| **SCHOOL DEMOGRAPHICS** | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Count**  (enter # of students) | **PreK** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **English Language Learners** (enter # of students) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ethnicity**  (enter %) | **Caucasian** | | **African American** | | **Latino** | | **Asian** | | **Native American** | | **Pacific Islander** | | **Other** | | |
| **Gender** (enter %) | **Male** | | | | | | | **Female**: | | | | | | | |
| **Low Socio-Economic**  (enter %) |  | | | | | | | | | | | | | | |

**Scoring Key**

| **Level 1**  **Not Started** | **Level 2**  **Exploration** | **Level 3**  **Planning** | **Level 4**  **Initial Implementation** | **Level 5**  **Full Implementation** | **Level 6**  **Innovation & Sustainability** |
| --- | --- | --- | --- | --- | --- |
| The school has not begun investigating the evidence-based practice. | The school is investigating evidence-based practices that would lead to the targeted outcome and matching those with resources to make decisions as to how to proceed. | The school is developing strategic and tactical plans for successful implementation of the strategies they will use to achieve the outcomes. | The school is just beginning to implement. The organization is building capacity of staff, students, and the system to implement the plans successfully (e.g., skill building, organizational changes, cultural shifts, infrastructure, resource allocation) | In the school, the planned strategies and interventions are fully implemented with high fidelity. The focus is now on sustainability and continuous improvement of the implemented strategies, interventions, or models. | The school is reviewing results and using those data to improve their programing to reach and exceed the targeted outcome. |

| **Guiding Principle 1: Advocate**  ***Advocate*** *high-quality, equitable mathematics teaching and learning for every student.* | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea 1:** Curriculum Leadership  **Big Idea 2:** Instructional Leadership | | | | **Essential Action for Imperative 1:** Ensure that every teacher possesses a shared understanding and vision of high-quality mathematics instruction and the actions required to meet the vision.  **Essential Action for Imperative 2:** Ensure that every teacher possesses the skills and knowledge necessary to design and implement meaningful learning experiences that lead to student understanding of mathematics.  **Essential Action for Imperative 3:** Ensure that all stakeholders have a clear understanding of high-quality mathematics instruction and how to support it. | | | | | |
| **Level 1** | | **Level 2** | **Level 3** | | **Level 4** | | | **Level 5** | **Level 6** |
|  | | | | | | | | | |
|  | **Critical Indicators** | | | | | **Level** | **Lines of Evidence** | | |
| **Imperative 1:**  **Commitment to Self** | Teachers deepen their knowledge of the different layers of curriculum and standards.   * Standards-driven teaching * Curriculum alignment to standards * Intended curriculum and implemented curriculum aligned | | | | |  |  | | |
| Teachers develop knowledge of effective mathematics teaching practices.   * Understand what effective math teaching practices look like in the classroom | | | | |  |  | | |
| **Imperative 2: Commitment to Colleagues** | Teacher develop mathematics curriculum knowledge   * Opportunities to study their grade/course-level curriculum and standards in vertical teams | | | | |  |  | | |
| Teachers develop their knowledge of culturally relevant teaching.   * Opportunities provided for teachers to use student interests as contexts for mathematics. | | | | |  |  | | |
| **Imperative 3:**  **Commitment to Others** | There is collaboration with all stake holders in order to build a shared vision of high-quality mathematics curriculum that is aligned to state expectations and community priorities.   * Stakeholders understand the standards well * Standards support community needs and interests | | | | |  |  | | |
| There is collaboration with all stakeholders in order to articulate high-quality mathematics instruction, how it benefits students, and how stake holders can best support the instruction.   * Opportunities are provided for stakeholders to witness high-quality, equitable mathematics instruction in action * Stakeholders are invited to participate in the development of curriculum or instructional resources | | | | |  |  | | |

| **Guiding Principle 2: Design**  ***Design*** *and implement structures that support high-quality mathematics teaching and learning for every teacher.* | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea 1:** Structures that Support Equity  **Big Idea 2:** Structures Supporting Teachers’ Work with Students  **Big Idea 3:** Structures Supporting Teacher Professional Learning | | | | **Essential Action for Imperative 1:** Ensure mathematics learning for all students through organizational structures, time and resource allocation, and systemic supports that are aligned, intentional, and equitable.  **Essential Action for Imperative 2:** Ensure systems of continual collaborative, job-embedded professional learning to build teacher and leader capacity and increase efficacy.  **Essential Action for Imperative 3:** Ensure sustainability through engaging all stakeholders in systemic, long-range strategic planning for all teaching and learning improvement initiatives. | | | | | |
| **Level 1** | | **Level 2** | **Level 3** | | **Level 4** | | | **Level 5** | **Level 6** |
|  |  | | | | | | | | |
|  | **Critical Indicators** | | | | | **Level** | **Lines of Evidence** | | |
| **Imperative 1:**  **Commitment to Self** | There is a structure that provides opportunities for self-reflection on how equitable learning opportunities are currently being provided and how they could be made more available.   * Current equitable learning opportunities for ALL students * Additional equitable learning opportunities for particular groups of students | | | | |  |  | | |
| There are equitable structures that provide opportunities for teachers to create and implement intensification plans.   * Systemic methods used to identify, define, and resolve students’ mathematical and social-behavior difficulties * Structures currently in place to support student intensification (targeted intervention) | | | | |  |  | | |
| There are structures that support professional learning that supports mathematics learning for all students.   * Professional learning needs of our mathematics teams | | | | |  |  | | |
| There is a system of teacher evaluations that focuses on student learning.   * Current evaluation system focuses on student learning * Improve observation practices to that the evidence collected and the formative feedback provided to teachers are aligned to research-affirmed best practice for mathematics teaching | | | | |  |  | | |
| **Imperative 2: Commitment to Colleagues** | There are culturally relevant practices embedded into professional learning opportunities that incorporate contexts that are relevant to students in professional learning.   * Culturally relevant teaching practices to deliver teacher professional learning * Context to support mathematical content in professional learning | | | | |  |  | | |
| Teachers have opportunities to collaborate.   * Master schedule that provides substantive time for job-embedded professional learning and collaborative planning | | | | |  |  | | |
| Professional learning is collaborative in nature.   * Professional learning experience leverages the strengths of the full team | | | | |  |  | | |
| Professional learning is anchored in a shared vision of high-quality mathematics teaching and learning.   * Resources to support research-affirmed best practices | | | | |  |  | | |
| **Imperative 3:**  **Commitment to Others** | Collaboration between all stakeholders (including parent groups, community organizations, and experts in fields such as SPED or ELL).   * Students have access to meaningful grade-level content * Additional resources needed so that all stakeholders can learn more about equitable learning opportunities for all students | | | | |  |  | | |
| Stakeholders are engaged in order to ensure sustainability of the continuous improvement of teaching and student learning.   * Experiences for stakeholders to gain a clear picture of the current and desired state of mathematics teaching and learning | | | | |  |  | | |
| There is a coherent and focused professional learning plan.   * There are stakeholders responsible for the long-term design and facilitation of a professional learning plan * There are tools used to gather data about the strengths and needs of participants of professional learning | | | | |  |  | | |
| There is collaboration with all stakeholders on a cycle of continuous improvement for teaching and learning, curriculum development, and staffing.   * Leverage the school improvement planning process (or district-wide strategic planning process) to set goals and monitor the progress toward goal attainment | | | | |  |  | | |

| **Guiding Principle 3: Empower**  ***Empower*** *and nurture a culture of productive professionalism.* | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea 1:** Beliefs and Mindsets  **Big Idea 2:** Building Relationships  **Big Idea 3:** Culturally Sustaining Practices | | | | **Essential Action for Imperative 1:** Ensure assumptions, beliefs, expectations, and habits are examined in order to shape the school or department culture around teaching and learning of mathematics.  **Essential Action for Imperative 2:** Ensure a culture of reflections, refinement, and action focused on continuous improvement in mathematical learning.  **Essential Action for Imperative 3:** Ensure students, teachers, families, and community partnerships are built upon meaningful engagement. | | | | | |
| **Level 1** | | **Level 2** | **Level 3** | | **Level 4** | | | **Level 5** | **Level 6** |
|  |  | | | | | | | | |
|  | **Critical Indicators** | | | | | **Level** | **Lines of Evidence** | | |
| **Imperative 1:**  **Commitment to Self** | Existing mindsets, including educators’ personal mathematical identities.   * How students best learn mathematics * Support students in the development of their mathematical identities | | | | |  |  | | |
| Teachers build relationships that support their own professional learning and mindsets.   * Teachers meet and network with others whose relationships might be beneficial | | | | |  |  | | |
| Supportive environment that supports teachers as they examine and identify key elements of their own cultural selves.   * Teachers meet and network with others whose relationships might be beneficial | | | | |  |  | | |
| **Imperative 2: Commitment to Colleagues** | There is a collective responsibility for student learning.   * Teachers cultivate a belief in a shared responsibility for student learning | | | | |  |  | | |
| There is a professional culture that rewards collaborative professional growth and learning.   * Current structures in place that encourage teachers and leaders to collaborate * Structures to consider to increase collaboration | | | | |  |  | | |
| Educators value the perspectives of others in pursuit of shared culturally sustaining practices.   * Opportunities to compare perspectives to those of others, seeking commonalities and appreciating difference | | | | |  |  | | |
| **Imperative 3:**  **Commitment to Others** | Productive struggle is a part of the learning process for all stakeholders.   * Leaders model productive struggle for teachers and students | | | | |  |  | | |
| Culture encourages partnerships with all stakeholders.   * Current partnerships * Additional partnerships that would support students | | | | |  |  | | |
| The school culture is situated in the context of the community culture.   * School culture reflects the community culture * All aspects of the community culture are represented in the school culture | | | | |  |  | | |

| **Guiding Principle 4: Monitor**  ***Monitor*** *and act on evidence of student learning.* | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea 1:** Classroom Level  **Big Idea 2:** Teacher Teams  **Big Idea 3:** District Level | | | | **Essential Action for Imperative 1:** Ensure the design and use of high-quality, aligned assessments and equitable assessment processes that guide meaningful reflection and action.  **Essential Action for Imperative 2:** Ensure that the evidence of learning collected from every assessment is used to inform the design of curriculum, instruction, and the assessments themselves.  **Essential Action for Imperative 3:** Ensure every student is provided content based on grade-level content and intensification based on evidence of student learning. | | | | | |
| **Level 1** | | **Level 2** | **Level 3** | | **Level 4** | | | **Level 5** | **Level 6** |
|  |  | | | | | | | | |
|  | **Critical Indicators** | | | | | **Level** | **Lines of Evidence** | | |
| **Imperative 1:**  **Commitment to Self** | Teacher use and develop meaningful formative assessments.   * How formative assessment is used * What teachers need to know more about in order to use formative assessment more effectively | | | | |  |  | | |
| Teachers use high-quality common assessments that promote equitable access to grade-level content.   * Teacher teams use common assessments well | | | | |  |  | | |
| There are high-quality, standards-based common assessments. The results are used to guide meaningful reflection and action, particularly regarding equitable intensification strategies.   * District-level common assessments align to state standards * Data is used productively from common assessment to inform instructional programs | | | | |  |  | | |
| **Imperative 2: Commitment to Colleagues** | Teachers analyze data generated from classroom-based formative assessments.   * Structures are in place that support teachers’ analysis of data | | | | |  |  | | |
| Teachers analyze data generated from high-quality common assessments and use the data to inform the curriculum, instruction, and the assessments themselves.   * Teachers know what tools to use to analyze data * Teachers know how to use their tools to analyze data to ensure that all students have equitable access to grade-level content | | | | |  |  | | |
| Intensification strategies meet students’ needs by monitoring data and using that data to inform intensification plans (targeted instruction) for all students.   * Data available to create plans * How do we know the right students are in the right intensification strategy? | | | | |  |  | | |
| **Imperative 3:**  **Commitment to Others** | Teachers respond to formative assessment data by intervening during instruction.   * Teachers have the knowledge needed in order to effectively change instruction based on formative assessment data | | | | |  |  | | |
| There are structures for student reflection and goal setting.   * Current structures in place that involve students setting learning and achievement goals | | | | |  |  | | |
| Every student has access to grade-level content and use data to develop systemic changes when necessary.   * Every student has access to grade-level content * Equitable selection process for intensification strategies | | | | |  |  | | |