



Implementation
DASHBOARD

Data Submission Workbook
SCHOOL SYSTEM LEADERSHIP
Innovation & Sustainability

Innovation & Sustainability: School System Leadership

Directions

This workbook supports your preparation for submitting your data in the Implementation Dashboard. We recommend you save a copy of your workbook in an accessible location, as you will reference it during your implementation review meeting. For more information about the data submission process, please refer to the Resource Library on your Implementation Dashboard site.

Success Criteria Scale

Each success criterion is scored on a 4-part Likert scale, from “Full Measure,” meaning the success criterion is fully met, to “Measure Unknown (Unsure).”

Self-Assessment Rating			
Full Measure	Partial Measure	No Measure	Measure Unknown
<p>Consistently</p> <p><i>This criterion happens regularly or on a steady schedule as required.</i></p>	<p>Sometimes</p> <p><i>This criterion does not happen as regularly or on a steady schedule as it should.</i></p>	<p>Rarely</p>	<p>Unsure</p> <p><i>You do not have any insight into whether or not this criterion is on track. Before choosing this option, check to see if anyone else in your school or school system could provide you insight into the progress of this criterion.</i></p>
<p>Complete</p> <p><i>This criterion does not need to be addressed again this school year.</i></p>	<p>Partially complete</p> <p><i>Not all aspects of the criterion have been fully addressed.</i></p>	<p>Not started</p>	
<p>All</p> <p><i>Every teacher using the specific HQIM meets this criterion.</i></p>	<p>Some</p> <p><i>Only some teachers using the specific HQIM meet this criterion or parts of it.</i></p>	<p>Few to none</p> <p><i>Only a few teachers or no teachers using the specific HQIM meet this criterion.</i></p>	

Data Collection Samples and Workbook

The table below includes the full text of the key action and success criteria you will use for your self-assessment. The “Example” column shows completed scoring and evidence from leaders in your phase to support your understanding of the scoring process. It is not intended as the only evidence necessary for the success criterion. Use the blank evidence and score sections for preliminary notes about your evidence and initial score based on it. Please refer to the [glossary](#) to define the terms used in the success criteria.

Innovation & Sustainability: School System Leadership			
Key Action: Maintain strong implementation.			
Success Criteria	Example	Evidence	Score
Continue to allocate adequate funds to replenish HQIM, such as teacher guides, student consumables, digital licenses, texts, and manipulatives.	<p><i>Score: Consistently</i></p> <p><i>Evidence: Budget for this work comes from dedicated funds.</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>
Provide system-wide onboarding on the HQIM to new teachers and leaders.	<p><i>Score: Sometimes</i></p> <p><i>Evidence: It is part of new teacher onboarding but not offered for new leaders or late hires.</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>
Ensure any new system initiatives are coherent with HQIM implementation.	<p><i>Score: Consistently</i></p> <p><i>Evidence: The review process for new programs includes examining the impact on</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>

	<i>existing programs.</i>		
Ensure that school budgets and staffing models include personnel with deep HQIM expertise to provide continued professional learning and support new and experienced teachers.	<p><i>Score: Consistently</i></p> <p><i>Evidence: Budget for this work comes from dedicated funds.</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>

Innovation & Sustainability: School System Leaders & Implementation Team

Key Action: Maintain a culture of continuous improvement.

Success Criteria	Example	Evidence	Score
Communicate the continued importance of HQIM as the central component of core instruction amid other system initiatives.	<p><i>Score: Consistently</i></p> <p><i>Evidence: Newsletters, town halls, and other school system communications continue to highlight HQIM.</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>
Continue to provide feedback on implementation to teachers and school leaders when conducting walkthroughs.	<p><i>Score: Sometimes</i></p> <p><i>Evidence: Walkthroughs do not happen as often as they should.</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>
Spotlight success stories, especially those related to student achievement gains.	<p><i>Score: Consistently</i></p> <p><i>Evidence: School system communications highlight student gains and teachers with</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>

Innovation & Sustainability: School System Leaders & Implementation Team

	<i>strong practices.</i>		
Monitor student performance, especially subgroup data, to ensure continued progress toward grade-level mastery and to adjust academic and professional learning plans.	<p><i>Score: Consistently</i></p> <p><i>Evidence: Implementation team meetings regularly include time to review student performance data.</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>

Glossary

This glossary defines terms used in the success criteria of the self-assessments in the HQIM Implementation Dashboard.

Relevant group: Those impacted by, influenced by, or interested in the work or decision.

Culturally responsive: Intentionally acknowledging and valuing the diversity, contributions, and experiences of every educator and learner by providing opportunities for individuals to see themselves and others in their learning.

Diverse learners: Students with a wide range of characteristics, including backgrounds, skills, and abilities.

HQIM: High-quality instructional materials.

CBPL: Curriculum-based professional learning.

Implementation team: School system or school-level leaders responsible for supporting curriculum, instruction, assessment, and professional learning.