

Equity and Improvement Level 1:

Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities

INDICATOR	Beginning	Developing	Established	Transformational
<p><u>1.a. School Vision</u></p> <p>School leaders establish, communicate, and promote the values, beliefs, and a compelling vision rooted in equity, anti-racism and empowerment that readies students for college and/or success in a career that sustains a living wage.</p>	<p>School leaders have not established, communicated, and promoted the values, beliefs, and a compelling vision rooted in equity, anti-racism and empowerment. As a result, these do not drive the teaching and learning or a culture required for students to succeed in college and/or careers that would sustain a living wage. Stakeholders (teachers/students and parents) do not know what the values, beliefs and vision of the school are.</p>	<p>School leaders have not consistently established, communicated and promoted the values, beliefs, and a compelling vision rooted in equity, anti-racism and empowerment. As a result, these do not sufficiently drive the teaching and learning or a culture required for students to succeed in college and/or careers that would sustain a living wage. Many stakeholders do not know what the values, beliefs and vision of the school are.</p>	<p>School leaders establish, communicate, and promote the values, beliefs, and a compelling vision rooted in equity, anti-racism and empowerment that readies students for college and/or success in a career that sustains a living wage. Most stakeholders will know what the values, beliefs and vision of the school are and some will know why they are important.</p>	<p>School leaders have embedded, communicated and promoted rigorously the values, beliefs, and a compelling vision rooted in equity, anti-racism and empowerment. These are driving the teaching and learning and culture across the school and are ensuring that students are prepared for success in college and/or a career that would sustain a living wage. All stakeholders know and support the values, beliefs and vision of the school. Additionally, schools monitor the long term success of their students.</p>
<p><u>1.b. Instructional Vision</u></p> <p>School leaders establish, communicate, and promote a vision for equitable instruction that drives teaching and learning, professional learning, coaching structures and educator feedback required for students to succeed at their grade level according to MA Curriculum Frameworks and 21st century and college/career readiness standards.</p>	<p>School leaders have not established, communicated, and promoted a vision for equitable instruction that drives teaching and learning, professional development, coaching structures, and educator feedback. As a result, the vision does not drive the teaching and learning required for students to succeed at their grade level according to the MA Curriculum Frameworks and 21st century college/career readiness skills. Educators do not know the vision for equitable instruction or are they able to express how they are developing to meet the instructional vision.</p>	<p>School leaders have not consistently established, communicated, and promoted a vision for equitable instruction that drives teaching and learning, professional development, coaching structures, and educator feedback. As a result, the vision does not sufficiently drive the teaching and learning required for students to succeed at their grade level according to the MA Curriculum Frameworks and 21st century college/career readiness skills. Many educators do not know the vision for equitable instruction or are they able to express how they are developing to meet the instructional vision.</p>	<p>School leaders establish, communicate, and promote a vision for equitable instruction that drives teaching and learning, professional learning, coaching structures and educator feedback required for students to succeed at their grade level according to MA Curriculum Frameworks and 21st century and college/career readiness standards.</p>	<p>School leaders have communicated and aligned all systems that promote a vision for equitable instruction that drives teaching and learning, professional learning, coaching structures and educator feedback required for students to succeed at their grade level according to MA Curriculum Frameworks and 21st century and college/career readiness standards. Educators can clearly articulate the instructional vision and can articulate how their development is aligned to supporting their development to meet the vision for equitable instruction.</p>

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<p><u>1.c. Decision-Making Progress</u></p> <p>School leaders, TLT members, ILT members, and faculty have a process in place to evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to student outcomes and school-wide performance measures in SEZP’s Roadmap for Student Success</p>	<p>School leaders, TLT members, ILT members, and faculty do not have a process in place to evaluate the quality of school-level decisions. They do not make adjustments as needed to increase the coherence of policies and practices across the school and do not pay enough attention to student outcomes and school-wide performance measures in SEZP’s Roadmap for Student Success.</p>	<p>While School leaders, TLT members, ILT members, and faculty do have processes in place to evaluate the quality of school-level decisions, they do not make adjustments often enough to increase the coherence of policies and practices across the school and do not always pay enough attention to student outcomes and school-wide performance measures in SEZP’s Roadmap for Student Success.</p>	<p>School leaders, TLT members, ILT members, and faculty have processes in place to evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to student outcomes and school-wide performance measures in SEZP’s Roadmap for Student Success.</p>	<p>School leaders, TLT members, ILT members, and faculty have a well-established process in place to evaluate the quality of school-level decisions, making frequent strategic adjustments to increase the coherence of policies and practices across the school. Great care is taken to maximize the impact of student outcomes and school-wide performance measures in SEZP’s Roadmap for Student Success as evidenced by strategy and resource allocation in annual school improvement planning.</p>
<p><u>1.d. School-wide Goals</u></p> <p>There is a short list of clear, focused and measurable school-level goals and action plans (long-term, annual, and interim) apparent in the school based planning documents; those goals are tracked for progress and adjusted to drive efforts that accelerate student learning and foster social-emotional growth.</p>	<p>There is a not a short list of clear, focused school-level goals and action plans (long-term, annual, and interim) apparent in the school based planning documents. Any goals that have been developed by school leaders are not well enough tracked for progress and are not adjusted to drive efforts or accelerate student learning and foster social-emotional growth.</p>	<p>While a list of goals and action plans is apparent in the school based planning documents, these are not sufficiently clear and focused. Goals are not tracked sufficiently for progress by school leaders and are not adjusted often enough to consistently drive efforts that accelerate student learning and foster social-emotional growth.</p>	<p>There is a short list of clear, focused school-level goals and action plans (long-term, annual, and interim) apparent in the school based planning documents; those goals are tracked for progress and adjusted to drive efforts that accelerate student learning and foster social-emotional growth.</p>	<p>There is a short list of very clear, sharply focused school-level goals and action plans (long-term, annual, and interim) that are apparent in all school based planning documents and are known to all. Goals are tracked carefully for progress and adjusted frequently to drive efforts that accelerate student learning and foster social-emotional growth. Members of the school community can articulate goals and progress towards goals.</p>

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<p><u>1.e. Goal Evolution</u></p> <p>Goal-setting and effective action planning at the school level, including professional development (PD) planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms.</p>	<p>Goal-setting and action planning at the school level are not effective. They do not include the planning of PD and do not pay enough regard to the outcomes of a comprehensive needs assessment and ongoing data gathering and analysis. Emerging data is not used to improve teacher practice across classes.</p>	<p>Goal-setting and effective action planning at the school level, including PD planning, are not consistently informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis. As a result, teacher practice is not improving across all classrooms.</p>	<p>Goal-setting and effective action planning at the school level, including PD planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms.</p>	<p>Well established goal-setting and action planning processes across a broad set of metrics linked to the Roadmap Improvement Plan at the school level, including PD planning, are well-informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis. As a result, teacher practice is improving across all classrooms.</p>
<p><u>1.f. Distributive Leadership</u></p> <p>School leaders develop and implement processes to distribute leadership through clearly defined roles and responsibilities and decision-making throughout the school, increasing staff buy-in and expanding the impact and responsibility of high performers and expertise of staff.</p>	<p>School leaders have yet to develop and implement processes to distribute leadership and decision-making throughout the school. As a result, there is little staff buy-in and there are no opportunities to expand the impact and responsibility of high performers or the expertise of staff.</p>	<p>School leaders do not consistently develop and implement processes to distribute leadership and decision-making throughout the school. Too few opportunities are provided to increase staff buy-in and expand the impact and responsibility of high performers or the expertise of staff.</p>	<p>School leaders develop and implement processes to distribute leadership and decision-making throughout the school, increasing staff buy-in and expanding the impact and responsibility of high performers and expertise of staff.</p>	<p>School leaders develop, document, and implement many highly effective processes to distribute leadership and decision-making throughout the school, significantly increasing staff buy-in and regularly expanding the impact and responsibility of high performers and leverages the expertise of all staff. Educators have clarity for roles and responsibilities for various leadership positions.</p>

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<p><u>1.g. Staff Communication</u></p> <p>School leaders form, support, and develop the Teacher Leadership Team (TLT) and other necessary team structures and provide regular opportunities for fostering staff input into school decisions and initiatives so they are effective in building trusting relationships and two-way communication systems across staff and school teams. Teams with decision-making power understand their level of involvement in the decision-making process.</p>	<p>School leaders have not employed the Teacher Leadership Team (TLT) and structures for fostering staff input into school decisions and initiatives are informal, are not well defined, or do not exist. Some relationships are guided by trust, but it is inconsistent across the school.</p>	<p>School leaders established the Teacher Leadership Team (TLT) and formal structures and regular opportunities for fostering staff input into school decisions are defined but may not be used to effectively build trusting relationships and two-way communication across staff and school teams.</p>	<p>School leaders formed the Teacher Leadership Team (TLT) and formal structures and regular opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build trusting relationships and two-way communication across staff and school teams. Teams with decision-making power understand their level of involvement in the decision-making process</p>	<p>School leaders have formed a high functioning Teacher Leadership Team (TLT) and highly effective formal structures are in place to build positive and trusting staff relationships. Communication is two-way and conversations are transparent and honest. There are structures in place to ensure alignment between all school teams and there is clarity of decision-making power thereby enhancing transparency and trust within the school community.</p>
<p><u>1.h. Fiscal Responsibility</u></p> <p>School leaders establish budget processes and systems and manage finances, people, and resources so they are aligned with school priorities and are focused on raising staff and student performance equitably across race and gender as well as for exceptional students and emerging bilinguals.</p>	<p>School leaders have not established effective budget processes and systems and do not, therefore, manage finances, people, and resources properly. Budgetary decisions are not aligned with school priorities and are not sufficiently focused on raising staff and student performance.</p>	<p>While budget processes and systems exist, they are not used with sufficient consistency by School Leaders and, as a result, they do not consistently manage finances, people and resources properly. At times, budgetary decisions are not well enough aligned with school priorities and are not always focused on raising staff and student performance.</p>	<p>School leaders establish budget processes and systems and manage finances, people, and resources so that they are aligned with school priorities and are focused on raising staff and student performance equitably across race and gender as well as for exceptional students and emerging bilinguals.</p>	<p>School leaders have established highly effective budget processes and systems and manage finances, people, and resources with great consistency and skill so they are tightly aligned with school priorities and are sharply focused on raising staff and student performance. Budgetary decisions are targeted to eliminate any performance disparities that remain in Roadmap Improvement metrics.</p>

INDICATOR	Beginning	Developing	Established	Transformational
<p><u>1.i. Talent Management and Hiring for Racial Equity</u></p> <p>School leaders recruit, select, retain and build the capacity of educators so that all students have access to effective teachers that represent the population of students served in our zone. School leaders place a priority on hiring educators of color to maintain balanced ratios that represent our student population.</p>	<p>School leaders have not ensured that there are systems and procedures in place to recruit, select, hire and retain the most effective staff that represent the student population. There are no effective systems for mentoring and providing on-going support from administrators and coaches to ensure the most effective staff members are given opportunities for advancement and developing staff members have coaching tailored to their individual needs.</p>	<p>While there are systems and procedures in place to help School Leaders recruit, select, hire and retain the most effective staff that represent the student population, they are not implemented well enough to influence staff demographics.. Mentoring and on-going support from administrators and coaches does not consistently ensure the most effective staff members are given opportunities for advancement and/or developing staff members have coaching tailored to their individual needs.</p>	<p>School leaders recruit, select, retain and build the capacity of educators so that all students have access to effective teachers that represent the population of students served in our zone. School leaders place a priority on hiring educators of color to maintain balanced ratios that represent our student population.</p>	<p>School leaders ensure that the systems and procedures in place to recruit, select, hire and retain the most effective staff that represent it's student population. Through mentoring and on-going support from administrators and coaches, school leaders ensure the most effective staff members are given opportunities for appropriately swift advancement while developing staff members receive intense and urgent coaching tailored to their individual needs. Additionally, the school develops and employs specific supports to create an environment where educators can be successful.</p>

<p>1.j. Effective Master Schedule and School Calendar</p> <p>School leaders develop and implement processes and schedules that enable the school to run smoothly and reflect what matters most in the allocation of instructional time, intervention time, and time for social-emotional learning, among other aspects, available so that teachers and support staff can focus on raising student achievement and outputs beyond just academic measures and state accountability metrics.</p>	<p>School leaders have not developed a master schedule or school calendar that maximizes time to address student learning needs or teacher collaboration and adult learning. The daily schedule and time for teachers does not allow the school to reach improvement goals.</p>	<p>While the school leaders are making minor adjustments to the master schedule and/or school calendar to better meet student and educator needs, it is not leading to improvements in student achievement data or teacher development.</p>	<p>School leaders develop and implement processes and schedules that enable the school to run smoothly and reflect what matters most in the allocation of instructional time, intervention time, and time for social-emotional learning, among other aspects, available so that teachers and support staff can focus on raising student achievement and outputs beyond just academic measures and state accountability metrics.</p>	<p>School leaders develop and implement processes and schedules that enable the school to run smoothly and reflect what matters most in the allocation of instructional time, intervention time, and time for social-emotional learning, among other aspects, available so that teachers and support staff can focus on raising student achievement and outputs beyond just academic measures and state accountability metrics. Additionally, there is a clear path between the resource of time, money, and educator talents that have been strategically aligned to address gaps in performance data.</p>
<p>1. k. Partnership Management</p> <p>School leaders select and maintain external partnerships (student-facing, capacity-building, etc.) that align to improvement priorities and demonstrate effectiveness within the expected period of time.</p>	<p>School leaders have not developed external partners aligned to improvement priorities or have not demonstrated a method for regularly communicating relative school information to increase communication and direct partnership work.</p>	<p>School leaders have developed some external partners but partnerships are not aligned to the highest improvement strategies or communication is irregular or ineffective relative school information to impact direct partnership work or performance.</p>	<p>School leaders select and maintain external partnerships (student-facing, capacity-building, etc.) that align to improvement priorities and demonstrate effectiveness within the expected period of time.</p>	<p>School leaders select and maintain external partnerships (student-facing, capacity-building, etc.) that align to improvement priorities and demonstrate effectiveness within the expected period of time. Additionally, partners are deeply embedded in improvement strategies (when appropriate) and are held accountable by the school leader for set performance targets.</p>

Equity and Improvement Lever #2:

Coherent Actions for Improving Assurances for Educational Equity

- ☐ Instructional Leadership for Equity
- ☐ Curriculum and Instruction
- ☐ Feedback System for Building Educator Capacity
- ☐ Professional Learning and Collaboration

INDICATOR	Beginning	Developing	Established	Transformational
<p><u>2.a. Outcomes for All</u></p> <p>Across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including emerging bilinguals and exceptional learners, are engaged in appropriately challenging tasks and are moving toward or beyond grade level work performance.</p>	<p>Across classrooms, most teaching strategies do not provide multiple entry points into the curricula so that all learners, including emerging bilinguals and exceptional learners, are engaged in appropriately challenging tasks. As a result most students are not moving toward or beyond grade level work and performance.</p>	<p>Across classrooms, teaching strategies do not consistently provide multiple entry points into the curricula so that all learners, including emerging bilinguals and exceptional learners, are engaged in appropriately challenging tasks. As a result, some students are not moving toward or beyond grade level work and performance.</p>	<p>Across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including emerging bilinguals and exceptional learners, are engaged in appropriately challenging tasks and are moving toward or beyond grade level work and performance.</p>	<p>Across all classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including emerging bilinguals and exceptional learners, are engaged in appropriately challenging tasks. As a result all students are making rapid progress and many are achieving and working above their grade level.</p>
<p><u>2.b. Student Ownership</u></p> <p>Across classrooms, student work products and discussions demonstrate student ownership of the thinking.</p>	<p>Across classrooms, there are insufficient student work products and discussion opportunities and far too few occasions for students to demonstrate ownership of their thinking.</p>	<p>Across classrooms, incidence of student work products and discussion opportunities is inconsistent and, in some classes, there are too few well planned occasions for students to demonstrate ownership of their thinking.</p>	<p>Across classrooms, student work products and discussions demonstrate student ownership of the thinking.</p>	<p>Across all classrooms, student work products and observed discussions demonstrate students have complete ownership of their thinking.</p>

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<p><u>2.c. Instructional Team Effectiveness</u></p> <p>The Instructional Leadership Team or TLT (depending on the unique design of school teams), consisting of School Leaders, Master/Advanced Teachers and/or Lead Teachers, drive instructional improvement that is consistent with the instructional vision in the school by meeting on a weekly basis to observe and analyze teacher practice across the school and identify high-leverage professional development topics improve practice.</p>	<p>There is no effective Instructional Leadership Team or TLT (depending on the unique design of school teams) to drive instructional improvement in the school.</p>	<p>The Instructional Leadership Team or TLT (depending on the unique design of school teams) does not consistently drive instructional improvement in the school. Meetings are infrequent and too little time is taken to observe and analyze teacher practice across the school and identify high-leverage professional development topics to improve practice.</p>	<p>The Instructional Leadership Team or TLT (depending on the unique design of school teams), consisting of School Leaders, Master/Advanced Teachers and/or Lead Teachers, drives instructional improvement in the school by meeting on a weekly basis to observe and analyze teacher practice across the school and identify high-leverage professional development topics to present to improve practice.</p>	<p>The Instructional Leadership Team or TLT (depending on the unique design of school teams), consisting of School Leaders, Master/Advanced Teachers and/or Lead Teachers, is very effective in driving instructional improvement in the school. It meets frequently to carefully observe and analyze teacher practice across the school and identify, plan, and execute high-leverage professional development topics to improve practice.</p>
<p><u>2.d. Analyzing Students' Demonstration of Learning</u></p> <p>Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students.</p>	<p>Teacher teams do not analyze assessment data and student work for students they share or on whom they are focused. As a result, there is little or no improvement in teacher practice and little progress is made toward student goals.</p>	<p>Teacher teams do not consistently analyze assessment data and student work for students they share or on whom they are focused. As a result, improvement in teacher practice is sporadic and inconsistent progress is made toward student goals.</p>	<p>Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students.</p>	<p>Teacher teams consistently and rigorously analyze assessment data and student work for students they share or on whom they are focused, typically resulting in significantly improved teacher practice and rapid progress toward goals for groups of students.</p>

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<p><u>2.e. Standards-Aligned-Instruction</u> Across all classrooms, teaching practices are aligned to the grade-level standards and reflect an articulated and commonly shared set of beliefs about how students learn best and are informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the MA Curriculum Frameworks.</p>	<p>Teaching practices are not suitably aligned to the standards and do not reflect an articulated and commonly shared set of beliefs about how students learn best. Most teaching practices are not informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the MA Curriculum Frameworks.</p>	<p>Teaching practices are not consistently aligned to the standards and do not consistently reflect an articulated and commonly shared set of beliefs about how students learn best. Some teaching practices are not informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the MA Curriculum Frameworks.</p>	<p>Across all classrooms, teaching practices are aligned to the grade level standards and reflect an articulated and commonly shared set of beliefs about how students learn best and are informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the MA Curriculum Frameworks.</p>	<p>Across classrooms, teaching practices are tightly aligned to the standards and reflect a clearly articulated and commonly shared set of beliefs about how students learn best. This is effectively informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the MA Curriculum Frameworks. Additionally, the Leadership Team regularly meets to calibrate feedback against a common vision for standards-aligned instruction.</p>
<p><u>2.f. Data-Driven Instruction</u> Teachers regularly incorporate checks for understanding, both formal and informal, and use feedback to tailor instruction in real time to further student learning.</p>	<p>Teachers do not incorporate sufficient checks for understanding and do not, therefore, collect enough feedback to tailor instruction to further student learning.</p>	<p>Teachers do not consistently incorporate sufficient checks for understanding and do not always, therefore, collect enough feedback to tailor instruction in real time to further student learning.</p>	<p>Teachers regularly incorporate checks for understanding, both formal and informal, and use the feedback to tailor instruction in real time to further student learning.</p>	<p>Teachers regularly incorporate intentional and strategic checks for understanding. They make effective use of the feedback they gather to tailor instruction (aggressive monitoring) with precision in real time to further student learning.</p>

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<p><u>2.g. Maximizing Instructional Time</u></p> <p>Students are following a clear set of efficient and effective classroom routines and procedures consistently implemented by teachers across the school.</p>	<p>Students do not generally follow classroom routines and procedures.</p>	<p>Students do not consistently follow classroom routines and procedures as they are not consistently implemented by teachers across the school.</p>	<p>Students are following a clear set of efficient and effective classroom routines and procedures consistently implemented by teachers across the school.</p>	<p>Students all follow a clear set of efficient and effective classroom routines and procedures consistently and thoughtfully implemented by all teachers across the school.</p>
<p><u>2.h. Aligned and Culturally Responsive Curriculum</u></p> <p>School leaders and faculty ensure that teaching practices and curricula are aligned to grade-level standards, integrate and refine tasks that elevate student voice and authentic student experiences ensuring that tasks are culturally relevant and strengths-based for the current student population. Texts and tasks provide accurate historical contexts.</p>	<p>School leaders and faculty do not ensure that teaching practices and curricula are aligned to standards or refine lessons to integrate or elevate student voice.. They do not ensure the integration of the instructional shifts during lesson execution. Tasks are not culturally relevant nor do texts and tasks reflect accurate historical contexts.</p>	<p>School leaders and faculty do not consistently ensure that teaching practices and curricula are well enough aligned to standards and some consideration of student voice is apparent. They do not consistently integrate the instructional shifts. Some tasks are culturally relevant and texts and tasks reflect accurate historical contexts however, it is inconsistent across all classrooms.</p>	<p>School leaders and faculty ensure that teaching practices and curricula are aligned to grade-level standards, integrate and refine tasks that elevate student voice and authentic student experiences ensuring that tasks are culturally relevant and strengths-based for the current student population. Texts and tasks provide accurate historical contexts.</p>	<p>School leaders and faculty diligently ensure that teaching practices and curricula are fully aligned to standards and grade level rigor in both planning and lesson execution. They skillfully integrate the instructional shifts. Texts and tasks provide accurate historical contexts and elevate student voice. Students can articulate how tasks and text reflect historical contexts.</p>

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<p>2.i. Educator Feedback Systems</p> <p>School leaders support the development of teachers with effective feedback and next steps based on frequent cycles of classroom observation, using vetted tools grounded in equity, and analysis of student work/data. The feedback provided to teachers reflects alignment with instructional vision.</p>	<p>School leaders do not support the development of teachers by providing feedback and suggesting next steps for action. Classroom observations are infrequent and there is no systematic analysis of student work and data or alignment with the school’s instructional vision.</p>	<p>School leaders do not support the development of teachers based on feedback and next steps for action with enough frequency. Classroom observations are too infrequent and there is too little systematic analysis of student work and data and/or alignment with the school’s instructional vision.</p>	<p>School leaders support the development of teachers with effective feedback and the identification of next steps from frequent cycles of classroom observation and the systematic analysis of student work and data aligned with the school’s instructional vision.</p>	<p>School leaders support the development of teachers with very precise feedback and detailed next steps. There are frequent cycles of carefully completed classroom observation and detailed and systematic analysis of student work and data take place regularly. Analysis, coaching and feedback are tightly aligned to the school’s instructional vision.</p>
<p>2.j. Aligned Feedback</p> <p>Frequent (at least 1 time in a 2 week cycle) feedback to teachers by administrators, coaches, or peers accurately captures strengths, challenges, and ‘bite-sized’ next steps based on the teaching rubric and most recent Equitable Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with the school-wide instructional vision and teachers know what is expected of them based on feedback.</p>	<p>Feedback to teachers by administrators, coaches, or peers is not frequent enough and does not capture strengths, challenges, and next steps based on the teaching rubric and the most recent Equitable Instructional Practice Guides. Feedback is not actionable and does not articulate clear expectations for the school-wide instructional vision. Teachers do not know what strategies they are expected to employ.</p>	<p>Feedback to teachers by administrators, coaches, or peers does not capture strengths, challenges, and next steps based on the teaching rubric and the most recent Equitable Instructional Practice Guides. Feedback is not always is not actionable, consistent or frequent enough and does not articulate clear expectations for the school-wide instructional vision. Teachers do not know what strategies they are expected to employ.</p>	<p>Frequent feedback to teachers by administrators, coaches, or peers accurately captures strengths, challenges, and ‘bite-sized’ next steps based on the teaching rubric and most recent Equitable Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with the school-wide instructional vision and teachers know what is expected of them based on feedback.</p>	<p>Frequent feedback to teachers by administrators, coaches, or peers very accurately captures strengths, challenges, and ‘bite-sized’ next steps based on the teaching rubric and most recent Equitable Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with the school-wide instructional vision and teachers know what is expected of them based on feedback and can articulate how aligned coaching supports their development towards the instructional vision.</p>

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<p><u>2.k. Educator Collaboration</u></p> <p>School leaders provide opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings for staff to regularly collaborate, amplify curriculum, and plan lessons in response to emerging performance data and the needs of students.</p>	<p>School leaders do not provide opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings, for staff to regularly collaborate, amplify curriculum, and plan lessons in response to emerging performance data and the needs of students.</p>	<p>School leaders do not provide enough opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings, for staff to regularly collaborate, amplify curriculum, and plan lessons in response to emerging performance data and the needs of students, or these opportunities are unfocused and unproductive in relation to student impact.</p>	<p>School leaders provide opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings for staff to regularly collaborate, amplify curriculum, and plan lessons in response to emerging performance data and the needs of students.</p>	<p>School leaders provide numerous high-quality opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings, for staff to regularly collaborate, amplify curriculum, and plan lessons in response to emerging performance data and the needs of students.</p> <p>These opportunities are laser-focused and systematically integrate regular evaluation of student impact correlated to the work of the PLC/team.</p>
<p><u>2.l. Effective Planning</u></p> <p>Teachers plan for instruction from high-quality, grade level curriculum materials and are prepared to implement lessons with appropriate scaffolding or support to uphold grade level expectations and curricular rigor.</p>	<p>Teachers do not plan for instruction using high-quality, grade level curriculum materials and/or plans for appropriate scaffolding or support to uphold grade level expectations and curricular rigor are not evident.</p>	<p>Teachers do not consistently plan for instruction from high-quality, grade level curriculum materials and are prepared to implement lessons with appropriate scaffolding or support to uphold grade level expectations and curricular rigor.</p>	<p>Teachers plan for instruction from high-quality, grade level curriculum materials and are prepared to implement lessons with appropriate scaffolding or support to uphold grade level expectations and curricular rigor.</p>	<p>All Teachers consistently plan from high-quality, grade level curriculum materials and are prepared to implement lessons with appropriate scaffolding or support to uphold grade level expectations and curricular rigor. The school has a system and process for planning that is used for planning core instruction that ensures lessons are prepared to meet the needs of students.</p>

INDICATOR	Beginning	Developing	Established	Transformational
<p><u>2.m. Targeted Planning</u></p> <p>Department or grade level teams have clear instructional targets and priorities that inform daily teacher practice. Teachers can articulate how their actions align with these targets and priorities.</p>	<p>Neither department nor grade level teams have clear instructional targets and priorities that inform daily teacher practice. Teachers cannot articulate how their actions align with these targets and priorities.</p>	<p>Not all department or grade level teams have clear instructional targets and priorities that inform daily teacher practice. Some Teachers cannot articulate how their actions align with these targets and priorities.</p>	<p>Department or grade level teams have clear instructional targets and priorities that inform daily teacher practice. Teachers can articulate how their actions align with these targets and priorities.</p>	<p>Department or grade level teams have highly precise instructional targets and priorities that accurately inform daily teacher practice. Teachers can all clearly articulate how their actions align with these precision targets and priorities.</p>
<p><u>2.n. Teacher Input into Professional Learning</u></p> <p>School leaders and the TLT/ILT have an effective system that uses aggregate teacher observation data to effectively design, facilitate, and execute PD.</p>	<p>School leaders and the TLT do not have an effective system that uses aggregate teacher observation data to plan and inform professional development. PD is not aligned to the needs of either the school or individual teachers.</p>	<p>While school leaders and the TLT do have a system that uses aggregate teacher observation data to plan and inform PD, it is not used with sufficient consistency. Much PD is not aligned or executed to match either school or personal goals.</p>	<p>School leaders and the TLT/ILT have an effective system that uses aggregate teacher observation data to effectively design, facilitate, and execute PD.</p>	<p>School leaders and the TLT have a very effective system that uses aggregate teacher observation data to effectively design, facilitate, and execute high quality PD. PD is closely aligned to the needs of the school and staff and is often led by expert educators in the building.</p>

Equity and Improvement Lever #3:

Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

INDICATOR	Beginning	Developing	Established	Transformational
<p>3.a. Intervention System (click link for system checklist)</p> <p>Students are scheduled flexibly to receive up to three regular doses of intervention support with intentional frequency, duration, and focus aligned to individual student needs and based on real-time data and progress monitoring. Targeted interventions are personalized for each learner and are delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups. A master schedule that supports flexibility in scheduling students, a robust data system for collecting universal screening data for academics and behavior, and a team to regularly monitor and react as a mechanism for progress monitoring are essential to an effective system.</p>	<p>Students are scheduled in fixed interventions or support groups/classes, with insufficient frequency, duration, or focus, making it impossible to address changing individualized needs based on real-time data and progress monitoring. There is no system to identify appropriate interventions matched to the personalized needs of students and interventions are not delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups.</p>	<p>Students are scheduled in fixed interventions or supports with sporadic or unintentional frequency, duration, or focus, and only have access to flexible grouping <i>within</i> each intervention or support group/class, making it difficult to address changing individualized needs based on real-time data and progress monitoring. Identified interventions are generalized or unrelated to individual student data and are rarely delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups.</p>	<p>Students are scheduled flexibly to receive up to three regular doses of intervention support with intentional frequency, duration, and focus aligned to individual student needs and based on real-time data and progress monitoring. Targeted interventions are personalized for each learner and are delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups. A master schedule that supports flexibility in scheduling students, a robust data system for collecting universal screening data for academics and behavior, and a team to regularly monitor and react as a mechanism for progress monitoring are essential to an effective system.</p>	<p>Through a high functioning RTI team, students are scheduled flexibly to receive up to three regular doses of intervention support with intentional frequency, duration, and focus aligned to individual student needs and based on real-time data and progress monitoring. Targeted interventions are personalized for each learner and are delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups. A master schedule that supports flexibility in scheduling students, a robust data system for collecting universal screening data for academics and behavior, and a team to regularly monitor and react as a mechanism for progress monitoring are essential to an effective system. Additionally, the RTI team monitors appropriate data to mark progress towards overall school improvement metrics outlined in the school’s improvement plan.</p>

INDICATOR	Beginning	Developing	Established	Transformational
<p><u>3.b. Effective Response to Intervention Team</u></p> <p>One or more Response to Intervention Teams carefully monitor student progress resulting from three tiers of intervention. Teams use carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose. Progress monitoring informs teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks. Teams identify any teacher support needed to make intervention delivery successful. Teams can be structured to be grade level, content-based, or cross-sectional based on school size and context. The Response to Intervention Team is in addition to the “STAT Team.”</p>	<p>There is no Intervention Team in place to effectively monitor student progress resulting from three tiers of intervention. There are no carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose. Progress monitoring does not inform teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks and/or there is no mechanism to identify teacher support needed to make intervention delivery successful.</p>	<p>There is an Intervention Team in place to effectively monitor student progress resulting from intervention but there are no carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose. Progress monitoring is infrequent or inconsistent and, as a result, minimally informs teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks and/or there is little opportunity for the team to identify teacher support needed to make intervention delivery successful.</p>	<p>An Intervention Team carefully monitors student progress resulting from three tiers of intervention. Teams use carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose. Progress monitoring informs teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks. Teams identify any teacher support needed to make intervention delivery successful. Teams can be structured to be grade level, content-based, or cross-sectional based on school size and context. The Response to Intervention Team is in addition to the “STAT Team.”</p>	<p>An Intervention Team meets weekly to carefully monitor student progress resulting from three tiers of intervention. The team uses an intentional protocol to observe intervention practices, analyze resulting data, make adaptive decisions, and evaluate effectiveness of ongoing interventions. Teams use carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose and set ambitious targets for individualized student improvement relative to the criteria. Progress monitoring informs teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks. Teams identify and deliver any teacher support needed to make intervention delivery successful. Additionally, the Response to Intervention Team adopts or adapts a menu of research-based academic and behavioral tier 2 and 3 treatments that, when applied effectively, only rarely necessitate activation of the “STAT Team” for the purpose of removal of a student to a more restrictive environment.</p>

INDICATOR	Beginning	Developing	Established	Transformational
<p>3.c. Access to Support</p> <p>Students are scheduled for classes and interventions aligned with their immediate needs AND are scheduled in additional core, intervention, remedial, or recovery courses as needed to ensure on time promotion and eventual graduation.</p>	<p>Students are not generally scheduled for classes and interventions aligned with their immediate needs AND are generally scheduled in additional core, intervention, remedial, or recovery courses as needed to ensure on time promotion and eventual graduation.</p>	<p>Some students are not scheduled for classes and interventions aligned with their immediate needs AND are not all scheduled in additional core, intervention, remedial, or recovery courses as needed to ensure on time promotion and eventual graduation.</p>	<p>Students are scheduled for classes and interventions aligned with their immediate needs AND are scheduled in additional core, intervention, remedial, or recovery courses as needed to ensure on time promotion and eventual graduation.</p>	<p>Students are all scheduled in courses aligned with their immediate needs AND, as required they are scheduled in additional remedial courses that are moving them closer to on time promotion and eventual graduation and success in high school for middle schools and college and career for high schools..</p>
<p>3.d. Progress Monitoring</p> <p>Teachers actively use results of assessments in their classrooms to tailor instruction to the needs of students, and group students to ensure they are receiving instruction aligned with their changing needs and zone of proximal development.</p>	<p>Teachers do not use results of assessments in their classrooms to tailor instruction to the needs of students. They do not group students to ensure they are receiving instruction that is aligned with their changing needs and zone of proximal development.</p>	<p>Teachers do not consistently use results of assessments in their classrooms to tailor instruction to the needs of students. Teachers do not consistently group students to ensure they are receiving instruction aligned with their changing needs zone of proximal development.</p>	<p>Teachers actively use results of assessments in their classrooms to tailor instruction to the needs of students, and group students to ensure they are receiving instruction aligned with their changing needs and zone of proximal development.</p>	<p>Teachers skillfully use the results of assessments in their classrooms to carefully tailor instruction to the needs of students. They group and monitor students to ensure they are receiving instruction aligned with their changing needs and zone of proximal development.</p>

INDICATOR	Beginning	Developing	Established	Transformational
<p><u>3.e. Academic Treatment</u></p> <p>Curricula, interventions, and academic tasks as implemented in the school are planned and refined using student work and data so that a diversity of learners, particularly emerging bilinguals and exceptional learners, have access to the learning and are cognitively engaged. A menu of research-based interventions is available when determining treatment options.</p>	<p>Curricula, interventions, and academic tasks as implemented in the school are not planned and refined using student work and data so that the diversity of learners, particularly emerging bilinguals and exceptional learners, do not have access to appropriate learning and are not cognitively engaged. A menu of research-based interventions does not exist.</p>	<p>Curricula, interventions, and academic tasks as implemented in the school are not consistently planned and refined using student work and data so that the diversity of learners, particularly emerging bilinguals and exceptional learners, do not have access to appropriate learning and are not cognitively engaged. A menu of research-based interventions does not exist.</p>	<p>Curricula, interventions, and academic tasks as implemented in the school are planned and refined using student work and data so that a diversity of learners, particularly emerging bilinguals and exceptional learners, have access to the learning and are cognitively engaged. A menu of research-based interventions is available when determining treatment options.</p>	<p>Curricula, interventions, and academic tasks as implemented in the school are planned and refined using student work and data so that a diversity of learners, particularly emerging bilinguals and exceptional learners, have access to the learning and are cognitively engaged. A menu of research-based interventions is available when determining treatment options.</p> <p>There is evidence, tracked by the leadership and RTI teams that demonstrates how treatments have led to the closing of any gaps in student outcomes (MCAS, MAP, etc.).</p>
<p><u>3.f. Social-Emotional Treatment</u></p> <p>Structures are in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs. When expertise is needed, the school partners without outside agencies or providers. A menu of research-based interventions is available when determining treatment options.</p>	<p>Structures are not designed or operational to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs. Internal or external expertise is not activated and a menu of interventions is not available when determining treatment options.</p>	<p>Structures are in place to ensure that some students are known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs. Internal or external expertise is engaged but there is not a fully coordinated system (team, regular review of data, menu of research-based interventions, progress monitoring) is in place to determine treatment options.</p>	<p>Structures are in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs. When expertise is needed, the school partners without outside agencies or providers. A menu of research-based interventions is available when determining treatment options.</p>	<p>Structures are in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs. When expertise is needed, the school partners without outside agencies or providers. A menu of research-based interventions is available when determining treatment options. There is evidence, tracked by the leadership and RTI teams that demonstrates how treatments have led to the closing of any gaps in student outcomes (attendance, discipline, academic data, etc.)</p>

Equity and Improvement Lever #4: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

INDICATOR	Beginning	Developing	Established	Transformational
<p>4.a. Anti-Racist Stance</p> <p>The school and all school community members support and develop policies and practices that move the school toward dismantling racial inequalities and individuals are persistently self-aware and engage in regular self-examination of personal biases that suggest that one group is inferior or superior over another.</p>	<p>The school and its community members do not demonstrate support for policies and practices that move the school toward dismantling racial inequalities and individuals do not engage in regular self-examination of personal biases that suggest that one group is inferior or superior over another. The school community fails to engage with data that illuminates disparities amongst Black/AA and Latinx/multilingual members of the school community and racist practices, language, or ideology persist as a result. The school does not establish responsibility (internally or externally) for equity work within the school.</p>	<p>The school and its community members support policies and practices that move the school toward dismantling racial inequalities in name only, effectively allowing individuals to disengage from regular self-examination of personal biases that suggest that one group is inferior or superior over another. The school highlights data that reveal significant race-based disparities, but without accompanying development, action steps, or accountability for change. The school expects and off-sets responsibility to leaders or organizations outside the school to drive equity work within the school.</p>	<p>The school and all school community members support and develop policies and practices that move the school toward dismantling racial inequalities and individuals are persistently self-aware and engage in regular self-examination of personal biases that suggest that one group is inferior or superior over another. School leaders and teams regularly analyze disaggregated data and identify disparities. School leaders systematically plan and act to rectify disparities and/or adjust policies that are resulting in inequitable outcomes.</p>	<p>The school and all school community members support policies and practices that move the school toward dismantling racial inequalities and individuals are persistently self-aware and engage in regular self-examination of personal biases that suggest that one group is inferior or superior over another. The school community accomplishes this work using disaggregated data regularly, openly, and unapologetically to demonstrate ongoing disparities and/or the impact of racist systems. Race-based data is foundational to all policy development, professional learning, and decision making, with frequent questioning of practices to determine their impact on students and educators of color (e.g., How will this practice impact Black/AA and Latinx/multilingual students in the school negatively? How will it impact Black/AA and Latinx/multilingual students positively? As a result, will the policy further, hinder, or ignore anti-racist action in our school?)</p>

INDICATOR	Beginning	Developing	Established	Transformational
<p><u>4.b. Safe, Trusting and Inclusive School Culture</u></p> <p>The school’s approach to culture-building, discipline, and social-emotional support results in a safe and trusting environment in which race, gender, and specialized needs data is frequently analyzed for bias. Students know they are physically and emotionally safe and know that they belong. Adults in the building intentionally build relationships with students which is necessary for two-way respect. Student voice is encouraged/sought out, welcomed, and valued.</p>	<p>The school’s approach to culture-building, discipline, and social-emotional support does not result in a safe environment and an inclusive culture conducive to student and adult learning. Students and adults do not generally treat each other respectfully and student voice is not encouraged/sought out, welcomed, and valued.</p>	<p>The school’s approach to culture-building, discipline, and social-emotional support does not consistently result in a safe environment. In some classes, there is not an inclusive culture conducive to student and adult learning. Students and adults do not always treat each other respectfully and student voice is not always encouraged/sought out, welcomed, and valued.</p>	<p>The school’s approach to culture-building, discipline, and social-emotional support results in a safe environment and inclusive culture conducive to student and adult learning. Students and adults treat each other respectfully and student voice is encouraged/sought out, welcomed and valued.</p>	<p>The school’s approach to culture-building, discipline, and social-emotional support results in a very safe environment. This culminates in a highly inclusive culture conducive to student and adult learning. Students and adults treat each other with overt, intentional respect and student voice is routinely and actively encouraged/sought out, welcomed, and valued.</p>
<p><u>4.c. Celebrating Success</u></p> <p>School leaders invite and encourage students, family, and community members to celebrate student achievement and school successes so they feel involved in the life of the school as a learning community.</p>	<p>School leaders do not generally invite and encourage family and community members to celebrate student achievement and school successes. As a result, they do not feel involved in the life of the school as a learning community.</p>	<p>School leaders are not consistent in inviting and encouraging family and community members to celebrate student achievement and school successes. As a result, many do not feel involved in the life of the school as a learning community.</p>	<p>School leaders invite and encourage family and community members to celebrate student achievement and school successes so they feel involved in the life of the school as a learning community.</p>	<p>School leaders take great care to actively invite, regularly engage and encourage family and community members to celebrate student achievement and school successes. In this way, they ensure family members feel extensively involved in the life of the school as a learning community. Additionally, student success is widely publicized through websites and social media (safely).</p>

INDICATOR	Beginning	Developing	Established	Transformational
<p><u>4.d. Adult Culture and Learner’s Stance</u></p> <p>Teacher teams and leaders establish a culture based on mutual respect that consistently and publicly communicates anti-racist approaches, high expectations for all students, and ongoing opportunities for detailed feedback and guidance/advisement supports that prepare students for the next level.</p>	<p>Teacher teams and leaders do not ensure the school is a respectful, equity-based professional learning community since there are rarely opportunities for staff to continue their professional development aligned with a anti-racist and equitable school vision rooted in high expectations for all students.</p>	<p>Teacher teams and leaders do not consistently ensure the school is a respectful, equity-based professional learning community since there are rarely opportunities for staff to continue their professional development and personal growth and development aligned with a anti-racist and equitable school vision rooted in high expectations for all students.</p>	<p>Teacher teams and leaders establish a culture based on mutual respect that consistently and publicly communicates anti-racist approaches, high expectations for all students, and ongoing opportunities for detailed feedback and guidance/advisement supports that prepare students for the next level.</p>	<p>Teacher teams and leaders establish a culture based on mutual respect and publicly communicates anti-racist approaches, high expectations for all students by providing and differentiating frequent, cohesive, high-quality opportunities for staff to continue their personal professional growth that ensures students are prepared for the next level.</p>
<p><u>4.e. Clear and Consistent Student Culture</u></p> <p>Students are following routines and procedures outside of classrooms and within the school (entry, dismissal, passing time, lunch room, school events) that are consistently articulated by teachers and school staff.</p>	<p>School leaders and teachers have not yet designed structures and procedures outside of classrooms or within the school (entry, dismissal, passing time, school events, lunch arrival/dismissal).</p>	<p>School leaders and teachers do not consistently implement the structures and procedures outside of classrooms and within the school (entry, dismissal, passing time, school events, lunch arrival/dismissal) or these routines are not regularly followed by students.</p>	<p>School leaders and teachers consistently implement structures and procedures outside of classrooms and within the school (entry, dismissal, passing time, lunch room, school events) that are consistently articulated by teachers and school staff and routines are consistently followed by students.</p>	<p>School leaders and teachers are highly effective at implementing routines and procedures outside of classrooms and within the school (entry, dismissal, passing time, lunch room, school events) and are consistently articulated by teachers and students are able to not only consistently follow but can articulate why and how routines impact the climate and culture of the school.</p>
<p><u>4.f. Responsiveness to Families and Caregivers</u></p> <p>School leaders and teachers respond to any concerns in a professional and timely manner and involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.</p>	<p>School leaders and teachers do not generally respond quickly enough to concerns raised by families and do not involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.</p>	<p>School leaders and teachers do not consistently respond to any concerns in a professional and timely manner and do not always involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.</p>	<p>School leaders and teachers respond to any concerns in a professional and timely manner and involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness. Translation support is provided for families whose first language is not English.</p>	<p>School leaders and teachers respond to any concerns in a professional and timely manner and frequently involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness, to excellent effect. Translation support is consistently provided for families whose first language is not English and a school-embedded mechanism to support translation services exists.</p>

INDICATOR	Beginning	Developing	Established	Transformational
<p>4.g. Families as Partners</p> <p>School leaders and teachers design structures and processes that encourage families and community members to engage as partners in raising student achievement.</p>	<p>School leaders and teachers have not yet designed structures and processes that encourage families and community members to engage as partners in raising student achievement.</p>	<p>School leaders and teachers do not consistently implement the structures and processes designed to encourage families and community members to engage as partners in raising student achievement.</p>	<p>School leaders and teachers consistently implement structures and processes that encourage families and community members to engage as partners in raising student achievement.</p>	<p>School leaders and teachers are highly effective in implementing a comprehensive range of structures and processes that regularly encourage families and community members through student goal setting to engage as partners in raising student achievement.</p>
<p>4.h. Effective Communication with Families and Caregivers</p> <p>School leaders and teachers design and utilize formal and informal communication to build relationships with families and ensure they are kept informed about the academic and personal progress of students.</p>	<p>School leaders and teachers have yet to design effective communication channels to build relationships with families and ensure that they are kept informed about the academic and personal progress of their students.</p>	<p>School leaders and teachers do not consistently utilize the communication channels that exist to build relationships with families and ensure that they are kept informed about the academic and personal progress of students.</p>	<p>School leaders and teachers design and utilize formal and informal communication to build relationships with families and ensure they are kept informed about the academic and personal progress of students.</p>	<p>School leaders and teachers design and utilize highly effective formal and informal communication to build strong relationships with families and ensure they are kept well informed about the academic and personal progress of students. Additionally, the school seeks family and caregiver feedback to improve communication systems and structures.</p>