

## Partnership Implementation Framework (PIF) with Evidence Guide

The Partnership Implementation Framework (PIF) is a tool to define implementation criteria for key components of school systems. Components are organized in six areas to reflect the priority areas at the Partnership:

1. [Instructional Leadership](#)
2. [Teaching & Learning](#)
3. [Data Driven Instruction](#)
4. [School Culture & Restorative Communities](#)
5. Engaged and Empowered Communities
  - a. [Family Engagement](#)
  - b. [Community Engagement & Partnerships](#)
6. [Organizational Leadership](#)
- ★ [Glossary of Key Terms](#)

### Stages of Implementation:

The various system components are described on a scale from “not yet begun” to “innovative implementation.” The definitions for each component provide guidance around the key features of effective systems for the core work of transforming schools, but do not focus on specific examples or strategies. There are typically multiple strategies by which schools can achieve excellent outcomes for students, and the PIF provides guidance about the features of systems that will support good practice, without being prescriptive of particular strategies.

Component	Not Yet Begun <i>- Few/None - No system, or just a few people enact absent of a system</i>	Initial Implementation <i>- Some - System may exist, but inconsistent execution</i>	Partial Implementation <i>- Most - System exists, with some consistency/coherence</i>	Full Implementation <i>- All or Almost all - System exists, with general consistency/coherence across school</i>	Innovative Implementation* <i>- System has extended beyond full implementation and has evolved in new ways to enhance achievement</i>
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Note that for “**Full Implementation**,” the associated language is “all or almost all.” Using this language fulfills the need to set a high bar for excellence, while also accounting for the potential of a small degree of natural variance that is often present, and sometimes warranted, in the complex work at school sites.

**\*Innovative Implementation:** The Partnership believes that schools achieving and sustaining full implementation of the key systems in this framework is revolutionary, and innovative in-and-of-itself, since schools are complex, ever-changing ecosystems. While it is our goal to support schools intensely toward reaching full implementation on annual focus systems, we also believe it is possible to extend beyond full implementation once a system is high functioning where all staff are implementing. Defining innovative implementation for each system in this framework is intentionally left undescribed to encourage authentic creativity that is yet undiscovered. Schools are encouraged - once there - to evolve their systems in ways that enhance the qualities of full implementation. As such, this framework will only define criteria up to Full Implementation.

### Intended Uses:

The PIF is used to guide school goal setting and strategic planning. It is used for self-assessment, reflection, progress monitoring, and qualitative review of a school’s systems. Additionally, it is intended to be a foundational document for action planning to achieve school goals, for the planning of professional development at school sites, as well as for school leaders and teacher leaders to ensure clear objectives and alignment of learning.

### Learning from Implementation:

As schools and groups of schools move through phases, codification and dissemination of best practices are a focus for the Partnership to accelerate the growth of other similar schools.

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Instructional Leadership					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Vision and Coherence</b>	School leaders and teacher leaders rarely collaborate to establish an instructional vision or set goals. The instructional vision and goals of the school may exist but are not clearly defined or known across the school community. The work of the ILT inconsistently focuses on shifting teacher practice and school culture to meet the needs of students.	School leaders and teacher leaders sometimes collaborate to establish the instructional vision and goals of the school resulting in inconsistent knowledge across the school community. The work of the ILT and teacher teams inconsistently focuses on shifting teacher practice and school culture to meet the needs of students and prepare them for college completion. The vision is rarely communicated to stakeholders.	School leaders and teacher leaders mostly work collaboratively to establish a shared instructional vision and goals of the school resulting in general knowledge across the school community. The vision may address equity and college completion. The work of the ILT and teacher teams is mostly focused on shifting teacher practice and school culture to meet the needs of students and prepare them for college completion. The vision is communicated to stakeholders periodically.	School leaders and teacher leaders work collaboratively to establish a shared instructional vision and goals of the school, that include a focus on equity and college completion. The work of the ILT and teacher teams consistently focuses on shifting teacher practice and school culture to meet the needs of students and prepare them for college completion. The vision is regularly and effectively communicated to inspire and unite all stakeholders.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>CTA goals</li> <li>ILT visioning documents and communications to staff</li> <li>Observation of ILT, PD/faculty meetings and teacher team meetings</li> </ul> <b>SLF -- 2b1, 3b3</b>
<b>Intentional Use of Time</b>	Few or none of the ILT and teacher team/PLC meetings are scheduled for the year, or are scheduled but consistently interrupted. Membership of teams may be unclear or inconsistent. Meetings are not outcome-oriented and rarely monitor progress toward goals or school wide systems. Leadership of key systems is not distributed among school leaders and teacher leaders.	ILT and teacher team meetings are scheduled for the year, but may be frequently interrupted or may be inconsistently attended. Some meetings are outcome-oriented and are used to monitor progress toward goals and school wide systems. Leadership of key systems is inconsistently distributed among school leaders and teacher leaders.	ILT and teacher team meetings are regularly scheduled for the year and are attended with fidelity. Most meetings are outcome-oriented and are used to monitor progress toward goals and school wide systems. Leadership of key systems is distributed among some school leaders and teacher leaders.	Time for the ILT, and all teacher teams to meet regularly is held sacred. Meetings are outcome-oriented and are used to monitor progress towards goals and the school wide systems in place to achieve those goals, including PD cycles, data driven-instruction, teacher observation and coaching, and teacher collaboration. Leadership of these systems is distributed across school and teacher leaders, and is strategically supported.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>ILT schedule, meeting agendas, and records of attendance</li> <li>Teacher team/PLC records</li> <li>Observation/video of ILT and teacher team meetings</li> <li>Varied data - assessment, attendance, referral, etc.</li> <li>Pre and post meeting emails to team</li> </ul> <b>SLF -- 1a3, 3a3, 3b3, 6b1</b>
<b>Data Driven Decision Making</b>	School leaders and the ILT may look at data periodically, but have not yet begun to track and analyze data systematically. Data is rarely used to inform decisions about teaching and learning, and improvement in student outcomes and school systems is not the result of data analysis.	School leaders and the ILT are beginning to track and analyze school, teacher and student data. This data is sometimes used to make informed decisions about teaching and learning, which may improve student outcomes and school systems.	School leaders, the ILT and teacher teams track and analyze school, teacher and student level data with some consistency. The school builds some capacity to effectively access and manage data. This data is used to make informed decisions about teaching and learning that often improve student outcomes and school systems.	School leaders, the ILT and teacher teams consistently track and analyze multiple measures of school, teacher and student level data. The school builds internal capacity to effectively access and manage data. This data is used to make informed decisions about teaching and learning that consistently improve student outcomes and school systems.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>CTA goals</li> <li>Assessment plan</li> <li>PD Plan and observations of implementation</li> <li>Varied data - assessment, attendance, etc.</li> <li>Data driven decision making protocols</li> <li>Data informed action plans</li> </ul> <b>SLF -- 2c1, 2c2</b>
<b>System for Capacity Building</b>	The ILT has not yet begun to execute a system for capacity building across the school that supports adult learning and growth in practice. There is little to no evidence that adult learning is the result of an intentionally built system.	The ILT is beginning to execute a system for capacity building across the school that supports adult learning and growth in practice. The capacity building system may include effective PD cycles, uneven facilitation of adult learning experiences, and occasional opportunities for coaching and feedback resulting in closing gaps in pedagogical knowledge, skill, or mindsets.	The ILT executes on a system for capacity building across the school that mostly supports adult learning resulting in some growth in practice. The capacity building system may include effective PD cycles, strong facilitation of adult learning experiences, and opportunities for coaching and feedback resulting in closing some gaps in pedagogical knowledge, skill, and mindsets.	The ILT executes on a system for capacity building across the school that consistently supports adult learning, meets group and individual needs, and results in consistent growth in practice. The capacity building system includes effective PD cycles, strong facilitation of adult learning experiences, and regular opportunities for coaching and feedback resulting in closing gaps in pedagogical knowledge, skill and mindsets..	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Agendas, attendance and PowerPoint</li> <li>PD Plan (Cycles)</li> <li>PD exit tickets/staff feedback</li> <li>PFS and LAUSD Experience Survey data</li> <li>Follow up emails to staff</li> <li>Coaching and observation notes/video</li> </ul> <b>SLF -- 3a2, 3a4</b>

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Teaching & Learning (Pg. 1)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	<ul style="list-style-type: none"> <li>- Where to find evidence?</li> <li>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment</li> </ul>
<b>Instructional Vision</b>	The school's instructional vision is unclear or nonexistent. Practices are not coherent across grades and departments. There is little to no evidence that practices are culturally relevant, standards-aligned, develop independence, including the use of technology to increase access and differentiation, and/or reflect an emphasis on the development of the skills needed for college completion.	The school's instructional vision is clear, but practices in alignment with the vision are present in only some grades/departments. There is limited evidence that practices are culturally relevant, standards-aligned, develop independence, include the use of technology to increase access and differentiation, and/or reflect an emphasis on the development of the skills needed for college completion.	The school's instructional vision is clear and practices, in alignment with the vision, are coherent across most grades/departments. The vision and practices may be culturally relevant, standards-aligned, develop independence, include the use of technology to increase access and differentiation, and/or reflect an emphasis on the development of the skills needed for college completion.	The school's instructional vision is clear and is internalized by all or almost all staff, such that the practices, in alignment with the vision, are coherent across all or almost all grades/departments. Practices are consistently culturally relevant, standards-aligned, develop independence, use technology to increase access and differentiation, and reflect an emphasis on the development of the skills needed for college completion.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Written vision statement, or related documents</li> <li>PD Plan</li> <li>Classroom observation</li> <li>Tasks and assessments given to students</li> <li>Student work samples</li> <li>Teacher focus group</li> </ul> <b>TLF</b> -- 1b1, 1b4, 1d1, 3c1 <b>SLF</b> -- 2a1, 2a2, 2b1, 3a1
<b>Guaranteed Curriculum</b>	The school has not yet ensured that high quality, standards aligned curriculum, is adopted for all content areas. If it does exist in some classrooms, it is not systematic by grade or department. Departures from the curriculum are often made without any study or data. Instructional strategies often lack rigor and do not meet the independent learning demands of the standards.	The school ensures that high quality, standards aligned curriculum, where it exists, is adopted for all content areas. Implementation of the curriculum ensures that instructional strategies preserve the rigor and independent learning demands of the standards in some classes. The school's use of curriculum ensures that some teachers enact it.	The school ensures that high quality, standards aligned curriculum, where it exists, is adopted for all content areas. Informed departures from the curriculum are mostly made from careful study and data. Implementation of the curriculum mostly ensures that instructional strategies preserve the rigor and independent learning demands of the standards. The school's use of curriculum ensures that most teachers enact it, and most students experience it.	The school ensures that high quality, standards aligned curriculum, where it exists, is adopted for all content areas. Informed departures from the curriculum are only made from careful study and data. Implementation of the curriculum ensures that instructional strategies preserve the rigor and independent learning demands of the standards. The school's use of curriculum ensures that all or almost all teachers enact it, and students experience it, in all lessons.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Curriculum adopted meets demands of the standards (Consider <a href="#">EdReports</a>)</li> <li>Written curriculum documents (unit plans, lesson plans, scopes and sequence)</li> <li>Whiteboard configuration</li> <li>Common planning meeting artifacts</li> <li>Observation of teacher planning meeting</li> <li>Observations of classrooms</li> </ul> <b>TLF</b> -- 1a1, 1c1, 1d1, 3c1, 3c3, 3c4 <b>SLF</b> -- 3b1, 6a5
<b>Planning</b>	There is little or no evidence that teachers and teacher teams' protected planning time results in written plans. Few, if any students consistently experience appropriately rigorous, standards aligned instruction. If there are plans for instruction, they do not intentionally reinforce a culture of independent learning. Few, if any teachers show evidence of daily lesson planning with rigorous objectives.	Teachers and teacher teams' protected planning time mostly results in prepared and enacted unit(s) of study for some grades/departments. For some students, it ensures they consistently experience appropriately rigorous, standards aligned instruction. Plans for instruction consistently may reinforce a culture of independent learning. Some teachers show evidence of daily lesson planning with rigorous SMART objectives in line with curricular pacing and student mastery needs.	Teachers and teacher teams' protected planning time mostly results in prepared and enacted unit(s) of study for grades/departments that ensure most students consistently experience appropriately rigorous, standards aligned instruction. Plans for instruction often reinforce a culture of independent learning. Most teachers show evidence of daily lesson planning with rigorous SMART objectives in line with curricular pacing and student mastery needs.	Teachers and teacher teams' protected planning time results in prepared and enacted unit(s) of study for grades/departments that ensure all or almost all students consistently experience appropriately rigorous, standards aligned instruction. Plans for instruction consistently reinforce a culture of independent learning. All or almost all teachers show evidence of daily lesson planning with rigorous SMART objectives in line with curricular pacing and student mastery needs.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Written curriculum documents (unit plans, lesson plans, scopes and sequence)</li> <li>Classroom observation</li> <li>Whiteboard configuration</li> <li>Observation of teacher planning meeting</li> </ul> <b>TLF</b> -- 1a2, 1c1, 1d1, 1d4, 1e2, 3a1, 2b2, 3a1, 3c1 <b>SLF</b> -- 3a1, 3a3, 3b1

## Partnership Implementation Framework (PIF) with Evidence Guide

Teaching & Learning (Pg. 2)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Delivery of Instruction</b>	Instructional strategies generally provide limited opportunity for students to bear the cognitive load. Pedagogy and instructional strategies, could be consistent with the standards, but allow for dependent learning with many students. There is uneven communication of high expectations and don't align with being on track for college completion, with few scaffolds to meet individual needs.	Some teachers enact instructional strategies that provide students with an opportunity to bear the cognitive load. Pedagogy and instructional strategies somewhat ensure the demands of the standards are met and a culture of independent learning is not present for all students. Some students are still acculturated into a dependent learning stance. The net impact for some students is consistent communication of high expectations, sometimes with adequate scaffolds.	Most teachers enact instructional strategies that ensure students consistently bear the cognitive load. Pedagogy and instructional strategies mostly ensure the demands of the standards are met and a culture of independent learning are fully enacted, in most classrooms. The net impact for most students is consistent communication of high expectations for learning in service of college completion, with appropriate scaffolds.	All or almost all teachers enact instructional strategies that ensure students consistently bear the cognitive load during instruction. Pedagogy and instructional strategies ensure the demands of the standards are met and a culture of independent learning is fully enacted in all or almost all classrooms. The net impact is consistent communication of high expectations for learning in service of college completion, with appropriate scaffolds.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>● Classroom observation</li> <li>● Tasks and assessments given to students</li> <li>● Student work samples</li> </ul> <b>TLF</b> -- 3a1, 3a3, 3b1, 3b2, 3c1 <b>TLF</b> -- 3b1, 3b2, 3c1
<b>Formative Assessment Practices</b>	Few teachers' assessment practices are aligned with the school's vision for assessment or the vision doesn't exist. Yet, few teachers may use checks for understanding, but not as a result of a schoolwide system.	Some teachers' assessment practices are aligned with the school's vision for assessment and consistently reflect the varied use of checks for understanding, self-assessment, feedback from teachers and peers, and includes multiple opportunities to show mastery. Most provide timely feedback to students about their learning resulting in most students having a clear understanding of their performance, progress and next learning steps to progress towards mastery. As a result, most teachers make effective adjustments to meet most students' learning needs.	Most teachers' assessment practices are aligned with the school's vision for assessment and mostly reflect the varied use of checks for understanding, self-assessment, feedback from teachers and peers, with multiple opportunities to show mastery. Practices for providing timely feedback to students about their learning result in most students having a clear understanding of their performance, progress and next learning steps to progress towards mastery. Most teachers make effective adjustments to meet students' learning needs.	All or almost all teachers' assessment practices are aligned with the school's vision for assessment and consistently reflect the varied use of checks for understanding, self-assessment, feedback from teachers and peers, with multiple opportunities to show mastery. Practices for providing timely feedback to students about their learning result in all students having a clear understanding of their performance, progress and next learning steps to progress towards mastery. Teachers consistently make effective adjustments to meet students' learning needs.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>● Classroom observation</li> <li>● Tasks and assessments given to students</li> <li>● Student work samples</li> <li>● School's written assessment plan</li> <li>● Rubrics and assessment criteria</li> </ul> <b>TLF</b> -- 1e1, 1e2, 1e3, 1e4, 3d1, 3d2, 3d3, 3d4 <b>SLF</b> -- 3a4, 3b2
<b>Differentiation</b>	Few to no teachers adopt or develop effective pedagogical practices such that few students are able to access the grade level texts and curriculum. Subgroups who struggle most are rarely able to access the curriculum and demonstrate growth.	Some teachers adopt, develop, and refine effective pedagogical practices to allow students to access the grade level texts and curriculum and demonstrate growth. Some teachers effectively implement strategies to support the subgroups who struggle most.	Most teachers adopt, develop, and refine effective pedagogical practices allowing most students, including the subgroups who struggle most, to consistently access the grade level texts and curriculum and demonstrate growth.	All or almost all teachers adopt, develop, and refine effective pedagogical practices allowing all or almost all students, including the subgroups who struggle most, to consistently access the grade level texts and curriculum, and demonstrate growth. Classroom practices for differentiation are aligned with the school's system for intervention and ensure students who need additional support receive it.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>● Written curriculum documents with evidence of differentiated planning</li> <li>● Classroom observation</li> <li>● Assessments</li> </ul> <b>TLF</b> -- 1b1, 1d1, 1e2, 3c1, 3d2 <b>SLF</b> -- 3b1, 3b2

## Partnership Implementation Framework (PIF) with Evidence Guide

Teaching & Learning (Pg. 3)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Disciplinary Literacy</b>	Few or no teachers attend to the development of discipline specific literacy skills. Literacy may be prioritized primarily in ELA classes. The components of literacy (speaking, listening, reading, writing, and the use of academic language) are not all addressed with most students. Few students know their reading level and have clear goals for growth, and few teachers are targeting supports.	Some teachers attend to the development of discipline specific literacy skills. Some students have opportunities to engage regularly with the components of literacy - speaking, listening, reading and writing - and the use of academic language. Some students know their reading level, have clear goals for growth, can describe their reading interests, and some teachers enact targeted supports.	Most teachers attend to the development of discipline specific literacy skills. The components of literacy - speaking, listening, reading and writing - and the use of academic language are taught and prioritized with most students. Most students know their reading level, have clear goals for growth, can describe their reading interests, and most teachers enact targeted supports.	All or almost all teachers attend to the development of discipline specific literacy skills. The components of literacy - speaking, listening, reading and writing - and the use of academic language are explicitly taught and prioritized with all students. All students know their reading level, have clear goals for growth, can describe their reading interests, and teachers enact targeted supports.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>● Classroom observation</li> <li>● Written curriculum documents with evidence of intentional planning for literacy</li> <li>● Use of complex, grade level texts</li> <li>● Running records and reading level data</li> <li>● Student groupings</li> <li>● Student work samples</li> <li>● Tasks and assessments</li> </ul> <b>TLF</b> -- 1d1, 3a4 <b>SLF</b> -- 3a2,
<b>Classroom Environment</b>	Few classrooms are arranged purposefully to create a space conducive to appropriately rigorous learning. Posted instructional materials do not generally support the development of relevant skills and content knowledge toward standards and college completion. Little student work posted reflects examples of rigorous, standards-aligned tasks. Feedback to students may not be present. Classrooms maybe disorganized and cluttered, making materials and resources difficult to access.	Some classrooms are arranged purposefully to create a space conducive to rigorous and college completion oriented learning. Some posted instructional materials are connected to learning, and some support students in developing skills and knowledge that facilitate rigorous thinking and a culture of independent learning. Some student work posted reflects examples of standards-aligned tasks, and includes actionable feedback to students. Some classrooms are clutter free. Organization of materials and resources limits access to students.	Most classrooms are arranged purposefully to create a space conducive to rigorous and college completion oriented learning. Posted instructional materials are mostly connected to learning, and mostly support students in developing skills and knowledge that facilitate rigorous thinking and a culture of independent learning. Most student work posted reflects examples of standards - aligned tasks, and includes actionable feedback to students. Most classrooms are clutter free and materials and resources are organized and accessible to all students.	All or almost all classrooms are arranged purposefully to create a space conducive to rigorous and college completion oriented learning. Posted instructional materials are connected to learning, and support students in developing skills and knowledge that facilitate rigorous thinking and a culture of independent learning. Student work posted reflects examples of standards-aligned tasks, and includes actionable feedback to students. Classrooms are clutter free, and materials and resources are organized and accessible to all students.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>● Classroom observation</li> <li>● Images of classroom decoration and instructional supports</li> <li>● Posted tasks and student work, and teacher feedback</li> <li>● Survey results</li> </ul> <b>TLF</b> -- 2a1, 2a2, 2a3, 2b4 <b>SLF</b> -- 4a1, 6c1

## Partnership Implementation Framework (PIF) with Evidence Guide

Data Driven Instruction					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Vision for Assessment Practices</b>	The school does not have a written assessment plan, or the plan is not implemented. Few teachers use common assessments, rubrics, and scoring practices that are standards aligned. Teacher teams' use of data to monitor student mastery is minimal or nonexistent.	The school has a written assessment plan that includes at least summative and formative assessment practices. Some teachers use common assessments, rubrics, and scoring practices that are standards aligned. The vision includes expecting that data is examined by teachers periodically to monitor student learning outcomes.	The school has a comprehensive assessment plan in place that includes summative, formative and ongoing assessment practices. Most teachers use common formative assessments, rubrics, and scoring practices that are standards aligned and consistent with school curricula and practices. The vision includes expecting teacher teams to use assessment data to monitor student mastery and adjust instruction to improve student learning outcomes.	The school has a comprehensive assessment plan in place that includes summative, formative and ongoing assessment practices. All teachers use common formative assessments, rubrics, and scoring practices that are standards aligned and consistent with school curricula and practices. The vision includes expecting teacher teams to use assessment data to monitor student mastery and adjust instruction to improve student learning outcomes.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● Assessment Plan</li> <li>● Visit to teacher team meetings</li> <li>● Common planning time observations and artifacts</li> <li>● Assessments and tasks</li> <li>● Assessment Data Shared with Staff</li> </ul> <b>TLF - 1e1, 1e2, 1e3, 1e4</b> <b>SLF - 2b1, 2b2, 2c1, 2c2, 3a4</b>
<b>Execution of Data Cycles</b>	The school does not have a system for data-driven instruction. Few teacher teams use data systematically to inform their instruction, though some individuals may use data effectively.	The school is developing a system for data-driven instruction or has one that is inconsistently implemented. It includes time to meet and protocols to examine data. Time for calibration may or may not be protected. Some teachers conduct follow up assessment and progress monitoring of strategies used in response to data. Some teacher teams are implementing the system to impact instruction and student outcomes.	The school has a system for data-driven instruction including time to meet regularly, protocols to examine and respond to multiple measures of student data, time for calibration, and skillful facilitation of meetings. Most teachers conduct follow up assessment and progress monitoring of strategies used in response to data. Most teacher teams are implementing the system to impact instruction and student outcomes.	The school has a system for data-driven instruction including time to meet regularly, protocols to examine and respond to multiple measures of student data, time for calibration, skillful facilitation of meetings, and consistent follow up assessment and progress monitoring of the strategies used in response to data. All or almost all teacher teams are implementing the system to impact instruction and student outcomes.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>● Visit to PLCs (Common Planning Time)</li> <li>● Visit to ILT Mtg or Staff Mtg</li> <li>● Meeting Agendas (PLC, ILT, Staff)</li> </ul> <b>TLF -- 1e3, 1e4, 3d2</b> <b>SLF -- 2a1, 3a4</b>
<b>Monitoring Equity</b>	Few teachers, staff and teams use data to monitor student progress toward goals, or adjust their practice in ways that result in increased student mastery. The school does not have a defined system for intervention.	Some teachers, staff, and teams use data to monitor student progress toward goals, and adjust their practice so that some students demonstrate increased mastery. The school has a limited system for intervention that identifies students in need of greater support, but may not result in those supports reaching the students in need.	Most teachers, staff, and teams use data to regularly monitor student progress toward goals, and adjust their practice so that most students, including some high-need subgroup, demonstrate increased mastery. The school's system for intervention identifies students in need of greater supports and provides them.	All or almost all teachers, staff, and teams use data to regularly monitor student progress toward goals, and adjust their practice so that all students, including high-need subgroups, demonstrate increased mastery. The school's system for intervention proactively identifies students in need of greater supports and provides them such that gaps are reduced.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>● Classroom Observations</li> <li>● SSPT Observations / Agendas</li> <li>● Systems for Intervention</li> </ul> <b>TLF -- 1e4, 3d2, 3d3, 3d4,</b> <b>SLF -- 3a3, 3a4, 4b3, 6a4</b>
<b>Refining Curriculum and Tasks</b>	Few teachers, staff and teams use student work and data to plan and refine curricula and academic tasks.	Some teachers, staff and teams use student work and data to plan and refine curricula and academic tasks so that lessons are beginning to meet the needs of all learners.	Most teachers, staff and teams use student work and data to plan and refine curricula and academic tasks so that lessons are beginning to meet the needs of all learners.	All or almost all teachers, staff and teams use student work and data to plan and refine curricula and academic tasks so that lessons meet the needs of all learners, including low and high achieving subgroups.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>● Assessments (including common formative assessments)</li> <li>● Classroom Observations</li> <li>● Unit Plans / Lesson Plans</li> </ul> <b>TLF -- 1e2, 1e4</b> <b>SLF -- 3a4, 3b1</b>

## Partnership Implementation Framework (PIF) with Evidence Guide

School Culture (Pg. 1)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Vision for Culture</b>	The school does not yet have a Culture team or the team only meets for compliance purposes. The school has not yet codified or communicated with staff and the community a vision for school culture.	The school has a culture team composed of some stakeholders. Meetings of the culture team may be inconsistent. The team has the desire, and some of the resources needed to enact goals and strategies to strengthen school culture. The school is developing a vision for culture that prioritizes healthy relationships, personal growth, restorative practice and college completion.	The school has a culture team composed of most stakeholders that meets regularly. The team has the desire, and most of the resources needed to enact goals and strategies to strengthen school culture. The school has a clear vision for culture that prioritizes healthy relationships, personal growth, restorative practice and college completion.	The school has a culture team composed of all stakeholders that meets regularly. The team has all or almost all the necessary ability, desire, and resources to enact goals and strategies to strengthen school culture. The school's culture is intentionally built with a clear and coherent vision that prioritizes healthy relationships, personal growth, restorative practice and college completion.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>CTA Goals and Notes</li> <li>Culture handbook (Student and Staff)</li> <li>Culture team meeting materials</li> <li>Family and staff newsletters</li> <li>Environment observations</li> <li>Budget, budget meeting notes, budget process</li> </ul> <b>SLF</b> -- 2b1, 2b2, 4a1, 4b1, 6a1
<b>College Completion Culture</b>	The system for supporting student readiness for college completion does not yet exist. Some students and families may gain college awareness and exposure, learn college academic behaviors, and the content and skills to succeed at the college level, but this is not systematic. Few students and families see college completion as a part of their future.	The system for supporting student readiness for college completion is developing and owned by some staff. It ensures that some students and families gain college awareness and exposure, learn the knowledge, skills, and dispositions to succeed at the college level. The net result of the system is some students having clear goals for accessing and completing college. Some students and families see college completion as a part of their future.	The system for supporting student readiness for college completion is in place and owned by most staff. It ensures that most students and families gain college awareness and exposure, learn the knowledge, skills and dispositions to succeed at the college level. The net result of the system is most students having clear goals for accessing and completing college. Most students and families see college completion as a part of their future.	The system for supporting student readiness for college completion is in place and owned by all or almost all staff. It ensures students and families gain college awareness and exposure, and learn the knowledge, skills and dispositions to succeed at the college level. The net result of the system is almost all students, including high-need subgroups, having clear goals for accessing and completing college. Students and families see college completion as a part of their future.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>College Center observation and documents</li> <li>Student survey data and focus groups</li> <li>Career fairs, college day, celebrations of college acceptances</li> <li>Photos from field trips to college campuses</li> </ul> <b>TLF</b> -- 1b1, 2a3, 3d2 <b>SLF</b> -- 2c1, 4b2, 4b3
<b>Staff Culture</b>	The staff does not share a vision or norms for holding high expectations for adults and students, and achieving success. Staff meetings, professional development and coaching conversations reveal that most adults do not see themselves as mutually accountable to one another in achieving school goals and upholding a strong professional culture. Relationships and communication between and among staff and students vary and are often adversarial.	The staff is working to define an approach, vision and norms for holding high expectations for adults and students, and achieving success. Staff meetings, professional development and coaching conversations reveal that some adults see themselves as mutually accountable to one another in achieving school goals and upholding a strong professional culture. Relationships and communication between and among staff and students vary in quality throughout the school.	Most of the staff are unified in their approach, vision and norms for holding high expectations for adults and students, and achieving success. Staff meetings, professional development and coaching conversations reveal that most adults see themselves as mutually accountable to one another in achieving school goals and upholding a strong professional culture. Relationships and communication between and among most staff and students are generally healthy.	The staff is unified in their approach, vision and norms for holding high expectations for adults and students, and achieving success. Staff meetings, professional development and coaching conversations reveal that adults see themselves as mutually accountable to one another in achieving school goals and upholding a strong professional culture. Relationships and communication between and among staff and students are consistently healthy.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Culture handbook (Student and Staff)</li> <li>Culture building PD/meetings documents</li> <li>Observations</li> </ul> <b>TLF</b> -- 2c3, 3e2, 4c1, 4c2, 4c3, 5a3, 5a4, 5b1, 5b2 <b>SLF</b> -- 2a1, 2a2, 2a3, 4a1, 4a2, 4b4

## Partnership Implementation Framework (PIF) with Evidence Guide

School Culture (Pg. 2)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Student Culture</b>  (Prevention / Tier 1 / Universal / Proactive)	The school does not yet have a proactive multi-tiered system in place that intentionally builds community, clearly communicates norms, expectations and appropriate consequences, and applies them equitably for all students. Therefore, due to the lack of proactive strategies and appropriate consequences the culture is not yet setting students up for college completion.	The school has a proactive multi-tiered system in place that intentionally builds community, clearly communicates norms, expectations and appropriate consequences, and applies them equitably for all students. The system is clear and is implemented by some staff. The system also emphasizes consequences that support learning, healing, and inclusion, while also recognizing potential trauma, and maintains student dignity. The net result is a culture where some students behave in a manner that is aligned with the school's vision for culture, setting students up for college completion.	The school has a proactive multi-tiered system in place that intentionally builds community, clearly communicates norms, expectations and appropriate consequences, and applies them equitably for all students. The system is clear and is implemented by most staff. The system also emphasizes consequences that support learning, healing, and inclusion, while also recognizing potential trauma, and maintains student dignity. The net result is a culture where most students behave in a manner that is aligned with the school's vision for culture, setting students up for college completion.	The school has a proactive multi-tiered system in place that intentionally builds community, clearly communicates norms, expectations and appropriate consequences, and applies them equitably for all students. The system is clear and is implemented by all or almost all staff. The system also emphasizes consequences that support learning, healing, and inclusion, while also recognizing potential trauma, and maintains student dignity. The net result is a culture where students behave in a manner that is aligned with the school's vision for culture, setting students up for college completion.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Culture handbook (Student and Staff)</li> <li>Student compact, handbook, social contracts etc.</li> <li>Monthly circle tracker of student circles</li> <li>Culture building PD/meetings documents</li> <li>Observations</li> </ul> <b>TLF</b> -- 2a1, 2a2, 2a3, 2a1, 2a2, 2a3, 2c1, 3b2, 2d1, 2d2 <b>SLF</b> -- 4a1, 4b1
<b>Social-Emotional Learning</b>	Explicit instruction or integration of social-emotional learning has not yet begun. The school has not yet developed structures for differentiated student supports for social-emotional, youth development and guidance needs.	Some teachers explicitly teach or integrate social-emotional learning and celebration of SEL competencies within daily instruction, or during a specified time of day. The system results in improvements in mindset, personal and academic behaviors among some students.	Most teachers explicitly teach or integrate social-emotional learning and celebration of SEL competencies within daily instruction, or during a specified time of day. The system results in improvements in mindset, personal and academic behaviors among most students.	All or almost all teachers explicitly teach or integrate social-emotional learning and celebration of SEL competencies within daily instruction, or during a specified time of day. The system results in improvements in mindset, personal and academic behaviors among all or almost all students.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>SEL PD agendas, materials and notes</li> <li>Curriculum materials</li> <li>Attendance and chronic absenteeism data</li> <li>Focus groups and surveys</li> <li>Observations of classroom instruction, and student work</li> </ul> <b>TLF</b> -- 1b2, 1c1, 2a3, 2b2, 3c1 <b>SLF</b> -- 2b1, 4b1, 4b2
<b>Restorative Discipline</b>  (Intervention / Tier 2 & 3 / Targeted & Intensive Support)	Some aspects of the school may be safe, inclusive or restorative, but there is little or no evidence that these practices are coherent across the school site or in line with the vision for culture. When a harm occurs, punitive disciplinary practices are predominantly used.	Some restorative practices are consistent across some staff, and are aligned to the school's vision. When a harm occurs, the school primarily responds with traditional disciplinary practices, although some staff use intentional, restorative practices to repair relationships and re-integrate students into the school community.	Most practices are intentionally restorative, consistent across most staff, and aligned to the school's vision. When a harm occurs, the school mostly uses intentional, restorative practices to repair relationships and re-integrate students into the school community. Adults and students may use non-violent communication, affective statements and questions to de-escalate harm and transform conflict.	Practices are consistently restorative across all or almost all staff, and enhance the vision for culture. When a harm occurs, the school consistently uses intentional, restorative practices to repair relationships and re-integrate students into the school community. Adults and students use non-violent communication, affective statements and questions to de-escalate harm and transform conflict.	<b>Sources of Evidence:</b> <ul style="list-style-type: none"> <li>Observations and focus groups</li> <li>Staff, student and family surveys</li> <li>In and out of school suspension, and referral data</li> <li>Physical environment observations</li> <li>Communications</li> <li>Tier 2 and 3 data</li> </ul> <b>TLF</b> -- 2a1, 2a2, 2a3, 2a1, 2a2, 2a3, 2c1, 3b2, 2d1, 2d2 <b>SLF</b> -- 4a1, 4a2, 4b1



## Partnership Implementation Framework (PIF) with Evidence Guide

### Engaged & Empowered Communities

#### Family Engagement (Pg. 1)

#### Evidence Guide

Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Vision for Family Engagement</b>	The school's vision for engaging and empowering families is unclear. There is inconsistent understanding of how the school and families will collaborate as partners in the learning experiences required to prepare students for college completion. There may or may not be a Family Action Team (FA Team). If it exists, the FA Team members do not fully represent the school community.	The school's vision for engaging and empowering families is clear and internalized by some staff and families. It results in inconsistent understanding of how the school and families will collaborate as partners in the learning experiences required to prepare students for college completion. The vision is managed by The Family Action Team (FA Team) with membership that may not fully represent the school community. The FA Team meets to plan and implement activities that align with the school's goals.	The school's vision for engaging and empowering families is clear and internalized by most staff and families. It results in general understanding of how the school and families will collaborate as partners in the learning experiences required to prepare students for college completion. The vision is managed by The Family Action Team (FA Team) with membership that represents the school community. The FA Team meets regularly to plan and implement activities that align with the school's goals.	The school's vision for engaging and empowering families is clear and internalized by all or almost all staff and families. It results in shared understanding of how the school and families will collaborate as partners in the learning experiences required to prepare students for college completion. The vision is managed by The Family Action Team (FA Team) with membership that represents the school community. The FA Team meets regularly to plan, implement and reflect on activities executed that align with the school's goals, building the capacity of families and staff to fulfill the vision.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● Family Engagement vision and action plan</li> <li>● Parent Center Guiding Principles</li> <li>● CTA (Family Action Team goals aligned to school wide goals)</li> <li>● Family engagement vision stated in school communications, agendas, notes, and events</li> </ul> <b>TLF - 4a3</b> <b>SLF - 2b1, 2b2, 2c1, 2c2</b>
<b>Service - Oriented Environment</b>	The school's systems for family engagement result in a frustrating or unfriendly environment for some families and other visitors. Families report feeling unwelcome and unable to access the supports they require. Perceptions from families and visitors to the office, Parent Center, and school are poor and reflect an environment that discourages family engagement.	The school's systems for family engagement result in a service-oriented, friendly environment for some families and other visitors. Families report feeling welcome and able to access some of the supports they require in service of their child being on track for college completion. Perceptions from families and visitors to the office, Parent Center, and school are mostly reported as safe, fair, culturally responsive, and respectful.	The school's systems for family engagement result in a service-oriented, friendly environment for most families and other visitors. The net result is that families report feeling welcome and able to access most of the supports they require, given their diverse needs, in service of their child being on track for college completion. Perceptions from families and visitors to the office, Parent Center, and school are mostly reported as safe, fair, culturally responsive, and respectful.	The school's systems for family engagement result in a service-oriented, friendly environment for all families and other visitors. The net result is that families report feeling valued and able to access all of the supports they require, given their diverse needs, in service of their child being on track for college completion. Perceptions from families and visitors to the office, Parent Center, and school are consistently reported as safe, fair, culturally responsive, and respectful.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● Observation of main office and Parent Center</li> <li>● Signage and accessibility to campus</li> <li>● Materials available in multiple languages</li> <li>● Opportunities for parents to engage with the school</li> </ul> <b>TLF - 4a3</b> <b>SLF - 4a1, 5a1, 5b1</b>
<b>Relationships and Communication</b>	The school has no clear system for family engagement. The school inconsistently communicated with families. The school may complete at least the required updates about student progress, school policies, events, and opportunities for engagement. Parent inquiries are often not addressed in a timely and professional matter.	The school's system for family engagement works to build and sustain positive relationships with families as partners in the work of attending to children's needs. The school inconsistently maintains a clear system for communication with families. The system includes at least the required updates about student progress, school policies, events, and opportunities for engagement. Some parent inquiries are addressed in a timely and professional matter.	The school's system for family engagement intentionally prioritizes building and sustaining strong relationships with families as partners in the work of attending to children's needs. The school mostly maintains a clear system for communication with families. The system includes updates about student progress, school policies, events, opportunities for engagement, and adult learning opportunities to support students in meeting their goals for college completion and beyond. Parent inquiries are mostly addressed in a timely and professional matter.	The school's system for family engagement intentionally prioritizes building and sustaining strong relationships with families as partners in the work of attending to children's needs. The school maintains a clear and consistent system for communication with families. The system consistently includes timely updates about student progress, school policies, events, opportunities for engagement, and adult learning opportunities to support students in meeting their goals for college completion and beyond. Parent inquiries are consistently addressed in a timely and professional matter.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● Descriptions of school communication norms and expectations</li> <li>● Parent Teacher Conference structures and trainings</li> <li>● Evidence of input and feedback sessions for parents</li> </ul> <b>TLF - 4a1, 4a2, 4a3</b> <b>SLF - 5b1, 5b2</b>

## Partnership Implementation Framework (PIF) with Evidence Guide

Engaged & Empowered Communities					
Family Engagement (Pg. 2)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Capacity Building to Engage Families</b>	The school may not have established norms and expectations for family engagement. Teacher and staff capacity to engage families in positive and proactive ways is limited. Families may be invited to the school to learn about how they can support student learning at home, learn about student progress, and to set goals. The system results in inconsistent school-home collaboration.	The school establishes norms and expectations for family engagement, and intentionally builds capacity of teachers and staff to engage families in positive and proactive ways. Some families are invited to the school to learn about how they can support student learning at home, learn about student progress, and to set goals. The system results in general school-home collaboration in service of students meeting standards.	The school establishes clear norms and expectations for family engagement, and intentionally builds capacity of teachers and staff to engage families in positive and proactive ways. Most families are invited to the school to learn about how they can support student learning at home, learn about student progress, and to goal set around metrics aligned with student success in college. The system results in general school-home collaboration in service of students meeting standards and being on track for fulfilling their college completion goals.	The school establishes clear norms and expectations for family engagement, and intentionally builds capacity of teachers and staff to engage families in positive and proactive ways. Families are regularly invited to the school to learn about how they can support student learning at home, learn about student progress, and to goal set around metrics aligned with student success in college. School staff consistently learn from families about how to meet the needs of students. The system results in school-home collaboration in service of students meeting standards and being on track for fulfilling their college completion goals.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>Staff trainings on family engagement and creating a service oriented environment</li> <li>Family Engagement Teacher Leader end of year portfolio</li> <li>Staff trainings on Parent Teacher Home-Visits and building relationships</li> <li>Coaching and observation notes/video</li> <li>PD Plan (Cycles)</li> </ul> <b>TLF -</b> 1b4, 4b3, 4b4, 5a3, <b>SLF -</b> 3a2, 3a4, 4b4
<b>Parent Center</b>	The school may not have a Parent Center. What does exist may or may not function as an effective space for engaging families and does not work in service of reaching the school's goals. The school may offer some learning, leadership and volunteer opportunities for families, but those opportunities may not align well with family needs.	The school's Parent Center is designed to be a resource for fulfilling the vision for engaging families, in service of reaching the school's goals. Some learning, leadership and volunteer opportunities for families available in the Center are aligned with the school's goals. The Parent Center has resources available to support the needs of families.	The school's Parent Center is designed to be a resource for fulfilling the vision for engaging families, in service of reaching the school's goals and ensuring most students are on track for college completion. Most learning, leadership and volunteer opportunities for families available in the Center are aligned with the school's goals. The Parent Center has resources available to support the diverse needs of families.	The school's Parent Center is designed to be a resource for fulfilling the vision for engaging families, in service of reaching the school's goals and ensuring all students are on track for college completion. All learning, leadership and volunteer opportunities for families available in the Center are consistently aligned with the school's goals. The Parent Center consistently has ample resources available to support the diverse needs of families across the entire school community.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Parent Center observation and documents</li> <li>Survey data and focus groups</li> <li>Parent Center Sign-In sheets w/ agenda of family learning session</li> <li>Photos of parents' leading. Learning or volunteering in the parent center</li> </ul> <b>TLF --</b> 1b1, 2a3, 3d2 <b>SLF --</b> 2c1, 4b2, 4b3
<b>Families as Co-Teachers &amp; Co-Learners</b>	The school rarely provides opportunities to educate parents on strategies that can be utilized in the home. Families are not generally informed about classroom learning. The system for collaboration on strategies, progress monitoring, and addressing goals is not in place.	The school and families sometimes collaborate in learning sessions that educate parents on strategies that can be utilized in the home. Some families are informed about classroom learning, and understand the ways in which they can support their children's needs. Both parties occasionally work in tandem on strategies, monitor progress, and address outcomes and goals.	The school and families collaborate in learning sessions that educate parents on strategies that can be utilized in the home. Families are mostly informed about classroom learning, and understand the ways in which they can support their children's needs. Both parties mostly work in tandem on the relevant strategies, monitor progress, and address outcomes and goals.	The school and families consistently collaborate in learning sessions that educate parents on key academic strategies that can be utilized in the home. Families are informed about classroom learning, and understand the ways in which they can support their children's needs. Both parties work in tandem on the relevant strategies, monitor progress, and address interim and end-of-year outcomes and goals.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>FE Learning Session agendas, materials</li> <li>Family resources and materials</li> <li>Parent attendance of learning session</li> <li>Data for parent participation of learning strategies in the home</li> </ul> <b>TLF -</b> 2c4, 4b1, 4b2, 4b3 <b>SLF -</b> 3b2, 5a1, 5a2
<b>Family Leadership</b>	The school's system for Family Engagement supports minimal family leadership or voice in decision making. Families participate in only the required shared decision making processes at the school. Those families participating at the school are few, and are not generally representative of the school community.	The school's system for Family Engagement allows for some family leadership and voice in decision making. Families participate in at least the required shared decision making processes at the school. Families take leadership roles on the FA Team and other decision making groups. Those participating on the FA Team may not yet be representative of the school community.	The school's system for Family Engagement allows for family leadership and promotes family voice in decision making. Families participate in shared decision making processes at the school. Families take leadership roles on the FA Team and other decision making groups. Those participating on the FA Team are generally representative of the school community.	The school's system for Family Engagement intentionally creates space for family leadership and promotes family voice in decision making. Families actively participate in shared decision making processes at the school, and when appropriate, leverage their voice in larger system change efforts. Families take leadership roles on the Family Action Team and other decision making groups. Those participating on the FA Team are representative of the full school community.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>FA Team, School Site Council, ELAC, calendar, agendas, notes</li> <li>Family engagement is representative of the school community</li> <li>Budget supporting family engagement</li> <li>Family engagement attendance data</li> </ul> <b>TLF -</b> 2c4, <b>SLF -</b> 5a1, 5a2,

## Partnership Implementation Framework (PIF) with Evidence Guide

Engaged & Empowered Communities					
Community Engagement & Partnerships					- Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- Where to find evidence? - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Vision &amp; Strategy for Partnerships</b>	The school makes opportunistic use of partnerships. Partnerships may or may not work to support identified student needs. The school's approach to partnerships that is understood by few key stakeholders. The school allocates insufficient staffing, time, and resources to systematically support effective partnerships.	School leaders and partners establish a vision for partnerships. Strategies to enact the vision focus on supporting identified needs, with a focus on college completion. The school has a clear approach to partnerships that is understood by some key stakeholders. The school allocates staffing, time, and resources to support effective partnerships.	School leaders and key partners establish a shared vision for partnerships. Strategies to enact the vision focus on supporting the whole child, with a focus on college completion. The school has a clear and broadly communicated approach to partnerships that is understood by most key stakeholders. The school allocates staffing, time, and resources to support effective partnerships.	School leaders and key partners work collaboratively to establish a shared vision for partnerships. Strategies to enact the vision focus on supporting the whole child, with equity-driven supports so that all students are equipped for college completion. The school has a clear and broadly communicated approach to partnerships that is understood by key stakeholders. The school allocates sufficient staffing, time, and resources to support effective partnerships.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● Vision co-created by school and partners</li> <li>● Strategy around new and existing partnerships</li> <li>● Alignment of partnerships with CTA goals</li> </ul> <b>SLF -</b> 4b4, 5a1, 5a2, 6a1
<b>Managing Partnerships</b>	The norms for collaboration between school and partners are not intentionally established, limiting the success of programs and services. The school lacks a coherent system for tracking and managing partnerships. The school and partners rarely hold one another mutually accountable for success, engage in progress monitoring conversations, or make adjustments over time. Communication between the school and partners is inconsistent, and rarely strengthens the partnership over time.	The norms for collaboration between school and partners sometimes result in success of programs and services. The school's system for tracking and managing the partnership is understood by some staff and stakeholders. The school and partners sometimes hold one another mutually accountable for success, engage in progress monitoring conversations, and make adjustments over time. Communication between the school and partners sometimes strengthens the partnership over time.	The school and partner organizations establish roles and responsibilities to ensure the success of most programs and services. The school's system for tracking and managing the partnership is understood by most staff and stakeholders. The school and partners mostly hold one another mutually accountable for success, engage in progress monitoring conversations, and make adjustments over time. Communication between the school and partners serves to strengthen the partnership over time.	The school and partner organizations establish clearly delegated roles and responsibilities to ensure the success of programs and services. The school's system for tracking and managing the partnership is clear and understood by staff and stakeholders. The school and partners hold one another mutually accountable for success, engage in regular progress monitoring conversations, and make strategic adjustments over time. Communication between the school and partners is frequent, transparent, and serves to strengthen the partnership over time.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● School point person(s) for partnerships</li> <li>● ILT membership includes school leader overseeing partnerships and critical partner organizations</li> <li>● Working agreements</li> <li>● Accountability structure and collective ownership for school improvements</li> <li>● Partner Experience Survey measuring stakeholder experience</li> </ul> <b>SLF -</b> 4b4, 5b1, 5b2, 6a1, 6b2,
<b>Alignment and Impact</b>	The school does not engage in collaborative goal setting with partners. Programming rarely aligns to school goals. What is available to students, families, and school staff is of inconsistent quality. Overall the work of community partners is not mutually reinforcing and has inconsistent impact for students and families.	Through collaborative goal setting, the school ensures that partnerships sometimes result in high quality programming, aligned to school goals, that is available to students, families, and school staff. Criteria for success is sometimes established, and is used to make strategic decisions. Overall the work of community partners is sometimes mutually reinforcing and may result in greater impact for students and families.	Through collaborative goal setting, the school ensures that partnerships mostly result in high quality programming, aligned to school goals, that is available to students, families, and school staff. Criteria for success is usually established, and is used to make strategic decisions. Overall the work of community partners is mostly mutually reinforcing and results in greater impact for students and families.	Through collaborative goal setting, the school ensures that partnerships result in high quality programming, aligned to school goals, that is available to students, families, and school staff. Criteria for success is established, collectively owned between the school, partners and stakeholders, and is used to make strategic decisions. Overall the work of community partners is mutually reinforcing and results in greater impact for students and families.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● BOY, MOY, EOY partner convenings</li> <li>● Evaluation framework and tools</li> <li>● Measurement system for collecting and analyzing data for progress monitoring and continuous improvement.</li> <li>● Continuous improvement process to regularly update action plan and strengthen the impact of programs and services</li> <li>● Ongoing progress of alignment, discovery, learning, and emergence</li> </ul> <b>SLF -</b> 4b2, 4b3, 5a1, 5a2, 5b2, 6a1

## Partnership Implementation Framework (PIF) with Evidence Guide

Organizational Leadership (Pg. 1)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Vision for Organizational Leadership</b>	The school has not developed or discussed an intentional vision around creating, improving and maintaining operational systems as the foundation for school success. The result of the lack of a vision is that school leaders regularly spend time completing technical tasks rather than managing effective systems.	The school has begun a vision for creating, improving and maintaining operational systems as the foundation for school success. The system inconsistently supports school administrators in managing effective systems. This vision may not be shared across the school's leadership team and may not be clearly communicated to staff and stakeholders.	The school has an intentional vision for creating, improving and maintaining operational systems as the foundation for school success. The system supports school administrators in managing effective systems. This includes vision setting, coordinating the actions of others, and supporting and coaching school staff members. This vision is shared across the school's leadership team but may not be clearly communicated to staff and stakeholders.	The school has an intentional vision for creating, improving and maintaining operational systems as the foundation for school success. The system allows school administrators to spend the majority of their time managing effective systems. This includes vision setting, coordinating the actions of others, and supporting and coaching school staff members. This vision is shared across the school's leadership team and is clearly communicated to staff and stakeholders.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>School Management Team meetings agendas and notes</li> <li>School Management Team meeting observations</li> <li>Roster of who is on the School management team (P/AP/Coordinators, etc.)</li> <li>Calendars/schedules for observation, meetings, and office work</li> <li>Stakeholder meetings showing evidence of clarity and transparency</li> </ul> <b>SLF - 6a1-5, 6b1-2, 6c1-2</b>
<b>Management and Delegation</b>	The school has not clearly delegated roles and responsibilities and/or there is no clear communication around ownership of workstreams. The school does not have clear management systems or ways to hold team members accountable for completing work. The school does not have clear expectations or usage of calendars and other tools to track staff needs and deadlines.	The school has delegated relatively few roles and responsibilities and communication of such delegation is inconsistent. There are minimal management systems and team members are held accountable for tasks on an ad hoc and inconsistent basis. The school has very few systems in place to coordinate supports for staff members and to track needs and requests. There is minimal use of calendars and other tools to track staff needs and ensure deadlines are met.	The school has delegated some roles and responsibilities to ensure that critical work is distributed broadly and most staff understand the division of responsibilities. Management systems are inconsistent and hold team members accountable for some tasks, and there are expectations for outcomes/results. The school has some systems in place to coordinate supports for staff members and track staff needs and requests. Some staff use calendars and other tools to meet deadlines and prioritize work, but there is minimal consistency.	The school has clearly delegated roles and responsibilities to ensure that critical work is distributed broadly and that all staff understand the division of responsibilities. Management systems routinely monitor progress, hold team members accountable for completion of tasks, and maintain high expectations for outcomes/results. The school has systems in place to coordinate supports for staff members and track staff needs and requests. Staff use calendars and other tools to effectively ensure highest leverage work is prioritized and deadlines are met.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>Org chart</li> <li>Management memo</li> <li>Documents showing job descriptions and delegation of duties</li> <li>Calendars/schedules for observation, meetings, and office work</li> <li>Stakeholder meetings showing evidence of clarity and transparency</li> <li>Check-in meeting documents</li> <li>Office set-up</li> <li>Number of staff performance evaluations</li> <li>Time in classroom observations</li> </ul> <b>SLF - 1a2, 3b1-2, 3c3, 6a1-5, 6b1-2, 6c1-2</b>
<b>Budget</b>	The school's budget is not intentionally aligned with the broader goals and data. The school does not have clear systems in place to engage the leadership team, staff and community in the budget decision making process. The school does not have clear systems in place to track the budget and adjustments to the budget are made inconsistently and ineffectively,	The school is intentional in the development of its budget, with some alignment to broader goals and minimal use of data to drive budget decisions. The school has begun to develop systems to engage the leadership team, staff and community in the budget decision making process. The school has minimal systems in place to track the budget and adjustments to the budget are made on an ad hoc basis throughout the year.	The school's budget mostly aligns with the school's goals and mission/vision and uses some data to drive budget decisions. Feedback from the leadership team, staff and community is sought in the development of the budget and partially incorporated into the decision-making process. The school has basic systems in place to track the budget and most necessary adjustments are made throughout the year so that funds are used in the most impactful way.	The school is strategic in the development and management of a budget that aligns with the school's goals and mission/vision, and ensures that fiscal, human, time and materials resource decisions are reviewed, supported, monitored and result in academic achievement of all students. The budget incorporates feedback and input from the leadership team, staff, and community to ensure alignment with school goals. The school has systems in place to track the budget and all necessary adjustments are made throughout the year so that funds are used in the most impactful way.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Budget documents</li> <li>CTA goals</li> <li>Needs assessment survey results</li> <li>ILT and SSC meeting notes</li> <li>School Experience Survey results</li> <li>Budget availability report</li> <li>End of year spending report</li> <li>Budget control sheets</li> <li>Partnership and LAUSD School Experience Survey results</li> </ul> <b>SLF - 6a1</b>

## Partnership Implementation Framework (PIF) with Evidence Guide

Organizational Leadership (Pg. 2)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Facilities</b>	The school's facilities require significant interventions from time to time to ensure basic cleanliness and upkeep. The school has minimal codified systems and practices to address facilities issues on campus. Significant oversight and time is required of school leader to ensure more significant and/or lingering facilities issues are identified, communicated and ultimately addressed.	The school facilities are safe but have areas that are not as well kept and/or clean, and the school requires interventions from time to time to maintain standard cleanliness and upkeep. The school has begun to develop systems and practices to address facilities issues on campus, but response time to address issues is variable. Communication between plant manager and school leader is inconsistent, and oversight by school leader is required to ensure more significant and/or lingering facilities issues are being identified and addressed.	The school facilities are safe and mostly clean and well kept. The school has some systems and codified practices in place to address facilities issues on campus, with most issues being addressed in a timely fashion. The plant manager and school leader communicate on a regular basis to ensure more significant and/or lingering facilities issues are addressed, but school leader is required to follow up on an ongoing basis with plant manager and district staff to ensure facilities issues are consistently being identified and addressed.	The school facilities are safe, clean and present a welcoming and inviting environment for students and families. The school has detailed systems and codified practices in place to address facilities issues on campus with minimal disruption to school and classroom operations. Effective communication exists between the school leader, plant manager and district staff to ensure more significant and/or lingering facilities issues are promptly communicated and addressed in a timely fashion.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>Visual observation of campus</li> <li>Review of maintenance logs and service calls list</li> <li>Partnership and LAUSD School Experience Survey results</li> <li>Procedure/system for reporting campus facilities issues</li> <li>System to track service calls and flag service needs pending</li> <li>School leader CPM meeting agendas</li> </ul> <b>SLF - 6b1, 6a4</b>
<b>Compliance</b>	The school has no clear systems in place to address critical compliance obligations and needs (e.g., Williams, principal certifications, textbooks, and income verification). The school's routines and assignments to meet obligations are ad hoc and require significant investment of time from school leader.	The school has minimal systems in place to address critical compliance obligations and needs (e.g., Williams, principal certifications, textbooks, and income verification). The school's routines and assignments to meet obligations are ad hoc and require an elevated investment of time from school leader.	The school has systems which proactively identify some, but not all, critical compliance obligations and needs (e.g., Williams, principal certifications, textbooks, and income verification). The school has some routines and assignments which meet obligations with some investment of time from school leader.	The school has strong systems which proactively identify critical compliance obligations and needs (e.g., Williams, principal certifications, textbooks, and income verification). The school has developed routines and assignments which meet obligations efficiently and with minimal investment of time from school leader.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>Org chart with assignments for compliance</li> <li>Compliance data (e.g. 100% income verification submission)</li> <li>Principal certifications</li> <li>Quality of compliance events/experiences (e.g. Williams)</li> </ul> <b>SLF - 6c2</b>
<b>Student Recruitment</b>	The school has no specific articulated strategy related to student recruitment. School recruitment activities occur on an ad hoc basis, but are not linked to a broader consistent strategy. The school is not in contact with feeder schools to support articulation efforts.	The school has an overarching strategy related to student recruitment, but it is not yet a strategic plan. The school has a point person/lead that spends limited time on recruitment activities. The school has begun to develop some marketing materials. The school leaders have minimal communication or systems to recruit from other feeder pattern schools.	The school has a written strategic plan related to student recruitment and is investing some funding to student recruitment activities. The school has an enrollment goal in its plan. The school has a point person for student recruitment, but this person has limited time available to lead and coordinate student recruitment activities and initiatives. The school has made contact with and developed initial relationships with their respective feeder schools.	The school has a comprehensive and well articulated strategic plan related to student recruitment, which incorporates ambitious enrollment goals, and invests adequate financial resources in student recruitment activities. The school has a staff member dedicated to leading and coordinating all it's student recruitment activities and initiatives. The school leader has effective relationships with their respective feeder schools.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Norm day data</li> <li>Recruitment planning documents</li> <li>Budget</li> <li>Community engagement calendar</li> <li>Strategic plans (e.g. CTA)</li> <li>Staffing responsibilities</li> </ul> <b>SLF - 6a1, 6b1</b>
<b>Talent: Recruitment and Hiring</b>	The leadership team has no clear strategy for identifying potential vacancies and rarely develops succession plans. Leadership team rarely utilizes district and Partnership resources to recruit staff. The selection model is not consistently implemented, is not rigorous, and leads to inconsistent quality of new hires. The leadership rarely makes use of district and Partnership supports supports.	The leadership team identifies potential vacancies and develops succession plans when prompted. The leadership team utilizes district and Partnership resources to recruit staff. The leadership team recruits staff when vacancies are present. The selection model is not consistently implemented or may not be rigorous, and leads to inconsistent quality of new hires. The leadership team makes use of district and Partnership supports supports only when prompted.	The leadership team identifies most potential vacancies early and develops succession plans. The leadership team utilizes multiple pipelines for recruiting staff. The leadership team recruits new staff, even when vacancies are not present. The selection model is rigorous, and includes for most hires an interview, demo lesson, and reference checks, and mostly leads to high-performing and high-potential hires. The leadership team makes use of the district and Partnership supports regarding recruitment, hiring, and ongoing staffing needs.	The leadership team identifies potential vacancies early and develops succession plans. The leadership team utilizes many pipelines for recruiting staff. The leadership team proactively recruits high-performing staff even when vacancies are not present. The selection model is rigorous, including interviews with key stakeholders, demo lesson, reference checks, and consistently leads to high-performing and high-potential hires. The leadership team strategically makes use of district and Partnership supports regarding recruitment, hiring, and ongoing staffing needs.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>Long term staffing plan</li> <li>Sources from which teachers are hired</li> <li>Time between identification of vacancy and date filled</li> <li>Recruitment tools/materials, school website, social media</li> </ul> <b>SLF - 6a1, 6a2, 6a3, 6a4, 6a5</b>

## Partnership Implementation Framework (PIF) with Evidence Guide

Organizational Leadership (Pg. 3)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- Where to find evidence? - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Talent: Strategic Assignment</b>	The school's system for staff assignments is informed mostly by staff preferences and not students' needs. Class schedules and room allocations are not built to intentionally maximize student learning. Staffing schedules have not taken into account teachers' needs for collaboration or professional development. Classroom and teaching assignments do not consider which staff will best meet the needs of particular students and student groups.	The school's system for staff assignments sometimes leads to decisions based on students' needs, but may not be informed by evidence of staff performance. Class schedules and room allocations maximize learning for some students. Staffing schedules allow for collaborative opportunities, peer observation, and professional development for some staff. Classroom and teaching assignments sometimes pair highest-performing staff with highest-need students, but not systematically.	The school's system for monitoring evidence of staff performance leads to most assignments being made based on students' needs. Class schedules and room allocations maximize learning for most students. Staffing schedules allow for collaborative opportunities, peer observation, and professional development for most staff. Most classroom and teaching assignments are based on multiple data inputs that pair highest performing staff with highest need students.	The school's system for monitoring evidence of staff performance leads to all assignment decisions being made based on students' needs. The leadership team works collaboratively to create class schedules and room allocations that maximize learning for all students. Staffing schedules ensure frequent and ongoing collaborative opportunities, peer observation, and professional development for all staff. Classroom and teaching assignments are based on multiple data inputs that pair highest performing staff with highest need students.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● Master Schedule</li> <li>● Teacher Support Dashboard w/ cycle for updating it regularly</li> <li>● Student performance by teacher</li> <li>● LAUSD Cert Form</li> <li>● Williams Compliance Report</li> </ul> <b>SLF - 6a1, 6a2, 6a3</b>
<b>Talent: Retention</b>	There is no clear system for teacher retention. School-based onboarding of new hires is inconsistent. The lack of consistent support leads to new hires not being retained. The system does not differentiate supports considering the career pathways/growth opportunities that can be utilized to retain the high-performing teachers.	Some of the school's system for teacher retention is purposeful, and strategic. New teachers take part in school-based onboarding but access to routine PD is inconsistent. It is unclear that supports lead to newly hired teachers being retained. The system inconsistently considers the ups and downs that teachers likely experience throughout the year. The plan does not consider the career pathways/growth opportunities that can be utilized to retain the high-performing teachers. The plan results in some teachers being retained into the following school year.	The school's system for teacher retention is mostly purposeful and strategic. New teachers take part in school-based onboarding and have access to routine PD that may include supports for social-emotional wellbeing. Supports lead to a majority of newly-hired teachers being retained. For most teachers, the system anticipates ups and downs that teachers likely experience throughout the year. The plan may consider career pathways/growth opportunities that can be utilized to retain high-performing teachers. The plan results in most teachers being retained into the following school year.	The school's system for teacher retention is purposeful, strategic, and considers both new and experienced teachers. New teachers always take part in school-based onboarding, have access to routine PD, and receive support for social-emotional wellbeing. Supports lead to newly-hired teachers being retained. For all teachers, the system anticipates ups and downs that teachers likely experience throughout the year. The plan considers career pathways/growth opportunities that can be utilized to retain high-performing teachers. The plan results in all or almost all teachers being retained into the following school year.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● Teacher retention rate Aug to June, and Aug to Aug</li> <li>● School culture survey data</li> <li>● PD plans</li> <li>● Evidence of targeted new teacher supports</li> <li>● Artifacts from staff cultural celebrations</li> </ul> <b>SLF - 6a3, 6a4</b>
<b>Talent: Evaluation</b>	The formal evaluation system is implemented only to the minimum extent. As a result, staff do not have access to transparent feedback about their level of performance, areas of strength, areas for growth, and resources available. Systems for documenting and addressing serious performance concerns may not exist. For individuals demonstrating serious performance concerns, staff evaluation practices may not be followed to fidelity and documentation is not routinely collected in collaboration with LAUSD support staff. There is little evidence of an exit strategy for any staff.	The formal evaluation system is used, and is mostly fair, objective, and provides at least summative feedback to staff. As a result, some school staff have an understanding of their level of performance, areas of strength, areas for growth, and resources available. Systems for documenting and addressing serious performance concerns are consistently implemented when necessary. For some individuals demonstrating serious performance concerns, staff evaluation practices are followed to fidelity and documentation is routinely collected in collaboration with LAUSD support staff resulting in an exit strategy in some cases.	The evaluation system - formal and informal - is fair, objective, and provides formative and summative feedback to most staff. As a result, most school staff have an understanding of their level of performance, areas of strength, areas for growth, and resources available. Systems for documenting and addressing serious performance concerns are usually implemented when necessary. For most individuals demonstrating serious performance concerns, staff evaluation practices are followed to fidelity and documentation is routinely collected in collaboration with LAUSD support staff resulting in an exit strategy in most cases.	The evaluation system - formal and informal - is fair, objective, and provides formative and summative feedback to all staff. As a result, all school staff fully understand their level of performance, areas of strength, areas for growth, and resources available. Systems for documenting and addressing serious performance concerns are efficiently implemented when necessary, but rarely used. For all individuals demonstrating serious performance concerns, evaluation practices are followed to fidelity and documentation is routinely collected in collaboration with LAUSD support staff resulting in a clear exit strategy.	<b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>● Confidential HR documents regarding staff evaluation, targeted supports from school administrators and LAUSD support staff, and feedback provided to the staff member.</li> <li>● PD plans</li> </ul> <b>SLF - 6a3</b>

## Partnership Implementation Framework (PIF) with Evidence Guide

Organizational Leadership (Pg. 4)					Evidence Guide
Component	Not Yet Begun	Initial Implementation	Partial Implementation	Full Implementation	- <i>Where to find evidence?</i> - <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment
<b>Community Relations, Branding, and Marketing</b>	The school has limited school identity, an ineffective or outdated website, no school logo or crest, and has few school materials appropriate for distribution. The school does not have Partnership co-branding. The school doesn't collaborate consistently with other schools or the community. The school has little or no social media presence.	The school has some identity in the community that may be Partnership co-branded. School leaders have some relationships with the community and are sometimes visible. The school sometimes collaborates with other schools and organizations to bring resources to their school. The school has a current website which may not be co-branded. School materials may not be consistently appropriate for distribution. The school may not have a social media presence. The school may have a logo or professionally developed visual brand.	The school has an identity in the community that is clear, and Partnership co-branded. School leaders have relationships with the community and are mostly visible. The school collaborates with other schools and organizations to bring resources to their school. The school has a current, co-branded website, and has appropriate school materials for distribution. The school has a professionally developed visual brand, and is active on social media platforms.	The school has a strong identity in the community that is clear, consistent and Partnership co-branded. School leaders have strong relationships with the community and are visible. The school collaborates with other Partnership schools, districts schools and organizations to bring resources to their school. The school has a current, co-branded website, is consistently active on social media platforms with compelling content, and has professionally designed and co-branded school materials for distribution.	<b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>● Website</li> <li>● School leader presence at community events</li> <li>● Branding materials</li> <li>● Social Media Presence</li> <li>● Signage</li> <li>● Letterhead</li> <li>● Collateral Materials (Face Sheets, Banners, Tablecloths, Brochure, etc.)</li> <li>● Community engagement events hosted at the school site</li> </ul> <b>SLF - 5b1, 5b2</b>

### Glossary

Term	Definition
<b>Teacher Team</b>	A group of teachers who serve a common group of students (i.e. grade level), who teach a common subject/content (i.e. department), or other collection of teachers assembled for the purpose of engaging in collaborative work, via an inquiry process, focused on the improvement of student outcomes, staff performance, and/or the execution of strong school systems. Teacher teams may also include staff members who are not classroom teachers.
<b>Backwards Planning</b>	The process of planning units of study by starting with the definition of learning outcomes, essential questions & understandings, culminating tasks/assessments, and the criteria for success for students. Learning activities, experiences, and lesson plans are then designed to create the intended outcomes.  <i>Concept adapted from the work of Grant Wiggins and Jay McTighe in Understanding By Design <a href="http://en.wikipedia.org/wiki/Understanding_by_Design">http://en.wikipedia.org/wiki/Understanding_by_Design</a></i>
<b>Unit Plan</b>	The written plan for instruction for a unit of study, which should include an articulation of at least the following elements: <ul style="list-style-type: none"> <li>- End of unit learning outcomes</li> <li>- Essential questions &amp; understandings</li> <li>- Assessments (diagnostic, formative, summative)</li> <li>- Learning activities/experiences students will engage in throughout the unit</li> <li>- Alignment with relevant standards</li> <li>- Pacing calendar for content/lessons throughout the unit</li> <li>- Key vocabulary and concepts critical to mastery of the content and skills for the unit</li> <li>- Plans for differentiation and access to learning for all students</li> <li>- Materials and resources needed for the unit of study</li> </ul>
<b>Lesson Plan</b>	The written plan for instruction for one lesson with students, which should include an articulation of at least the following elements: <ul style="list-style-type: none"> <li>- Learning outcomes/objectives</li> <li>- Relevant essential question(s)</li> <li>- An agenda for the lesson showing how time will be used</li> <li>- Learning activities/experiences students will engage in during the lesson</li> <li>- Intentional planning for questions students will be asked</li> <li>- Key vocabulary and concepts critical to mastery of the content and skills for the lesson</li> <li>- Plans for assessment, including ongoing checks for understanding</li> <li>- Plans for differentiation and access to learning for all students</li> <li>- Materials and resources needed for the unit of study</li> </ul>
<b>Pedagogy</b>	The theory of learning that informs teachers' practice and implementation of instructional strategies
<b>Instructional Strategies</b>	The enacted method(s) of teaching during a lesson
<b>Culturally relevant</b>	The intentional collection of choices a school, teacher team, or individual teacher makes in curriculum and instructional strategy to intentionally attend to the cultural backgrounds, norms, and assets of students and the community context of the school.
<b>Summative assessments</b>	Assessments designed to measure whether or not students have mastered content and skills relative to standards. These assessments typically happen at the end of a unit of study, semester, or year.
<b>Interim assessments</b>	Assessments designed to measure whether or not students are on track towards mastery of content and skills relative to standards. These assessments typically happen multiple times during a semester or school year and serve as "dipstick" measures



## Partnership Implementation Framework (PIF) with Evidence Guide

<b>Formative assessments</b>	Assessments that measure whether or not students are on track towards mastery of content and skills relative to standards, and inform instruction leading up to the summative assessment. These assessments happen, as appropriate to inform instruction and student reflection, throughout a unit of study.
<b>Checks for understanding</b>	Assessments that yield real-time information about student understanding that inform in-the-moment instruction, adjustments for next day, or near term instruction. These assessments happen at least daily, and as frequently as appropriate.
<b>Common assessments</b>	Assessments that are given by teachers of the same grade and/or content with shared criteria for success. These assessments facilitate teacher collaboration, common planning, shared pedagogy and instructional resources, and shared plans for intervention. These assessments happen throughout the course of a unit of study, as appropriate, and at the end of a unit of study, semester, or course.
<b>High Stakes assessments</b>	Assessments that measure student achievement as determined by the state/district and determine readiness for exit criteria. These assessments occur as mandated by the state/district.
<b>Restorative communities</b>	Restorative communities are safe spaces (both physically and emotionally) that are composed of respectful and responsible adults and students. Restorative community members aim to prevent and intervene in harm and conflict by building, strengthening and repairing relationships through social-emotional learning, circle practice, and restorative dialogue.
<b>Restorative Practices</b>	Restorative practices are the collection of actions that schools use to cultivate, maintain, and repair positive relationships and interactions.
<b>Restorative Justice/Discipline</b>	An approach to school discipline that understands misbehavior as not only a violation of rules/expectations, but as a violation of relationships. As such, this approach seeks to repair and restore healthy relationships after harm has been done to a member of the community. This approach to discipline seeks to understand who was involved in the situation, which relationships have been harmed, what those who were harmed need, and then engages all affected parties in creating/selecting consequences, agreements, and supports that help heal the harm and prevent future harm.
<b>Blended Learning</b>	Blended learning is face-to-face instructional interactions between teachers and students within a school environment and the seamless integration of online tools and devices (teacher- and student-facing) used to improve, facilitate, and extend learning within and beyond school walls and time.
<b>Culture of Dependent Learning</b>	<p>The instructional strategies, pedagogy and classroom culture that suppresses the development of neuroplasticity, allowing for students to:</p> <ul style="list-style-type: none"> <li>• Depend on the teacher to carry most of the cognitive load of a task consistently</li> <li>• Be unsure of how to tackle a new task and not use their resources</li> <li>• Require scaffolds to complete new tasks</li> <li>• Sit passively and wait if stuck until the teacher or a teammate intervenes</li> <li>• Not retain information well, or “not get it”</li> </ul> <p><i>Content adapted from Zaretta Hammond’s Culturally Responsive Teaching and the Brain, 2015 p. 14</i></p>
<b>Culture of Independent Learning</b>	<p>The instructional strategies, pedagogy and classroom culture that support the development of neuroplasticity, intentionally ensuring that all students:</p> <ul style="list-style-type: none"> <li>• Carry the cognitive load, and only temporarily allows for others, if needed</li> <li>• Utilize strategies and processes for tackling new tasks</li> <li>• Regularly attempt new tasks without scaffolds</li> <li>• Have cognitive strategies for getting unstuck</li> <li>• Have learned how to retrieve information from long term memory</li> </ul> <p><i>Content adapted from Zaretta Hammond’s Culturally Responsive Teaching and the Brain, 2015 p. 14</i></p>