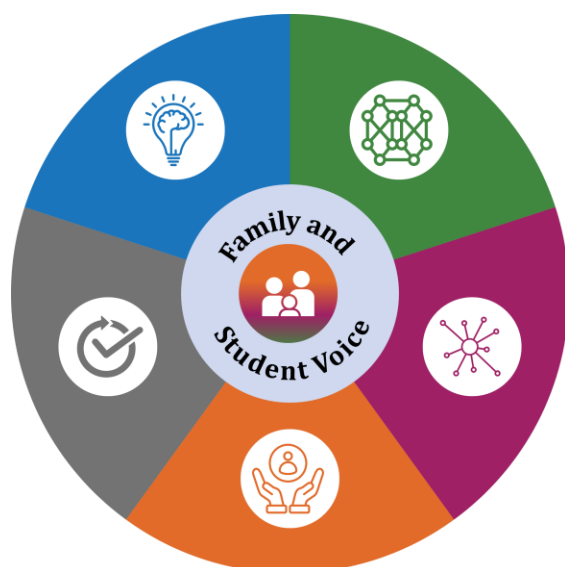# Reflecting on Existing EIIS Elements

Implementation Tool You Can Use

This tool will help you reflect on the EIIS elements in your school or district. It is divided into four of the five key elements shown in the graphic, with the fifth element embedded in the others. You can work on it individually or in teams.

Develop Shared Mindsets

Develop shared strengths-based mindsets and establish universal, aspirational goals for all students. Focus on relationships and promote family and community engagement.

Create Systems and Structures

Assess and understand the structures that support or hinder each group or community from achieving universal goals and train teachers to use data and EIIS systems. Analyze and update policies to promote a school culture that fosters student engagement.

Collect Holistic Data

Invest in holistic data collection tools and processes and provide administrators and educators with access to real-time disaggregated student data, including community, family, and student feedback and other street data.

Design Student Supports

Ensure all students have access to culturally responsive, universal, and targeted supports and processes to help each focal student group reach universal goals. Engage with families and community organizations to design and deliver supports.

Monitor Progress

Establish protocols and processes for evaluating supports and systems to understand trends, identify levers for change and shifts, and improve outcomes for students.

This tool is designed to guide educators and school teams in reflecting on the existing EIIS elements within their schools and districts. The goal is to assess the current status, identify strengths, and highlight areas for growth across five key elements: Shared Mindsets, Systems and Structures, Holistic Data, Student Supports, and, within those four elements, Progress Monitoring.

Instructions

Below is guidance for engaging with each section of this tool. It will take about 60–75 minutes per section.

1. **PREPARATION (10 minutes):**

   a. Review each section of the tool individually or as a team to familiarize yourself with the five elements.

   b. Consider evidence of existing practices, focusing on the current state of implementation within your school or district.

2. *RATING (15 minutes) – For each EIIS component, use the rating column to:*

   a. Indicate whether the component is a Strength (S), In Development (D), or Not Present (N).

   b. Reflect on examples and evidence to back up the rating. Include both quantitative data (e.g., attendance, behavior records) and qualitative insights (e.g., teacher or student feedback).

3. **EVIDENCE COLLECTION (15 minutes) – *For each element, use the evidence column to:***

   a. Document how each component is being addressed.

   b. Consider how you know each component is effective or areas where you have questions about impact.

4. **REFLECTION AND DISCUSSION (20–30 minutes) – *Use the reflection space below each section to:***

   a. Spark discussion among your team.

   b. Consider mindsets, barriers, and practices related to each component.

   c. Engage in open dialogue about what is working well and where additional support may be needed. Discuss any disparities you observe in access or outcomes and brainstorm potential root causes for these issues.

Develop Shared Mindsets

Component	Rating: Strength (S), In Development (D), or Not Present (N)	Evidence and Examples (How do you know?)
The school culture and climate demonstrate high regard for equity, inclusion, empathy, collaboration, and agency.		
Adults in the school community demonstrate equity, inclusion, empathy, collaboration, and agency through their teaching, teamwork, and leadership, and in their interactions with students, families, and the community.		
Adults in the school community agree that they are collectively responsible for the success of all students and that working collaboratively to identify and implement student supports and school improvement is a part of their role and responsibilities.		
Adults in the school community understand and see each student as a whole person with potential and capacity to learn. They agree that all students can succeed as learners and people when given the support and opportunity they need.		
Adults in the school are engaged in learning and coaching to reflect on assumptions and biases in order to develop shared, student-centered mindsets.		
Adults in the school are committed to improving systems to support student success in their classrooms and across the school.		
Staff establish authentic, positive relationships with students, caregivers, and families that foster trust and connection.		

Component	Rating: Strength (S), In Development (D), or Not Present (N)	Evidence and Examples (How do you know?)
Students and families are partners with the school and are engaged in each step of the student support and growth process.		
All school community members, including students, parents, and community, regularly work together to decide what positive behavior looks like in a variety of school settings.		

Progress Monitoring

Staff have opportunities to reflect on their mindsets and set goals.		
Continuous improvement is central to school culture and student supports.		

Reflection

For components that are in development or not present, reflect on where you are in the implementation process, what barriers may exist, and how you may approach overcoming the barriers.

Do you need to collect more data to better understand any components? How could you approach that data collection to inform your practices?

Are some EIIS-shared mindsets embraced more than others, and if so, why?

Who benefits from asset- and equity-based mindsets, and who may not? What could be the root causes of inequitable experiences?

Create Systems and Structures

Component	Rating (S, D, N)	Evidence and Examples *(How do you know?)*
Teacher and school-wide teams hold regular meetings (weekly or biweekly) to review data, identify students who need support, monitor student progress, and gauge the effectiveness of supports.		
There is a clear system and structure to collect traditional (attendance, behavior, course grades, agency) and expanded (belonging, connectedness, social-emotional well-being, and SEL) indicator data.		
There is a clear process for using data to identify students who need support, as well as to implement support and monitor progress.		
Staff have access to a data management system and use the system with fidelity.		
Students and families are intentionally engaged in team meetings to co-develop plans for student support. Meeting schedules are considerate of family needs, supports are offered to ensure students and families can participate, data is shared in a manner that is accessible to all participants, and language and cultural considerations are taken into account during planning meetings.		
Time is intentionally held sacred for cross-department and grade-level reflection, learning, and collaboration. School and district leadership support and protect this time and expect all staff to be full participants.		
There are clear processes for identifying and integrating community-based organizations (partners), programs, and activities are aligned with school goals and student needs and reflect student and family voice.		
Social-emotional learning programs and strategies are embedded throughout the school day and across the school building.		

Component	Rating (S, D, N)	Evidence and Examples *(How do you know?)*
Progress Monitoring		
Teams review data trends and progress at the aggregate and individual levels.		
Every student has an adult advocate who monitors their progress and is accountable for their success.		
Feedback from families demonstrates positive experience, and suggestions and input are integrated into improvement efforts.		
Reflection		

For components that are in development or not present, reflect on where you are in implementation, what barriers may exist, and how you may approach overcoming the barriers.

- What do you notice about the systems and structures that function well versus those that are in development?

- How do you incorporate student and family voice and input in creating or modifying systems and structures?

- How are you creating opportunities to interrogate the impact of bias within your policies? At the classroom and school-wide levels?

- How are you maximizing professional development to build staff capacity? Around what priority areas? Is this driven by the school's needs or the district's?

Collect Holistic Data

Component	Rating (S, D, N)	Evidence and Examples *(How do you know?)*
Staff can access and disaggregate demographic and academic data for their students.		
Teams use data systems and indicators to identify students who may need support (e.g., attendance, behavior, ELA and math grades, agency, belonging, connectedness).		
Staff review data analysis and respond by seeking to understand students' strengths, experiences, and needs.		
Staff regularly gather data from students and families (e.g., conversations, surveys, focus groups, and interviews) and use that data to inform policies and supports.		
Staff can access data for traditional indicators (attendance, behavior, and academics, including standardized assessments) and can disaggregate it by demographic and grade level or class.		
Staff can access data for expanded indicators (belonging, connectedness, agency, and SEL) and can disaggregate it by demographics and grade level or class.		
Student data is strengths-based and doesn't solely focus on deficits.		
Teachers use an electronic grade book that they update often and that can report on real-time academic performance.		
Staff share data and discuss with families in an accessible and inclusive manner to ensure that families can understand and act based on the data.		

Progress Monitoring

Component	Rating (S, D, N)	Evidence and Examples *(How do you know?)*
Districts and schools can access, filter, and sort school- or district-level student data and track progress over time.		
Staff can access student data for all indicators and see how progress and status have changed over time.		
Review of holistic student and school data through the EIIS process informs continuous school improvement efforts.		

Reflection

For components that are in development or not present, reflect on where you are in implementation, what barriers may exist, and how you may approach overcoming the barriers.

- Do you need to collect more data to better understand any of the outcomes you see? How could you approach that data collection to inform your practices?

- How do you and your team practice awareness of a student- and equity-centered mindset tend to your mindsets when reviewing data?

- How do you engage students and families to ensure they understand the data you collect? How do you engage students and families to learn root causes and experiences that contribute to outcomes, positive or negative?

- Do you tend to collect and discuss data more at the school, classroom, or individual student level? Are the data from formal or informal sources or both? What are the strengths and limitations of the data you have?

Design Student Supports

Component	Rating (S, D, N)	Evidence and Examples (How do you know?)
The school has developed universal supports for engagement and learning through foundational school-wide systems.		
The school has developed universal supports for positive behavior and social-emotional well-being, including belonging, agency, and connectedness.		
The school extends targeted supports to meet common needs among groups of students. These supports may be integrated into the universal supports.		
Teacher teams engage students and families to determine the root cause of students' data stories before designing supports.		
The school offers individual support to students and families when needs are identified.		
Teacher teams collaborate to understand the students' specific circumstances, interests, strengths, and concerns, which inform supports.		
The student and their family are an authentic part of the solution, helping to design, implement, and monitor progress of the support plan.		
Increasing levels of support are provided to students as needed.		
Progress Monitoring		
Faculty review data on the effectiveness of supports and make decisions accordingly.		
Teams track student progress and make changes to support(s) in collaboration with students and families.		

Component	Rating (S, D, N)	Evidence and Examples *(How do you know?)*
Accountability systems help keep track of which supports are working for which students.		
Review of universal, small group, and individual supports through the EIIS process informs continuous school improvement efforts.		

Reflection

For components that are in development or not present, reflect on where you are in implementation, what barriers may exist, and how you may approach overcoming the barriers.

- Do you have a clear process for deciding when a student needs a higher level of support? How do you communicate that across the school to ensure understanding and accountability?

- How often do you assess supports or programs for effectiveness? Do you have a process for ending, amending, or adding supports? Does that include student and family voice?

- How do you inform staff, students, and families about available supports?

- How do supports also extend to staff well-being, mentorship, and capacity-building?