and two long term actions you can take to enhance the effectiveness of your SSLT?

References

Beyond the Bake Sale—The Essential Guide to Family-School Partnerships (2006) by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies (pages 77-79, 146-149, 217).

Community School Coordinator Boot Camp (2017) by ABC Community School Partnership.

Community School Standards (2018) by Coalition for Community Schools, http://files.constantcontact.com/b14ce16e301/a164526e-f4c0-4288-a78d-81dfde370111.pdf.

Shared Leadership, Governance and Site Planning Toolkit by San Francisco Unified School District, http://www.sfusd.edu/en/family-and-community-support/family-partnerships-toolkit/tools-for-family-leadership-school-governance-and-site-planning.html.

Working with Advisory Committees by SUN Community Schools, https://multco.us/file/18679/download.