

IS YOUR SCHOOL READY FOR EXPANDED?

A School-Level Readiness Tool

This tool was designed for schools and community partners to assess their readiness to implement the core elements of ExpandedED Schools:

- 1) More time for a balanced curriculum;
- 2) Strong school-community partnership;
- 3) Engaging and personalized instruction; and
- 4) A sustainable cost model.

The readiness areas listed within this tool were informed by schools already implementing the ExpandedED Schools model.

WHAT ARE EXPANDED SCHOOLS?

ExpandedED Schools are re-engineering how schools use time, resources and human capital to improve academic and life outcomes for students. The model redesigns the school day to provide students with expanded learning opportunities that support, educate and inspire them to achieve success. The model is built on strong school and community collaboration to create a balanced and comprehensive school day that includes up to three additional hours of learning each day, personalized instruction and hands-on, inquiry-based activities that complement the school learning goals and meet students' needs.

THE RESULTS

The initiative aims to get all students on track to graduate from high school. Our experience shows that two years of attendance will result in improvements in:

- *School attendance*
- *Academic achievement*
- *And decreases in behavioral problems*

READINESS AREAS

We have identified five key areas of readiness to evaluate prior to implementing the ExpandedED Schools core elements:

- *School Commitment and Capacity*
- *Community Partner Commitment and Capacity*
- *Staffing*
- *Pedagogy and Activities*
- *Sustainability*

HOW YOU CAN USE THIS TOOL

This tool will help schools explore their readiness in each of these areas by considering a series of indicators. Some of the indicators in this tool may be more critical than others, but all are important. As you move through the indicators of the readiness tool, mark one of the following levels:

- **Not yet:** Conversations between key stakeholders have not begun. This indicator is not currently met in your school.
- **Early progress:** Initial conversations and planning with key stakeholders have begun.
- **Intermediate Progress:** Some piloting and testing has been done to accomplish this indicator, but it is not yet complete.
- **Yes, this is in place:** This indicator represents a resource, system or process that is in place in your school and it is implemented at fidelity.

For those indicators **Not Yet** in place, use the Next Steps section to outline how you will make progress on this indicator.

For those indicators with **Early or Intermediate Progress**, use the Notes section to outline specific details of what is currently happening, along with the Next Steps section to outline how the indicator will be met and when.

For those indicators **In Place**, use the Notes section to outline specific details.

CONTACT INFORMATION	
SCHOOL NAME	
SCHOOL ADDRESS	
SCHOOL PRINCIPAL	
PRIMARY SCHOOL CONTACT NAME	
PRIMARY SCHOOL CONTACT PHONE	
PRIMARY SCHOOL CONTACT EMAIL	
COMMUNITY PARTNER	
COMMUNITY PARTNER ADDRESS	
EXECUTIVE DIRECTOR	
PRIMARY COMMUNITY PARTNER CONTACT	
PRIMARY COMMUNITY PARTNER PHONE	
PRIMARY COMMUNITY PARTNER EMAIL	

This tool is intended for: 1) schools and community partners to determine if they are ready to become part of the ExpandedED Schools network and to determine what actions are needed in order to be ExpandedED ready, 2) assisting staff in coaching, evaluating and discussing ExpandedED implementation.

SCHOOL COMMITMENT AND CAPACITY	NOT YET	EARLY PROGRESS	INTERMEDIATE PROGRESS	YES, THIS IS IN PLACE
*The principal is engaged and embraces the core elements of ExpandedED, including having a vision for expanding students' learning opportunities for at least 1600 hours that are connected to student success and include a range of academics, arts, and physical activities.				
The principal is committed to actively engaging parents in the development of the expanded day and involvement in activities throughout the year.				
The principal is committed to joint planning and professional development (at least 16 hours) with the community partner.				
The principal is committed to aligning instruction and schedules.				
The principal is committed to ongoing communication, assessment, and data - sharing with the community partner.				
There is commitment to offer the expanded hours to the entire school population; to be phased in by whole grades in large schools.				

NOTES:

Not yet: Conversations between key stakeholders have not begun. This indicator is not currently met in your school.

Early progress: Initial conversations and planning with key stakeholders have begun.

Intermediate Progress: Some piloting and testing has been done to accomplish this indicator, but it is not yet complete.

Yes, this is in place: This indicator represents a resource, system or process that is in place in your school and it is been implemented at fidelity.

COMMUNITY PARTNER COMMITMENT AND CAPACITY	NOT YET	EARLY PROGRESS	INTERMEDIATE PROGRESS	YES, THIS IS IN PLACE
*The community partner is engaged and embraces the core elements of ExpandedED, including having a vision for expanding students' learning opportunities for at least 1600 hours that are connected to student success and include a range of academics, arts, and physical activities.				
The community partner is committed to actively engaging parents in the development of the expanded day and involvement in activities throughout the year.				
The community partner is committed to joint planning, and professional development (at least 16 hours) with the school.				
The community partner is committed to aligning instruction and schedules with the school leadership.				
The community partner is committed to ongoing communication, assessment, and data -sharing with the principal and school community.				
The community partner has the capacity to meet all funders' expectations and requirements, including reporting and licensing, where required.				
The community partner has the capacity to offer, or subcontract to offer, diverse and rigorous activities, that are connected to student success and provide a balanced blend of arts, physical activities, academic and social-emotional development.				

NOTES:

STAFFING	NOT YET	EARLY PROGRESS	INTERMEDIATE PROGRESS	YES, THIS IS IN PLACE
*There is a full-time ExpandedED Director employed by the community partner who has a master's degree or equivalent experience, serves on the school leadership team and functions as a member of the school's administration.				
*A school staff member (a teacher or school administrator) is identified and hired as the Instructional Coordinator with experience in curriculum and professional development who devotes a minimum of 10 hours/week to supporting the school and community staff during the expanded hours.				
Community educators are experienced youth specialists hired to provide support and instruction throughout the expanded day.				
Certified teachers are selected based on specific qualifications to work at least 25% of the expanded hours.				

NOTES:

PEDAGOGY AND ACTIVITIES	NOT YET	EARLY PROGRESS	INTERMEDIATE PROGRESS	YES, THIS IS IN PLACE
*The school and community partner ensure that the expanded hours include a balance of hands-on engaging activities that includes arts, physical activities, and academic enrichments and expose students to new experiences and content.				
At least 25% of a student's school day consists of small group experiences where the average ratio is 10:1; there is evidence of diverse instructional strategies and differentiation.				
Academic supports (direct instruction, tutoring, and homework help) and academic enrichments (hands-on learning related to academic subjects and aligned with learning standards) together should consist of at least 40% of the weekly expanded hours (minimum 6 hours a week). Academic support should be no more than one third of the weekly ExpandedED schedule (approx. one hour per day).				
Arts; social development; and sports, fitness, and recreation together should consist of at least 30% of the weekly expanded hours (minimum 4 ½ hours a week); 10% of the expanded hours should involve physical activity (90 minutes per week).				
Supper/Snack/Transitions/Dismissal should consist of no more than 20% of the expanded hours (approximately 30 minutes a day for supper and 10 minutes a day for transitions). Supper/snack must include healthy food options.				
Expanded day activities are selected to meet the needs and interests of students, parents and the community (determined through school data, surveys, etc.) and are aligned with state and local learning standards.				

NOTES:

SUSTAINABILITY	NOT YET	EARLY PROGRESS	INTERMEDIATE PROGRESS	YES, THIS IS IN PLACE
*The school and community partner have existing funds that can be aligned to support the expanded day. Please list current funding streams and amounts in notes section.				
The school has the ability to provide matching funds that equal 10% of the ExpandedED budget in year 1 and increases 10% each year, for at least 3 years.				
The school is committed to contributing leveraged resources including snacks/suppers, facilities, security, student transportation, principal time and some teacher time (per union contract).				
There is a commitment from both principal and community partner to joint fundraising and advocacy efforts.				

NOTES:

EXPANDED READINESS EVALUATION SCALE

Count the number of indicators the school and community partner has in place in order to determine whether or not you are ready to implement the Expanded School core elements.

NUMBER OF INDICATORS IN PLACE	CONCLUSION
0-6	Your school and community partner needs time to consider and address the readiness indicators. Ask yourselves: What resources and relationships must we develop in order to begin this process? Which not-yet indicators can we move towards in-progress?
7-13	Your school and community partner needs time to implement more of the readiness indicators before it is ready for the Expanded Schools core elements. Ask yourselves: What resources and strategies should we employ to address more of the readiness indicators? What in-progress indicators can we move toward completion?
14-20	Your school and community partner may be ready to implement the Expanded Schools core elements. Your team might consider reviewing the readiness indicators not in place to determine if any are feasible in the near future. Ask yourselves: which of these things can we implement or address with existing resources to be more ready for this initiative?
21 OR MORE INDICATORS IN PLACE	Your school and community partner appears ready to implement the Expanded Schools core elements. If any indicators are not currently in place, you might consider creating an action plan for those which need to be accomplished before launching your initiative.

**Please note that in order to be an Expanded Collaborative the asterisked indicators must be in place.*