



# PARTNERSHIP

FOR LOS ANGELES SCHOOLS

## Phases of Transformation and Partnership Implementation Framework 2021-22

WE **TRANSFORM**  
SCHOOLS TO  
**REVOLUTIONIZE**  
SCHOOL SYSTEMS,



**EMPOWERING** ALL  
STUDENTS WITH A  
**HIGH-QUALITY**  
**EDUCATION**

## Phases of School Transformation 2021-2022

### Phases of School Transformation

Defining what it means to transform a school has long been elusive for educators. Our experiences from over a decade in the work of school transformation has shown us that there are phases of the journey to transformation. We use the word transformation intentionally, instead of improvement or turnaround, because it suggests that any school can be in a state of growth at any point in its existence.

#### A Vision for Transformation:

We believe that the end goal of a school's transformation journey is reaching Powerful Schooling. A powerful school is one where a unified staff engages in sustained, intentional work to create a professional culture where they feel affirmed, supported, and can thrive in their practice. As a result, educators ensure students experience joy as they learn and grow, where students develop a positive sense of their identity, where student voice is empowered, where culturally responsive pedagogy\* and practice is enacted, and where students and families see the school as a liberative force within the community. By enacting those things, a powerful school has high functioning systems, strong student academic performance, and a robust college oriented culture.

#### Criteria:

We have come to understand that achieving Sustained Transformation and Powerful Schooling requires:

- **The Student Experience:** The extent to which qualitative and quantitative data demonstrates a schooling experience that fosters joy as students learn and grow, where students develop a positive sense of their identity, where student voice is empowered, where culturally responsive pedagogy\* and practice is enacted, and where students and families see the school as a liberative force within the community.
- **Implementation of Systems:** The extent to which a school has achieved Full Implementation or Innovative Implementation on key systems in the Partnership Implementation Framework (PIF). These systems support coherence and consistently effective practice in service of our shared mission and goals.
- **Relative Student Achievement & Growth:** The achievement of students, relative to other schools in the district, at a school site on measures of state accountability in ELA, Math and Science demonstrates consistent growth, and strong absolute performance relative to other schools.
- **Students On Track for College Completion:** The extent to which students in a school meet the Partnership's research based criteria for being on-track for college completion, as captured in the College Compass. This criteria also captures the extent to which a school is closing gaps between students in students being on track for college completion, including students who are English Learners (EL), Latinx EO, Black, and in special education.
- **College Completion Culture Outcomes:** The extent to which students in a school feel confident in their abilities, that the school supports them in reaching their goals, and that they are intending to, and do apply to college.

#### Intended Uses:

This document is intended to support schools with self assessment on where they are in their journey of transformation, to inform annual goal setting, strategy development, action planning, and progress monitoring, as well as supporting vision setting for where they would like to be. The hope is that this tool empowers schools to reflect, and actively plan for sustaining their transformational work over time, and becoming a Powerful School.

## Phases of School Transformation 2021-2022

| Phases of School Transformation                  |   |   |   |   |
|--|---|---|---|---|
| Element  | Early Transformation  | Mid Transformation  | Sustained Transformation  | Powerful Schooling  |
| <b>The Student Experience</b>                    | <p>Fewer than 25% of school staff agree that school culture, pedagogy, and practices are culturally responsive. Teaching and learning are grounded in the pursuit of identity, skills, intellect, and criticality.</p> <p>Fewer than 25% of students experience joyful learning and growth at school, with opportunities for cultivating their interests and passions, persevering through challenges, and developing confidence.</p> <p>Fewer than 25% of students feel safe in school and feel accepted for who they are.</p> <p>The school is perceived by fewer than 25% of students and families as a liberating, and empowering force within the community.</p> | <p>25 - 75% of school staff agree that school culture, pedagogy, and practices are culturally responsive. Teaching and learning are grounded in the pursuit of identity, skills, intellect, and criticality.</p> <p>25 - 75% of students experience joyful learning and growth at school, with opportunities for cultivating their interests and passions, persevering through challenges, and developing confidence.</p> <p>25 - 75% of students feel safe in school and feel accepted for who they are.</p> <p>The school is perceived by 25 - 75% of students and families as a liberating, and empowering force within the community.</p> | <p>More than 75% of school staff agree that school culture, pedagogy, and practices are culturally responsive. Teaching and learning are grounded in the pursuit of identity, skills, intellect, and criticality.</p> <p>More than 75% of students experience joyful learning and growth at school, with opportunities for cultivating their interests and passions, persevering through challenges, and developing confidence.</p> <p>More than 75% of students feel safe in school and feel accepted for who they are.</p> <p>The school is perceived by more than 75% of students and families as a liberating, and empowering force within the community.</p> | <p>Nearly 100% of school staff agree that school culture, pedagogy, and practices are culturally responsive. Teaching and learning are grounded in the pursuit of identity, skills, intellect, and criticality.</p> <p>Nearly 100% of students experience joyful learning and growth at school, with ample opportunities for cultivating their interests and passions, persevering through challenges, and developing confidence.</p> <p>Nearly 100% of students feel safe in school and feel accepted for who they are.</p> <p>The school is perceived by nearly 100% of students and families as a liberating, and empowering force within the community.</p> |
| <b>Implementation of Systems</b>                 | Most key PIF elements are at Not Yet Begun or Initial Implementation. Some systems may be beyond Initial Implementation   | Most key PIF elements are at Initial Implementation or Partial Implementation. Few or no elements are at Not Yet Begun  | All or almost all key PIF elements are at Partial Implementation or Full Implementation. No elements are at Not Yet Begun   | Most key PIF elements are at Full Implementation, and some are at Innovative Implementation. No elements are at Not Yet Begun   |
| <b>Relative Student Achievement &amp; Growth</b> | Achievement in ELA, Math and Science state testing data is level, has slipped, or has inconsistent growth for all students over the last 3 years. Achievement is in the first quartile of the district in absolute terms.   | Achievement in ELA, Math and Science state testing data is mostly growing for all students over the last 3 years. Achievement is in the second quartile of the district in absolute terms.  | Achievement in ELA, Math and Science state testing data is consistently growing or level over the last 3 years. Achievement is in the third quartile of the district in absolute terms.   | Achievement in ELA, Math and Science state testing data is consistently growing over 3 years, or schools with achievement levels in the top quartile of the district maintain performance. Achievement has been maintained for 3 years or more in the third or fourth quartile of the district.   |
| <b>Students On Track for College Completion</b>  | Fewer than 25% of students are on track for college completion and also the school meeting on track growth goals for fewer than two key student groups: students who are English learners, Latinx EO, Black, or in special education.   | 25 - 75% of students are on track for college completion and also the school is meeting on track growth goals for at least two key student groups: students who are English learners, Latinx EO, Black, or in special education.  | More than 75% of students are on track for college completion and also the school is meeting on track growth goals for at least three key student groups: students who are English learners, Latinx EO, Black, or in special education.   | Nearly 100% of students are on track for college completion and also the school is meeting on track growth goals for all key student groups: students who are English learners, Latinx EO, Black, or in special education.  |
| <b>College Completion Culture Outcomes</b>       | <p>Fewer than 25% of students report that they are confident they can master the hardest content in their classes, that the school provides the support needed to reach their personal goals, and that they plan to attend college.</p> <p>The percentage of students planning to attend college is below 60%. For 12th grade the percentage of students applying to college, and/or the percentage of students accepted to college is below 60%.</p>   | <p>25 - 75% of students report that they are confident they can master the hardest content in their classes, that the school provides the support needed to reach their personal goals, and that they plan to attend college.</p> <p>The percentage of students planning to attend college is between 60 - 80%. For 12th grade the percentage of students applying to college, and/or the percentage of students accepted to college is between 60 - 80%.</p>   | <p>More than 75% of students report that they are confident they can master the hardest content in their classes, that the school provides the support needed to reach their personal goals, and that they plan to attend college.</p> <p>The percentage of students planning to attend college is above 80%. For 12th grade the percentage of students applying to college, and/or the percentage of students accepted to college is above 80%.</p>  | <p>Nearly 100% of students report that they are confident they can master the hardest content in their classes, that the school provides the support needed to reach their personal goals, and that they plan to attend college.</p> <p>The percentage of students planning to attend college is nearly 100%. For 12th grade the percentage of students applying to college, and/or the percentage of students accepted to college is nearly 100%.</p>  |

## Partnership Implementation Framework (PIF) Placemat

2021-22

| 1. Instructional Leadership  | 2. Teaching & Learning   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Vision and Coherence</li> <li>2. Intentional Use of Time</li> <li>3. Data Driven Leadership</li> <li>4. System for Capacity Building</li> </ol>  | <ol style="list-style-type: none"> <li>1. Instructional Vision</li> <li>2. Guaranteed Curriculum</li> <li>3. Planning</li> <li>4. Delivery of Instruction</li> <li>5. Formative Assessment Practices</li> <li>6. Differentiation</li> <li>7. Disciplinary Literacy</li> <li>8. Culture of Literacy</li> </ol>  |
| 3. Data Driven Instruction   | 4. School Culture  |
| <ol style="list-style-type: none"> <li>1. Vision for Assessment Practices</li> <li>2. Execution of Data Cycles</li> <li>3. Monitoring Equity</li> <li>4. Refining Curriculum and Tasks</li> </ol>  | <ol style="list-style-type: none"> <li>1. Vision for Culture</li> <li>2. College Completion Culture</li> <li>3. Staff Culture</li> <li>4. Restorative Expectations (Universal / Tier 1/ Prevention)</li> <li>5. Restorative Discipline (Targeted Support / Tier 2-3 / Intervention)</li> <li>6. Social-Emotional Learning</li> <li>7. Classroom Culture</li> <li>8. Student Culture</li> </ol>   |
| 5. Family Engagement   | 7. Organizational Leadership   |
| <ol style="list-style-type: none"> <li>1. Vision for Family Engagement</li> <li>2. Service-Oriented Environment</li> <li>3. Relationships and Communication</li> <li>4. Capacity Building of Staff to Engage Families</li> <li>5. Families as Co-Teachers &amp; Co-Learners</li> <li>6. Family Leadership</li> </ol> | <ol style="list-style-type: none"> <li>1. Vision for Organizational Leadership</li> <li>2. Management and Delegation</li> <li>3. Budget</li> <li>4. Facilities</li> <li>5. Compliance</li> <li>6. Student Recruitment</li> <li>7. Talent: Recruitment and Hiring</li> <li>8. Talent: Strategic Assignment</li> <li>9. Talent: Retention</li> <li>10. Talent: Evaluation</li> <li>11. Community Relations, Branding, and Marketing</li> </ol> |
| 6. Community Engagement & Partnerships   |  |
| <ol style="list-style-type: none"> <li>1. Vision and Strategy for Partnerships</li> <li>2. Managing Partnerships</li> <li>3. Alignment and Impact</li> </ol>   |  |

Key elements for reflecting on the Phases of Transformation for 2021-22 are highlighted in green



## Partnership Implementation Framework (PIF) For Schools 2021-2022

### Reading the PIF: Focus Areas and Stages of Implementation

The Partnership Implementation Framework (PIF) is a tool to define implementation criteria for key elements of school systems. Creating and sustaining effective systems is a critical component of a school's work to progress on their transformation journey towards Powerful Schooling. Elements are organized in six Focus Areas:

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

#### Stages of Implementation:

The stages of implementation of each element in the PIF are described on a scale from “not yet begun” to “innovative implementation.” The definitions for each element 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.

| Element | <b>Not Yet Begun</b><br>- Few/None<br>- No system, or just a few people enact absent of a system | <b>Initial Implementation</b><br>- Some<br>- System may exist, but inconsistent execution | <b>Partial Implementation</b><br>- Most<br>- System exists, with some consistency/coherence | <b>Full Implementation</b><br>- All or Almost all<br>- System exists, with general consistency/coherence across school | <b>Innovative Implementation*</b><br>- System has extended beyond full implementation and has evolved in new ways to enhance achievement |
|---------|--|---|---|--|--|
|---------|--|---|---|--|--|

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 elements 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 elements, 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 element 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.

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Instructional Leadership (Pg. 1) |   |   |  |  | Evidence Guide  |
|----------------------------------|---|---|--|--|---|
| Element                          | Not Yet Begun   | Initial Implementation  | Partial Implementation   | Full Implementation  | - Where to find evidence?<br>- <a href="#">ILF</a> and <a href="#">SLF</a> Element Alignment  |
| <b>Vision and Coherence</b>      | School leaders and teacher leaders rarely collaborate to establish a vision or set goals. The vision may or may not include a focus on the Student Experience, racial equity, and students being on-track for college completion. The vision and goals are not yet broadly known across the school community. The work of the ILT inconsistently focuses on shifting adult practice and school culture to meet the needs of students. | School leaders and teacher leaders establish a vision and goals for the school, that include a focus on the Student Experience*, racial equity, and students being on-track for college completion. There is not yet broadly shared understanding of the vision. The work of the ILT and teacher teams* sometimes focuses on shifting adult practice and school culture to meet the needs of students and close equity gaps* for all student groups. The vision is sometimes communicated to inform stakeholders. | School leaders and teacher leaders mostly work collaboratively to establish a shared vision and goals for the school, that include a focus on the Student Experience*, racial equity, and students being on-track for college completion. The work of the ILT and teacher teams* mostly focuses on shifting adult practice and school culture to meet the needs of students and close equity gaps* for all student groups. The vision is regularly communicated to inspire and inform all stakeholders.                                  | School leaders and teacher leaders work collaboratively to establish a shared vision and goals for the school, that include a focus on the Student Experience*, racial equity, and students being on-track for college completion. The work of the ILT and teacher teams* consistently focuses on shifting adult practice and school culture to meet the needs of students and close equity gaps for all student groups. 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>PD plan</li> <li>ILT visioning documents and communications to staff</li> <li>Observation of ILT, PD/faculty meetings and teacher team meetings</li> <li>Partnership Feedback Survey (PFS) data</li> </ul> <b>SLF</b> -- 2b1, 3b3  |
| <b>Intentional Use of Time</b>   | Few or none of the ILT and teacher team* meetings are scheduled for the year, or are scheduled but consistently interrupted. Membership of teams may be unclear or inconsistent. Meetings are rarely outcome-oriented and rarely monitor progress toward goals or school wide systems. Leadership of these systems is not distributed among administrators and teacher leaders.   | Time for the ILT, and all teacher teams* to meet is scheduled but may be frequently interrupted, or may be inconsistently attended. Some meetings are outcome-oriented and are used to monitor progress towards goals and the systems in place to achieve those goals. Leadership of these systems tends to be held among a small set of administrators or teacher leaders. Teams may or may not collaborate effectively, or monitor progress of their work.  | Time for the ILT, and all teacher teams* to meet is regularly scheduled for the year and meetings are attended with fidelity. Most meetings are outcome-oriented and are used to monitor progress towards goals and the 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 among some administrators and teacher leaders. Teams collaborate effectively, and monitor progress of their work. | Time for the ILT, and all teacher teams* to meet is regularly scheduled for the year and meetings are attended with fidelity. Meetings are outcome-oriented and are used to monitor progress towards goals and the 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 administrators and teacher leaders, and is strategically supported. Teams collaborate effectively, share ownership of the success of meetings, and effectively monitors progress of their work. | <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</b> -- 1a3, 3a3, 3b3, 6b1 |
| <b>Data Driven Leadership</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, the ILT and teacher teams* are beginning to track and analyze measures of school, teacher and student level data with some consistency. The school builds some internal capacity to effectively access and use data. This data is sometimes used to make school and team level decisions about systems, and teaching and learning that reduce opportunity and achievement gaps for all student groups.  | School leaders, the ILT and teacher teams* track and analyze measures of school, teacher and student level data with some consistency. The school builds some internal capacity to effectively access and manage data. This data is used to make school and team level decisions about systems, and teaching and learning that reduce opportunity and achievement gaps for all student groups, address marginalization, and enact antiracist practices.  | 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 school and team level decisions about systems, and teaching and learning that close opportunity and achievement gaps for all student groups, address marginalization, and enact antiracist practices.  | <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</b> -- 2c1, 2c2   |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Instructional Leadership (Pg. 2)    |  |   |  |   | Evidence Guide  |
|-------------------------------------|--|---|--|---|---|
| Element                             | Not Yet Begun  | Initial Implementation  | Partial Implementation   | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment  |
| <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 or the implementation of antiracist practice is the result of an intentionally built system. | The ILT executes on a system for capacity building across the school that supports adult learning and results in some growth in practice. The capacity building system may include effective PD cycles, uneven facilitation of adult learning experiences, teacher teams*, and occasional opportunities for coaching and feedback resulting in closing gaps in pedagogical knowledge, skill and mindsets, and that enables the implementation of antiracist practices*. | The ILT executes on a system for capacity building across the school that mostly supports adult learning, meets group and individual needs, and results in some growth in practice. The capacity building system may include effective PD cycles, strong facilitation of adult learning experiences, effective teacher teams*, and regular opportunities for coaching and feedback resulting in closing gaps in pedagogical knowledge, skill and mindsets, and that enables the implementation of antiracist practices*. | 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, effective teacher teams*, and regular opportunities for coaching and feedback resulting in closing gaps in pedagogical knowledge, skill and mindsets, and that enables the implementation of antiracist practices*. | <b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Agendas, attendance and PowerPoint</li> <li>PD Plan</li> <li>PD exit tickets/staff feedback</li> <li>PFS and LAUSD Experience Survey data</li> <li>Follow up emails to staff</li> <li>Teacher Leader deliverables</li> <li>Coaching and observation notes/video</li> </ul> <b>SLF</b> -- 3a2, 3a4 |

| Teaching & Learning (Pg. 1)  |  |   |   |   | Evidence Guide  |
|------------------------------|--|---|---|---|---|
| Element                      | Not Yet Begun  | Initial Implementation  | Partial Implementation  | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment  |
| <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, use technology to increase access and differentiation, and reflect an emphasis on the development of identity, skills, intellect, and criticality needed for college completion.   | The school's instructional vision is clear and is internalized by most staff, such that the practices, in alignment with the vision, are coherent across most grades/departments. Practices are sometimes culturally relevant*, standards-aligned, develop independence, use technology to increase access and differentiation, and reflect an emphasis on the development of identity, skills, intellect, and criticality 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 identity, skills, intellect, and criticality 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<br><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. Modifications to curricula may or may not be made with cultural responsiveness in mind, and are typically done without any study or data. Implementation of curriculum is inconsistent across the school.   | The school ensures that high quality, standards aligned curriculum, where it exists, is adopted for all content areas. Modifications to the curriculum may not be made, or do not yet address gaps in cultural responsiveness, or reflect careful study and data. The enacted curriculum sometimes preserves the rigor of the standards, supports independent learners* and supports closing equity gaps* for student groups. The school's implementation of curriculum ensures that some teachers enact it, and some students experience it. | The school ensures that high quality, standards aligned curriculum, where it exists, is adopted for all content areas. Modifications to the curriculum are mostly made to address gaps in cultural responsiveness, or from careful study and data. The enacted curriculum mostly preserves the rigor of the standards, supports independent learners* and supports closing equity gaps* for student groups. The school's implementation 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. Modifications to the curriculum are made to address gaps in cultural responsiveness, or from careful study and data. The enacted curriculum preserves the rigor of the standards, supports independent learners* and supports closing equity gaps* for all student groups. The school's implementation of curriculum ensures that all or almost all teachers enact it, and students experience it. | <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<br><b>SLF</b> -- 3b1, 6a5 |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Teaching & Learning (Pg. 2)           |   |  |  |   | Evidence Guide  |
|---------------------------------------|---|--|--|---|---|
| Element                               | Not Yet Begun   | Initial Implementation   | Partial Implementation   | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment  |
| <b>Planning</b>                       | There is little or no evidence that teachers and teacher teams' planning time results in prepared and enacted unit(s) of study. Few, if any students consistently experience appropriately rigorous, standards aligned instruction that is culturally responsive. Plans for instruction do not intentionally reinforce a culture of independent learning*.  | Teachers and teacher teams' protected planning time results in prepared and enacted unit(s) of study for some grades/departments. For some students, it ensures they experience appropriately rigorous, standards aligned instruction that may be culturally responsive. Plans sometimes support instruction that cultivates joy, identity, skills, intellect, and criticality in students. Plans for instruction sometimes reinforce a culture of independent learning*. Most teachers show evidence of daily lesson planning* in line with pacing plans.   | Teachers and teacher teams' protected planning time results in prepared and enacted unit(s) of study for grades/departments that ensure most students consistently experience appropriately rigorous, culturally responsive, standards aligned instruction. Plans often support instruction that cultivates joy, identity, skills, intellect, and criticality in students. Plans for instruction mostly reinforce a culture of independent learning*. Most teachers show evidence of daily lesson planning* with rigorous objectives in line with curricular pacing and student 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, culturally responsive, standards aligned instruction. Plans support instruction that cultivates joy, identity, skills, intellect, and criticality in students. Plans for instruction consistently reinforce a culture of independent learning*. All or almost all teachers show evidence of daily lesson planning* with rigorous objectives in line with curricular pacing and student 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<br><b>SLF</b> -- 3a1, 3a3, 3b1                        |
| <b>Delivery of Instruction</b>        | Instructional strategies* generally provide limited opportunity for students to bear the cognitive load. Pedagogy* and instructional strategies, may be consistent with the standards, but typically reinforce a culture of dependent learning*. There is uneven communication of high expectations that align with being on track for college completion, with few scaffolds to meet individual needs. Identity, intellect, and criticality are rarely cultivated. | Some teachers enact instructional strategies* that ensure students consistently bear the cognitive load. Pedagogy* and instructional strategies are sometimes culturally relevant, sometimes ensure the demands of the standards are met, and a culture of independent learning* is enacted in some classrooms. Online learning platforms are, where appropriate, used to support flexibility and student independence. The net impact is some students grappling with rigorous content, using appropriate supports, while developing the identity, skills, intellect, and criticality for college completion. | Most teachers enact instructional strategies* that ensure students consistently bear the cognitive load. Pedagogy* and instructional strategies are mostly culturally relevant, mostly ensure the demands of the standards are met, and a culture of independent learning* is enacted in most classrooms. Online learning platforms are, where appropriate, used to support flexibility and student independence. The net impact is most students grappling with rigorous content, using appropriate supports, while developing the identity, skills, intellect, and criticality for college completion. | All or almost all teachers enact instructional strategies* that ensure students consistently bear the cognitive load during instruction. Pedagogy* and instructional strategies are culturally relevant, ensure the demands of the standards are met, and a culture of independent learning* is fully enacted in all or almost all classrooms. Online learning platforms are, where appropriate, used purposefully to support flexibility and student independence. The net impact is all or almost all students grappling with rigorous content, using appropriate supports, while developing the identity, skills, intellect, and criticality for college completion. | <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>Student discourse observed</li> <li>Student stakeholder meeting</li> </ul> <b>TLF</b> -- 3a1, 3a3, 3b1, 3b2, 3c1<br><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. Teachers may use informal checks for understanding*, but not as a result of a schoolwide system. Students often have a single opportunity to show mastery. Feedback to students is inconsistent, or lacks information about how to improve.   | 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. Practices to provide timely feedback to students about their learning resulting in some students having a clear understanding of their performance, progress and next learning steps to progress towards mastery. Some teachers make effective adjustments to meet most students' learning needs and may or may not reassess.            | 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 and reassess to support student growth.              | 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 and reassess appropriately to support student growth.                                    | <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>Posted student work and feedback</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<br><b>SLF</b> -- 3a4, 3b2 |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Teaching & Learning (Pg. 3)  |  |  |  |   | Evidence Guide   |
|------------------------------|--|--|--|---|--|
| Element                      | Not Yet Begun  | Initial Implementation   | Partial Implementation   | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLE</a> Element Alignment   |
| <b>Differentiation</b>       | Few to no teachers adopt or develop effective pedagogical practices such that students are able to access grade level texts and curriculum. Significant equity gaps exist among student groups being supported to access the curriculum.   | Some teachers adopt, develop, and refine effective pedagogical practices allowing some students and student groups to access grade level texts and curriculum. Classroom practices for differentiation are sometimes aligned with the school's system for intervention and ensure some students who need additional support receive it.  | Most teachers adopt, develop, and refine effective pedagogical practices allowing most students and student groups to consistently access grade level texts and curriculum, and demonstrate growth. Classroom practices for differentiation are mostly aligned with the school's system for intervention and ensure most students who need additional support receive it.  | All or almost all teachers adopt, develop, and refine effective pedagogical practices allowing all or almost all students and student groups to consistently access 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>Posted resources in the classroom</li> <li>Classroom observation</li> <li>Assessments</li> </ul> <b>TLF</b> -- 1b1, 1d1, 1e2, 3c1, 3d2<br><b>SLF</b> -- 3b1, 3b2  |
| <b>Disciplinary Literacy</b> | Few or no teachers attend to the development of discipline specific literacy and language skills. Few students learn discipline specific literacy practices for thinking about how knowledge is created and produced in core disciplines; how it connects to previous learning; and how to evaluate ideas presented for relevance, reliability, and trustworthiness.   | Some teachers attend to the development of discipline specific literacy and language skills. The components of disciplinary literacy and language - specialized vocabulary, language structures (syntax), academic language used to communicate ideas, text structures, and text features - are explicitly taught to some students. Some students learn discipline specific literacy practices for thinking about how knowledge is created and produced in core disciplines; how it connects to previous learning; and how to evaluate ideas presented for relevance, reliability, and trustworthiness.  | Most teachers attend to the development of discipline specific literacy and language skills. The components of disciplinary literacy and language - specialized vocabulary, language structures (syntax), academic language used to communicate ideas, text structures, and text features - are explicitly taught and prioritized with most students. Most students learn discipline specific literacy practices for thinking about how knowledge is created and produced in core disciplines; how it connects to previous learning; and how to evaluate ideas presented for relevance, reliability, and trustworthiness.  | All or almost all teachers attend to the development of discipline specific literacy and language skills. The components of disciplinary literacy and language - specialized vocabulary, language structures (syntax), academic language used to communicate ideas, text structures, and text features - are explicitly taught and prioritized with all students. Students learn discipline specific literacy practices for thinking about how knowledge is created and produced in each discipline; how it connects to previous learning; and how to evaluate ideas presented for relevance, reliability, and trustworthiness.   | <b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>PD Plan</li> <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>Teacher team meeting agendas/artifacts</li> <li>Student groupings</li> <li>Student work samples</li> <li>Tasks and assignments</li> </ul> <b>TLF</b> -- 1b2, 1b3, 1d1, 3a4, 3c3, 3d3<br><b>SLF</b> -- 3a2  |
| <b>Culture of Literacy</b>   | The school may or may not invest stakeholders in literacy as a key driver for equity. Few teachers understand the science of reading and enact research-based practices to support striving readers. Students' experiences with literacy rarely or unintentionally affirm their identities as readers, and offer opportunities for them to further develop their identities, skills, intellect, and criticality through reading. Educators, students, and families rarely partner to cultivate joyful reading experiences, and to set and pursue goals for student reading growth. | The school has a culture of literacy that engages and invests some stakeholders in literacy as a key driver for equity. Some teachers understand the science of reading and enact research-based practices to support striving readers. Students' experiences with literacy sometimes affirm their identities as readers, and offer opportunities for them to further develop their identities, skills, intellect, and criticality through reading. Educators, students, and families sometimes partner to cultivate joyful reading experiences, and to set and pursue goals for student reading growth. | The school has a culture of literacy that engages and invests most stakeholders in literacy as a key driver for equity. Most teachers understand the science of reading and enact research-based practices to support striving readers. Students' experiences with literacy mostly affirm their identities as readers, and offer frequent opportunities for them to further develop their identities, skills, intellect, and criticality through reading. Educators, students, and families sometimes partner to cultivate joyful reading experiences, and to set and pursue goals for student reading growth. School systems support and celebrate literacy both in and out of the classroom. | The school has a culture of literacy that engages and invests all stakeholders in literacy as a key driver for equity. All or almost all teachers understand the science of reading and enact research-based practices to support striving readers. Students' experiences with literacy affirm their identities as readers, and offer frequent opportunities for them to further develop their identities, skills, intellect, and criticality through reading. Educators, students, and families partner to cultivate joyful reading experiences, and to set and pursue goals for student reading growth. School systems support and celebrate literacy both in and out of the classroom. | <b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>PD Plan</li> <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>Independent reading system artifacts</li> <li>School wide literacy events</li> <li>School and classroom libraries</li> <li>Student groupings</li> <li>Student work samples</li> <li>Tasks and assignments</li> </ul> <b>TLF</b> -- 1b2, 1b3, 1d1, 3a4, 3c3, 3d3<br><b>SLF</b> -- 3a2 |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Data Driven Instruction (Pg. 1)        |   |   |   |   | Evidence Guide   |
|--|---|---|---|---|--|
| Element                                | Not Yet Begun   | Initial Implementation  | Partial Implementation  | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLE</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 formative assessments*, rubrics, and scoring practices that are standards aligned. Teacher teams do not collaborate regularly to implement common assessments, rubrics, or scoring practices. | The school has a vision for assessment but there is not yet a shared understanding of the types and purpose of assessments, how assessments support student learning, and how data from assessments will be used. A school level comprehensive assessment plan* is in place that includes summative and interim assessments. Some teacher teams collaborate to create/adopt and use common formative assessments*, rubrics, and scoring practices that are standards aligned and consistent with school curricula and practices.                              | The school has a vision for assessment that supports a shared understanding of the types and purpose of assessments, how assessments support student learning, and how data from assessments will be used. A school level comprehensive assessment plan* is in place that includes summative, formative and ongoing assessment* practices. Most teacher teams collaborate to create/adopt and use common formative assessments*, rubrics, and scoring practices that are standards aligned and consistent with school curricula and practices.                                | The school has a vision for assessment that supports a broadly shared understanding of the types and purpose of assessments, how assessments support student learning, and how data from assessments will be used. A school level comprehensive assessment plan* is in place that includes summative, formative and ongoing assessment* practices. All teacher teams collaborate to create/adopt and use common formative assessments*, rubrics, and scoring practices that are standards aligned and consistent with school curricula and practices.   | <b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>Assessment vision</li> <li>Assessment plan/calendar</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 --</b> 1e1, 1e2, 1e3, 1e4<br><b>SLF --</b> 2b1, 2b2, 2c1, 2c2, 3a4                        |
| <b>Execution of Data Cycles</b>        | The school does not yet have a system for data-driven instruction. Few teacher teams meet regularly to engage in data cycles or to use data systematically to inform their instruction. Some individuals may use data effectively.  | The school has a system for data-driven instruction including time for some teams to meet to implement data cycles*. Protocols are sometimes used to examine and respond to multiple measures of student data, including student work. Time for calibration is sometimes held as needed. There is inconsistent follow up assessment and progress monitoring of the strategies used in response to data. Some teacher teams are implementing the system to impact instruction, improve student outcomes and reduce or close equity gaps* among student groups. | The school has a system for data-driven instruction including time for most teams to meet regularly to implement effective data cycles*. Protocols are usually used to examine and respond to multiple measures of student data, including student work. Time for calibration is sometimes held as needed. There is consistent follow up assessment and progress monitoring of the strategies used in response to data. Most teacher teams are implementing the system to impact instruction, improve student outcomes and reduce or close equity gaps* among student groups. | The school has a system for data-driven instruction including time for all or almost all teams to meet regularly to implement effective data cycles*. Protocols are consistently used to examine and respond to multiple measures of student data, including student work. Time for calibration is held as needed. There is 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, improve student outcomes and reduce or close equity gaps* among student groups. | <b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Observation of PLC meetings, or common planning time</li> <li>Meeting Agendas (PLC, ILT, Staff)</li> <li>Assessments</li> <li>Conclusions from data analysis meetings, used to inform planning</li> <li>Data sources: tests, quizzes, student work, performance tasks, etc.</li> </ul> <b>TLF --</b> 1e3, 1e4, 3d2<br><b>SLF --</b> 2a1, 3a4 |
| <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 yet have a defined system for intervention.   | Some teachers, staff, and teams use data to regularly monitor student progress toward goals, and adjust their practice so that some students and student groups demonstrate increased mastery. The school's system for intervention proactively identifies some students in need of greater supports and provides them such that equity gaps* are reduced or eliminated.  | Most teachers, staff, and teams use data to regularly monitor student progress toward goals, and adjust their practice so that most students and student groups demonstrate increased mastery. The school's system for intervention proactively identifies some students in need of greater supports and provides them such that equity gaps* are reduced or eliminated.  | All or almost all teachers, staff, and teams use data to regularly monitor student progress, and adjust their practice so that all students and student groups demonstrate increased mastery. The school's system for intervention proactively identifies students in need of greater supports and provides them such that equity gaps* are reduced or eliminated.  | <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 --</b> 1e4, 3d2, 3d3, 3d4,<br><b>SLF --</b> 3a3, 3a4, 4b3, 6a4   |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Data Driven Instruction (Pg. 2)      |  |   |   |  | Evidence Guide  |
|--------------------------------------|--|---|---|--|---|
| Element                              | Not Yet Begun  | Initial Implementation  | Partial Implementation  | Full Implementation  | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment  |
| <b>Refining Curriculum and Tasks</b> | Few teachers, staff and teams use student work and data to plan and refine curricula and academic tasks. Teachers do not yet have an informed understanding of student learning needs or how to implement culturally responsive practices. | Some teachers, staff and teams use student work and data to plan and refine curricula and academic tasks so that lessons meet the needs of most students and student groups. The net impact is that some teachers develop an understanding of students' learning needs and how to effectively implement culturally responsive practices and support student growth. | Most teachers, staff and teams use student work and data to plan and refine curricula and academic tasks so that lessons meet the needs of most students and student groups. The net impact is that most teachers develop an understanding of students' learning needs and how to effectively implement culturally responsive practices and support student growth. | 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 students and student groups. The net impact is that teachers develop a robust understanding of each students' learning needs and how to most effectively implement culturally responsive practices and support student growth. | <b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Assessments</li> <li>Conclusions from data analysis meetings, used to inform planning</li> <li>Classroom Observations</li> </ul> <b>TLF</b> -- 1e2, 1e4<br><b>SLF</b> -- 3a4, 3b1 |

| School Culture (Pg. 1)            |  |  |  |   | Evidence Guide  |
|-----------------------------------|--|--|--|---|---|
| Element                           | Not Yet Begun  | Initial Implementation   | Partial Implementation   | Full Implementation   | - Where to find evidence?<br>- <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 key stakeholders. Culture team meetings may be inconsistent. The team has the desire and some of the necessary resources to implement strategies to strengthen school culture. The school is developing a clear vision for culture that prioritizes healthy relationships, positive identity development, criticality*, personal growth, restorative practice and college completion.   | The school has a culture team composed of most key stakeholders that meets regularly. The team has most of the necessary ability, desire, and resources to implement strategies to strengthen school culture. The school's culture is intentionally built with a clear vision that prioritizes healthy relationships, positive identity development, criticality*, personal growth, restorative practice and college completion. The vision is broadly shared and understood by stakeholders.  | The school has a culture team composed of all key stakeholders that meets regularly. The team has all or almost all the necessary ability, desire, and resources to implement strategies to strengthen school culture. The school's culture is intentionally built with a clear and coherent vision that prioritizes healthy relationships, positive identity development, criticality*, personal growth, restorative practice and college completion. The vision is broadly shared and collectively owned among stakeholders.                                  | <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 knowledge and skills to succeed at the college level, but this is not yet systematic. Few students and families see college completion as a part of their future. | The system for supporting student readiness for college completion is in development and owned by some staff. It ensures some students and families gain college awareness and exposure, cultivate a college going identity, and learn the knowledge and skills to succeed at the college level. The net result of the system is some students and student groups having clear goals for accessing and completing college, and some students and families see college completion as an attainable path to achieving their goals. | The system for supporting student readiness for college completion is in place and owned by most staff. It ensures most students and families gain college awareness and exposure, cultivate a college going identity, and learn the knowledge, skills, criticality* and dispositions to succeed at the college level. The net result of the system is most students and student groups having clear goals for accessing and completing college, and most students and families see college completion as an attainable path to achieving their goals. | 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, cultivate a college going identity, and learn the knowledge, skills, criticality* and dispositions to succeed at the college level. The net result of the system is almost all students and student groups having clear goals for accessing and completing college, and students and families see college completion as an attainable path to achieving their goals. | <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<br><b>SLF</b> -- 2c1, 4b2, 4b3 |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| School Culture (Pg. 2)   |  |  |  |   | Evidence Guide   |
|--|--|--|--|---|--|
| Element  | Not Yet Begun  | Initial Implementation   | Partial Implementation   | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment   |
| <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 may often be adversarial. | The staff is working to define an approach, vision and norms for holding high expectations for adults and students, and achieving success. Some staff engage in the practice of cultivating identity, skills, intellect, criticality and joyful learning across the school. Staff meetings, professional development and coaching conversations reveal that some adults see themselves as mutually accountable to one another in achieving school goals, empowering students to reach their goals, and upholding a strong professional culture. Relationships and communication between and among most staff and students are healthy, and some conflicts are addressed restoratively. | Most staff are aligned on their approach, vision and norms for holding high expectations for adults and students, and achieving success. There is shared practice of cultivating identity, skills, intellect, criticality and joyful learning across most of the school. Staff meetings, professional development and coaching conversations reveal that most adults see themselves as mutually accountable to one another in achieving school goals, empowering students to reach their goals, and upholding a strong professional culture. Relationships and communication between and among most staff and students are healthy, and conflicts are addressed restoratively.   | The staff is unified in their approach, vision and norms for holding high expectations for adults and students, and achieving success. There is broadly shared practice of cultivating identity, skills, intellect, criticality and joyful learning across the school. Staff meetings, professional development and coaching conversations reveal that adults see themselves as mutually accountable to one another in achieving school goals, empowering students to reach their goals, and upholding a strong professional culture. Relationships and communication between and among staff and students are consistently healthy, and conflicts are addressed restoratively. | <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> <li>• Teacher retention rates, including data by race, gender, and grade/department.</li> </ul><br><b>TLF</b> -- 2c3, 3e2, 4c1, 4c2, 4c3, 5a3, 5a4, 5b1, 5b2<br><b>SLF</b> -- 2a1, 2a2, 2a3, 4a1, 4a2, 4b4             |
| <b>Restorative Expectations</b><br><br>(Universal / Tier 1 / Prevention)             | The school does not yet have a multi-tiered system in place that intentionally builds community, communicates norms, expectations and appropriate consequences, and applies them equitably.  | The school has a multi-tiered system in place that intentionally builds community, communicates norms, expectations and appropriate consequences. The system is clear and is implemented by some staff. The system identifies harms and needs, obligations, and engagement of parties affected to reach a just solution. The system recognizes potential trauma, and maintains student dignity. The net result is a culture where some students & adults behave in a manner that is aligned with the school's vision for culture, and where intentional effort is made to close equity gaps in discipline data.  | 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 most students. The system is clear and is implemented by most staff. The system identifies harms and needs, obligations, and engagement of parties affected to reach a just solution. The system recognizes potential trauma, and maintains student dignity. The net result is a culture where most students & adults behave in a manner that is aligned with the school's vision for culture, and where intentional effort is made to close equity gaps in discipline data. | 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 identifies harms and needs, obligations, and engagement of parties affected to reach a just solution. The system recognizes potential trauma, and maintains student dignity. The net result is a culture where students and adults behave in a manner that is aligned with the school's vision for culture, and where equity gaps in discipline data are reduced or closed.     | <b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>• Culture handbook (Student and Staff)</li> <li>• Student compact, Code of Conduct, handbook, social contracts etc.</li> <li>• Monthly circle tracker of student circles</li> <li>• Culture building PD/meetings documents</li> <li>• Observations</li> </ul><br><b>TLF</b> -- 2a1, 2a2, 2a3, 2c1, 3b2, 2d1, 2d2<br><b>SLF</b> -- 4a1, 4b1   |
| <b>Restorative Discipline*</b><br><br>(Targeted Support / Tier 2 & 3 / Intervention) | Some aspects of the school may be safe, inclusive or restorative, but there is little or no evidence yet 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. Communication among all parties may lack clarity and does not consistently support shared next steps.  | Practices are consistently restorative across some staff, and enhance the vision for culture. When a harm occurs, the school sometimes uses intentional, restorative practices* and aligned consequences, to repair relationships and re-integrate students into the school community. Communication among parties is sometimes clear, timely, and supports shared next steps. Adults and students use non-violent communication, affective statements and questions to de-escalate harm and transform conflict.   | Practices are consistently restorative across most staff, and enhance the vision for culture. When a harm occurs, the school mostly uses intentional, restorative practices* and aligned consequences, to repair relationships and re-integrate students into the school community. Communication among parties is clear, timely, and supports shared next steps. Adults and students 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* and aligned consequences, to repair relationships and re-integrate students into the school community. Communication among all parties is clear, timely, and supports shared next steps. Adults and students use non-violent communication, affective statements and questions to de-escalate harm and transform conflict. The net result is trust that the school can ensure safety and that equity gaps* in discipline data are reduced or closed.                            | <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><br><b>TLF</b> -- 2a1, 2a2, 2a3, 2c1, 3b2, 2d1, 2d2<br><b>SLF</b> -- 4a1, 4a2, 4b1 |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| School Culture (Pg. 3)           |   |   |  |  | Evidence Guide   |
|----------------------------------|---|---|--|--|--|
| Element                          | Not Yet Begun   | Initial Implementation  | Partial Implementation   | Full Implementation  | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment   |
| <b>Social Emotional Learning</b> | Explicit instruction or integration of social-emotional learning has not yet begun. The school has not yet developed structures to support improvements in mindset, health and wellness, as well as personal and academic behaviors in service of college completion among students.  | 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 some students cultivating skills and criticality to apply to their lived experience, improved mindset, health and wellness, as well as personal and academic behaviors in service of college completion 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 most students cultivating skills and criticality to apply to their lived experience, improved mindset, health and wellness, as well as personal and academic behaviors in service of college completion among most students.  | All or almost all teachers explicitly teach or integrate social-emotional learning* (SEL) and celebration of SEL competencies within daily instruction, and/or during a specified time of day. The system results in students cultivating skills and criticality to apply to their lived experience, improved mindset, health and wellness, as well as 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> TLF -- 1b2, 1c1, 2a3, 2b2, 3c1<br>SLF -- 2b1, 4b1, 4b2  |
| <b>Classroom Culture</b>         | Few, if any, teachers use warm demander* or restorative practices*. Teacher actions demonstrate there is not yet a shared belief in students to meet high expectations for learning and behavior. Few, if any teachers employ routines, traditions, and practices to create a culture of care and excellence that affirms student identity. | In some classrooms teachers use warm demander* or restorative practices*. Some teachers' actions demonstrate a belief that students can meet high expectations for learning and behavior. Some teachers employ routines, traditions, and practices to create a culture of care and excellence that affirms student identity. The system results in some classes having high levels of engagement, a restorative community*, a culture of criticality, and students upholding the classroom expectations for excellence. | In most classrooms teachers use warm demander* and restorative practices*. Most teachers' actions demonstrate a belief that students can meet high expectations for learning and behavior. Most teachers employ routines, traditions, and practices to create a culture of care and excellence that affirms student identity. The system results in most classes having high levels of engagement, a restorative community*, a culture of criticality, and students upholding the classroom expectations for excellence. | In all or almost all classroom teachers use warm demander* and restorative practices*. Their actions demonstrate a belief that students can meet high expectations for learning and behavior. All or almost all teachers employ routines, traditions, and practices to create a culture of care and excellence that affirms student identity. The system results in all or almost all classes having high levels of engagement, a restorative community*, a robust culture of criticality, and students upholding the classroom expectations for excellence. | <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</li> </ul> TLF -- 2a1, 2a2, 2a3, 2b2, 2d2<br>SLF -- 4a1, 4a2, 4b1, 4b2, 4b3, 4b4, 4b5, 6c1  |
| <b>Student Culture</b>           | There are few opportunities for student voice across the school. Students rarely demonstrate agency in upholding any established campus norms and do not work to improve them over time. Some students may express joy and engagement in learning and school activities.  | The culture of the school is shaped by developmentally appropriate opportunities for student voice that are present in some areas of the school. Some students demonstrate agency in upholding shared campus norms and improving them over time. Some students express joy and engagement in learning and school activities.  | The culture of the school is shaped by developmentally appropriate opportunities for student voice, ownership and leadership that are present in most areas of the school. Students mostly demonstrate agency in upholding shared campus norms and improving them over time. Most students express joy and engagement in learning and school activities.   | The culture of the school is shaped by developmentally appropriate opportunities for student voice, ownership and leadership that are present in all or almost all areas of the school. Students consistently demonstrate agency in upholding shared campus norms and improving them over time. Students consistently express high levels of joy and engagement in learning and school activities.   | <b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Student leadership in organized campus bodies (e.g. student gov't, LSLC, etc.)</li> <li>Campus and classroom cleanliness</li> <li>Student surveys</li> <li>Student attendance</li> <li>Participation in clubs, athletics, arts, etc.</li> </ul> TLF -- 2a1, 2a2, 2a3, 2b3, 2c1, 2d2<br>SLF -- 4a1, 4a2, 4b1, 4b2, 4b3, 4b4, 4b5, 6c1 |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Family Engagement (Pg. 1)              |  |   |  |   | Evidence Guide   |
|--|--|---|--|---|--|
| Element                                | Not Yet Begun  | Initial Implementation  | Partial Implementation   | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment   |
| <b>Vision for Family Engagement</b>    | The school does not yet have a vision for engaging and empowering families. There is not a shared understanding of how the school and families will collaborate as partners in learning to support students. The school may not yet have a Family Action Team.   | A representative set of school community stakeholders* collaboratively establish a shared vision and goals for engaging and empowering families that is internalized by some staff and families. The result is an inconsistent understanding of how the school and families will collaborate as partners in creating a school that is joyful, identity affirming, and where learning experiences prepare students for college completion. The school's Family Action (FA) Team, which may or may not be diverse and representative of the school community by race and gender, communicates the vision to inform and engage stakeholders. | A representative set of school community stakeholders* collaboratively establish a shared vision and goals for engaging and empowering families that is internalized by most staff and families. The result is a shared understanding of how the school and families will collaborate as partners in creating a school that is joyful, identity affirming, and where learning experiences prepare students for college completion. The school's Family Action (FA) Team, which is diverse and representative of the school community by race and gender, communicates the vision to inform and engage stakeholders.  | A representative set of school community stakeholders* collaboratively establish a shared vision and goals for engaging and empowering families that is internalized by all or almost all staff and families. The result is a broadly shared understanding of how the school and families will collaborate as partners in creating a school that is joyful, identity affirming, and where learning experiences prepare students for college completion. The school's Family Action (FA) Team, which is diverse and representative of the school community by race and gender, effectively communicates the vision to inspire and unite all stakeholders.  | <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>Family Action Team goals aligned to school wide CTA goals</li> <li>Family engagement vision stated in school communications, agendas, notes, and events</li> </ul> <b>TLF</b> -- 4b1, 4b2, 4b3, 4c2<br><b>SLF</b> -- 2b1, 2b2, 2c1, 2c2, 5a1, 5a2, 5b1   |
| <b>Service - Oriented Environment</b>  | The school's practices for family engagement are unclear, or vary over time. Visitors may not experience the school as a service oriented, culturally responsive, friendly environment. Families do not report feeling valued and they are not able to access needed supports in service of their child being on track for college. The school may not yet have a functioning Parent Center. | The school has clear practices for family engagement that result in a service-oriented, culturally responsive, friendly environment for some families and visitors. The net result is that some families report feeling valued and able to access some of the supports they require, given their diverse needs, in service of their child being on track for college completion. The school's Parent Center offers learning, leadership, and volunteer opportunities for families.  | The school has clear and codified practices for family engagement that result in a service-oriented, culturally responsive, friendly environment for most families and visitors. The net result is that most 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. The school's Parent Center is well resourced and offers learning, leadership, and volunteer opportunities for families aligned with school goals.   | The school has clear and codified practices for family engagement that result in a service-oriented, culturally responsive, friendly environment for all families and visitors. The net result is that all or almost all families report feeling valued and able to access all of the supports they require in service of their child being on track for college completion. The school's Parent Center is well resourced and offers learning, leadership, and volunteer opportunities for families aligned with school goals.  | <b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Survey data and focus groups</li> <li>Observation of main office and Parent Center</li> <li>Signage and accessibility to campus</li> <li>Materials available in multiple languages</li> <li>Family event attendance</li> <li>Family engagement event artifacts for leadership, learning, and volunteering opportunities</li> </ul> <b>TLF</b> -- 4a1, 4a2, 4b1, 4b2, 4b3<br><b>SLF</b> -- 2c1, 4b2, 4b3, 4a1, 5a1, 5b1 |
| <b>Relationships and Communication</b> | The school has no clear system for family engagement. The school inconsistently communicates 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 manner.   | The school's system for family engagement reflects an inconsistently shared belief in the power and agency of families to engage meaningfully in school. The system intentionally prioritizes building and sustaining strong relationships with families as partners in the work of attending to children's needs. The school has a clear two-way system for communication with families. The system includes updates about student progress, school policies, events, opportunities for engagement, and adult learning opportunities. Parent inquiries are inconsistently addressed in a timely and professional manner.                 | The school's system for family engagement reflects a shared belief in the power and agency of families to engage meaningfully in school. The system 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 two-way system for communication with families. The system includes timely updates about student progress, school policies, events, opportunities for engagement, and adult learning opportunities to support students in meeting their goals. Parent inquiries are mostly addressed in a timely and professional manner. | The school's system for family engagement reflects a broadly shared belief in the power and agency of families to engage meaningfully in school. The system 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 two-way 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. Parent inquiries are consistently addressed in a timely and professional manner. | <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</b> -- 4a1, 4a2, 4a3<br><b>SLF</b> -- 5b1, 5b2  |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Family Engagement (Pg. 2)                        |  |  |   |   | Evidence Guide   |
|--|--|--|---|---|--|
| Element  | Not Yet Begun  | Initial Implementation   | Partial Implementation  | Full Implementation   | - Where to find evidence?<br>- <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 clear norms and expectations for family engagement, and intentionally builds the capacity of some teachers and staff to engage families in positive, culturally responsive, and proactive ways. Some families are regularly invited to the school to learn about how they can support student learning at home, learn about student progress, and to set goals towards college completion. Some school staff learn from families about how to meet the needs of students. The system results in some reciprocal collaboration with families in service of students being on track for college completion. | The school establishes clear norms and expectations for family engagement, and intentionally builds the capacity of most teachers and staff to engage families in positive, culturally responsive, 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 set goals towards college completion. Most school staff learn from families about how to meet the needs of students. The system results in some reciprocal collaboration with families in service of students being on track for college completion. | The school establishes clear norms and expectations for family engagement, and intentionally builds the capacity of teachers and staff to engage families in positive, culturally responsive, 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 set goals towards college completion. All or almost all school staff consistently learn from families about how to meet the needs of students. The system results in reciprocal collaboration in service of students being on track for college completion. | <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 home visits and building relationships</li> <li>Coaching and observation notes/video</li> <li>PD Plan (Cycles)</li> </ul> <b>TLF</b> - 1b4, 1e4, 3d3, 4b1, 4b2, 4b3, 5a3,<br><b>SLF</b> - 3a2, 3a4, 4b4, 5b1, 5b2 |
| <b>Families as Co-Teachers &amp; Co-Learners</b> | The school rarely provides opportunities for learning sessions that educate parents on key academic 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 yet in place.  | Some school staff and families collaborate in learning sessions that educate parents on key academic strategies that can be utilized in the home. Some families and school staff learn from each other and collaborate to understand the ways in which they can support children's needs. Some families and school staff work in tandem on strategies, monitor progress, and address interim and end-of-year outcomes and goals.   | School staff and families collaborate in learning sessions that educate parents on key academic strategies that can be utilized in the home. Most families and school staff learn from each other and collaborate to understand the ways in which they can support children's needs. Most families and school staff work in tandem on strategies, monitor progress, and address interim and end-of-year outcomes and goals. The system may result in reduced equity gaps among student groups.  | School staff and families consistently collaborate in learning sessions that educate parents on key academic strategies that can be utilized in the home. All or almost all families and school staff learn from each other and collaborate to understand the ways in which they can support children's needs. Families and school staff work in tandem on strategies, monitor progress, and address interim and end-of-year outcomes and goals. The system results in reducing or closing equity gaps among student groups.  | <b>Sources of Evidence</b> <ul style="list-style-type: none"> <li>Family learning session agendas, materials</li> <li>Parent Center resources for families</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<br><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 opportunities 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 FA 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>A Team, School Site Council, ELAC, calendar, agendas, notes</li> <li>Representative participation in family events and leadership opportunities</li> <li>Budget supporting family engagement</li> <li>Family engagement attendance data</li> </ul> <b>TLF</b> -- 2c4,<br><b>SLF</b> -- 5a1, 5a2  |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Community Engagement & Partnerships           |   |  |   |  | Evidence Guide  |
|---|---|--|---|--|---|
| Element                                       | Not Yet Begun   | Initial Implementation   | Partial Implementation  | Full Implementation  | - Where to find evidence?<br>- <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 yet work to support identified student needs. The school's approach to partnerships is understood by few key stakeholders. The school allocates insufficient staffing, time, and resources to systematically 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 antiracist, equity-driven supports so that some students and student groups are equipped for 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 antiracist, equity-driven supports so that most students and student groups are equipped for college completion. The school has a clear 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 antiracist, equity-driven supports so that all students and student groups 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 and/or school priorities</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, including through staffing transitions.   | 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 a 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, including through staffing transitions. | <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>Partner work plan with goals &amp; desired outcomes</li> <li>Partner list/database</li> <li>Partner directory for external audience</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 yet 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 some partnerships result in high quality programming, aligned to school goals, that is available to students, families, and/or school staff. Criteria for success is sometimes established, aligned to the school's goals to reduce or close equity gaps* among student groups, collectively owned between the school, partners and stakeholders, and is used to make strategic decisions. Overall the work of some community partners working with the school is mutually reinforcing and results in greater positive impact for students and families. | Through collaborative goal setting, the school ensures that most partnerships result in high quality programming, aligned to school goals, that is available to students, families, and/or school staff. Criteria for success is mostly established, aligned to the school's goals to reduce or close equity gaps* among student groups, collectively owned between the school, partners and stakeholders, and is used to make strategic decisions. Overall the work of most community partners working with the school is mutually reinforcing and results in greater positive impact for students and families. | Through collaborative goal setting, the school ensures that all partnerships result in high quality programming, aligned to school goals, that is available to students, families, and/or school staff. Criteria for success is established, aligned to the school's goals to reduce or close equity gaps* among student groups, collectively owned between the school, partners and stakeholders, and is used to make strategic decisions. Overall the work of community partners working with the school is mutually reinforcing and results in greater positive 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 (i.e., Assessing School Partnership and Implementation Survey)</li> <li>Measurement system for collecting and analyzing data for progress monitoring</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) For Schools 2021-2022

| Organizational Leadership (Pg. 1)           |   |   |  |  | Evidence Guide   |
|---|---|---|--|--|--|
| Element                                     | 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>Vision for Organizational Leadership</b> | The school has not yet developed an intentional vision around creating, improving and maintaining operational systems as a 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 building an intentional vision for creating, improving and maintaining operational systems as a foundation for school success. Some school administrators are able to spend the majority of their time managing effective school systems, and can prioritize effectively to meet school needs. This includes vision setting, coordinating the actions of others, and supporting and coaching school staff members. 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 a foundation for school success. In implementing this vision, most school administrators are able to spend the majority of their time managing effective school systems, and can prioritize effectively to meet school needs. 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 a foundation for school success. In implementing this vision, school administrators are able to spend the majority of their time managing effective school systems, and can prioritize effectively to meet school needs. 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</li> <li>• Calendars/schedules for observation, meetings, and office work</li> <li>• Stakeholder meetings showing evidence of clarity and transparency</li> </ul> <b>SLF --</b> 6a1-5, 6b1-2, 6c1-2         |
| <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 some roles and responsibilities to ensure that critical work is distributed broadly and some staff understand the division of responsibilities. Management systems are inconsistent and hold team members accountable for some tasks, and there are inconsistent expectations for outcomes/results, including reducing or closing equity gaps. 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 delegated most 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, including reducing or closing equity gaps. The school has some systems in place to coordinate supports for staff members and track staff needs and requests. Most staff use calendars and other tools to meet deadlines and prioritize work, but there is inconsistency.                     | The school has clearly delegated roles and responsibilities to ensure that critical work is distributed strategically 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, including reducing or closing equity gaps. 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 the 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>• 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> </ul> <b>SLF --</b> 1a2, 3b1-2, 3c3, 6a1-5, 6b1-2, 6c1-2  |
| <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 develops its budget, with some alignment to broader goals and some 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 develops its budget so that it 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 reduced equity gaps*, and the creation of an identity affirming, joyful experience of learning and growth for some student groups. The budget incorporates feedback and input from the leadership team, staff, and community. The school has systems in place to track the budget and adjustments are usually 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 reduced or closed equity gaps*, and the creation of an identity affirming, joyful experience of learning and growth for all student groups. The budget incorporates feedback and input from the leadership team, staff, and community. 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 --</b> 6a1 |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Organizational Leadership (Pg. 2) |   |  |   |   | Evidence Guide  |
|-----------------------------------|---|--|---|---|---|
| Element                           | Not Yet Begun   | Initial Implementation   | Partial Implementation  | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLE</a> and <a href="#">SLE</a> Element Alignment  |
| <b>Facilities</b>                 | Classrooms and the school 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. | Classrooms and 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, school leader, and district staff is inconsistent, and oversight by school leaders is required to ensure more significant and/or lingering facilities issues are being identified and addressed. | Classrooms and 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 the 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. | Classrooms and 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 leaders.  | 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 leaders.  | 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 leaders.  | The school has strong systems which proactively identify and address critical compliance obligations and needs (e.g., Williams, certifications, textbooks, income verification). The school has developed routines and assignments which meet obligations efficiently and with minimal investment of time from school leaders, or disruptions to other systems.   | <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 a strategy for student recruitment, which may or may not have enrollment goals, and invests some resources (financial, time, people) in student recruitment activities. The school has a point person/lead or team 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 plan for student recruitment, which incorporates enrollment goals, and invests adequate resources (financial, time, people) in student recruitment activities. The school has a point person or team for student recruitment, but this person may have 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 plan for student recruitment, which incorporates ambitious enrollment goals, and invests adequate resources (financial, time, people) in student recruitment activities. The school has a staff member or team dedicated to leading and coordinating all of its student recruitment activities and initiatives. The school 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>   |

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| Organizational Leadership (Pg. 3)     |  |  |   |   | Evidence Guide   |
|---------------------------------------|--|--|---|---|--|
| Element                               | Not Yet Begun  | Initial Implementation   | Partial Implementation  | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment   |
| <b>Talent: Recruitment and Hiring</b> | The leadership team has no clear strategy for identifying potential vacancies and may not develop succession plans. The leadership team may not utilize 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 team identifies potential vacancies and develops succession plans when prompted. The leadership team utilizes district and Partnership resources to recruit staff. The selection model may be inconsistently implemented and sometimes leads to high-performing and high-potential hires with strong alignment to the school's vision for a culturally responsive, equity driven, restorative school. The leadership team makes use of district and Partnership supports regarding recruitment, hiring.   | The leadership team identifies potential vacancies early and develops succession plans when prompted. The leadership team proactively recruits high-performing staff. The selection model includes interviews with key stakeholders, demo lessons, reference checks, and usually leads to high-performing and high-potential hires with strong alignment to the school's vision for a culturally responsive, equity driven, restorative school. The leadership team makes use of 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 proactively recruiting high-performing staff, even prior to confirmed vacancies. The selection model is rigorous, including interviews with key stakeholders, demo lessons, reference checks, and consistently leads to high-performing and high-potential hires with strong alignment to the school's vision for a culturally responsive, equity driven, restorative school. 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>   |
| <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 may not take into account teachers' needs for collaboration or professional development. Classroom and teaching assignments do not yet consider which staff will best meet the needs of particular students and student groups. | The school's system for monitoring staff performance leads to some assignment and organizational decisions being made based on students' needs. Staffing schedules ensure regular and ongoing collaborative opportunities, peer observation, and professional development for some staff. Classroom and teaching assignments are based on data and sometimes pairs highest performing staff with highest need students.  | The school's system for monitoring staff performance leads to most assignment and organizational decisions being made based on students' needs and that works to reduce equity gaps* among student groups. Staffing schedules ensure regular and ongoing collaborative opportunities, peer observation, and professional development for most staff. Classroom and teaching assignments are based on data inputs that sometimes pairs highest performing staff with highest need students.  | The school's system for monitoring staff performance leads to all assignment and organizational decisions being made based on students' needs and that intentionally works to reduce or close equity gaps* among all student groups. 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 staff 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 staff.  | The school makes an effort to retain staff. Some new staff take part in school-based onboarding and have access to PD that may include supports for social-emotional wellbeing. Supports lead to some newly-hired staff being retained. For some staff, the system anticipates ups and downs that they will experience throughout the year. The plan may consider career pathways/growth opportunities that can be utilized to retain high-performing staff. The plan results in some staff, including new hires, being retained into the following school year. | The school's system for staff retention is mostly purposeful and strategic. Most new staff take part in school-based onboarding and have access to PD that may include supports for social-emotional wellbeing. Supports lead to a majority of newly-hired staff being retained. For most staff, the system anticipates ups and downs that they will experience throughout the year. The plan may consider career pathways/growth opportunities that can be utilized to retain high-performing staff. The plan results in most staff, including new hires, being retained into the following school year. | The school's system for staff retention is purposeful, strategic, and considers both new and experienced staff. New staff always take part in school-based onboarding, have access to PD, and receive support for social-emotional wellbeing. The plan considers career pathways/growth opportunities that can be utilized to retain high-performing staff. The plan results in all or almost all staff, including new hires, being retained into the following school year.  | <b>Sources of Evidence -</b> <ul style="list-style-type: none"> <li>Teacher retention rate Aug-June, and Aug-Aug, including data by race, gender, and grade/department.</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> |

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| Organizational Leadership (Pg. 4)                   |   |   |   |   | Evidence Guide  |
|---|---|---|---|---|---|
| Element   | Not Yet Begun   | Initial Implementation  | Partial Implementation  | Full Implementation   | - Where to find evidence?<br>- <a href="#">TLF</a> and <a href="#">SLF</a> Element Alignment  |
| <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 needed/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>   |
| <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, district 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 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> |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

### Glossary

| Term                                   | Definition   |
|--|--|
| <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.<br><br><i>Concept adapted from the work of Grant Wiggins and Jay McTighe in <a href="#">Understanding By Design</a></i>   |
| <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>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 formative 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>Comprehensive Assessment Plan</b>   | A comprehensive assessment plan includes a thoughtful balance of formative, interim, and summative assessment types and is thoughtfully designed to ensure all stakeholders - teachers, students, school leaders, families, partners or service providers - have the information they need to understand student performance and progress, set goals, and respond to feedback to make improvements.  |
| <b>Criticality</b>                     | The concept of Criticality as used in the PIF is taken from the work of Dr. Gholdy Muhammad in her book <i>Cultivating Genius</i> . She explains, "Criticality is the capacity and ability to read, write, think, and speak in ways to understand power and equity in order to understand and promote anti-oppression... Criticality calls for teachers to connect their teaching to the human condition and to frame their teaching practices in response to the social and uneven times in which we live. This means helping students understand content from marginalized perspectives." (source: <a href="#">EdWeek article</a> )  |
| <b>Culturally Relevant</b>             | The intentional collection of choices a school, teacher team, or individual teacher makes in curriculum, interpersonal interactions, and instructional strategies to intentionally attend to the cultural backgrounds, norms, and assets of students and the community context of the school. Culturally relevant practices are affirming and support positive identity development.   |
| <b>Culture of Dependent Learning</b>   | The instructional strategies, pedagogy and classroom culture that suppresses the development of neuroplasticity, allowing for students to: <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><br><i>Content adapted from Zaretta Hammond's <i>Culturally Responsive Teaching and the Brain</i>, 2015 p. 14</i>   |
| <b>Culture of Independent Learning</b> | The instructional strategies, pedagogy and classroom culture that support the development of neuroplasticity, intentionally ensuring that all students: <ul style="list-style-type: none"> <li>• Carry the cognitive load, and only temporarily allows for others to do so, 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><br><i>Content adapted from Zaretta Hammond's <i>Culturally Responsive Teaching and the Brain</i>, 2015 p. 14</i> |

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| Term                                  | Definition   |
|---------------------------------------|--|
| <b>Data Cycles</b>                    | Data cycles include the interconnected set of steps involved in conducting instruction, conducting administration of an assessment, scoring the assessment - including calibration if needed, analyzing student assessment data and/or student work, identifying instructional implications from the analysis, reteaching or acting upon the instructional implications, and then monitoring progress and reassessing to understand impact of new instruction. Access the <a href="#">Partnership's DDI toolkit here</a> for further detail about data cycles.   |
| <b>Equity Gaps</b>                    | The phrase "equity gaps" intends to capture the ways in which America's history, and the history of our system of public education, have created and sustained oppressive conditions that produce disproportionality in outcomes by race, gender, language, special education status, class and other measures of group identity. The phrase recognizes the causal relationship between educational debt, opportunity gaps, resource gaps, policy, systems and practices, as well as racism and bias, and the resulting disproportionality in student and student group outcomes.  |
| <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>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>Instructional Strategies</b>       | The enacted method(s) of teaching during a lesson  |
| <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  |
| <b>Lesson Plan</b>                    | <p>The written plan for instruction for one lesson with students, which should include an articulation of at least the following elements:</p> <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>Restorative community</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 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>Restorative Practices</b>          | Restorative practices are the collection of actions that schools use to cultivate, maintain, and repair positive relationships and interactions. Restorative practices often leverage <a href="#">restorative consequences</a> , which are consequences that teach rather than inflicting pain (e.g. writing a letter of apology, practicing a healthier alternative behavior, engaging in community service, etc.).   |

## Partnership Implementation Framework (PIF) For Schools 2021-2022

| Term                                 | Definition   |
|--------------------------------------|--|
| <b>School Community Stakeholders</b> | A broad, diverse set of stakeholders that represent a complete, or thoroughly representative set of stakeholders from across the school community. Some examples could include: teachers, staff, administration, students, families, community partners, community organizations, district staff, Partnership staff, alumni. What constitutes an appropriate collection of school community stakeholders may vary from context to context, given the issues at stake and needs being addressed.  |
| <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>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>Unit Plan</b>                     | <p>The written plan for instruction for a unit of study, which should include an articulation of at least the following elements:</p> <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>Warm Demander</b>                 | <p>The pedagogical approach to instruction that merges high expectations with relational trust to create the conditions under which students move into their zone of proximal development (ZPD) and persist through challenge in that place. The phrase warm demander is <a href="#">attributed to Judith Kleinfield</a> (1975), and has more recently been <a href="#">used by Zaretta Hammond</a> and <a href="#">others</a> to articulate the type of pedagogy that is critical to support cognitive development of students. The components of being a Warm Demander include:</p> <ul style="list-style-type: none"> <li>• Explicit focus on building rapport and relational trust</li> <li>• Earning the right to demand engagement and effort from students</li> <li>• Strong competence with technical side of instruction</li> <li>• Offering emotional and instructional support to foster independent learning</li> <li>• Encouraging productive struggle</li> <li>• Being viewed by students as caring with “tough love”</li> </ul> |