



Implementation
DASHBOARD

Data Submission Workbook
SCHOOL SYSTEM LEADERSHIP
Program Installation

Program Installation: 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.

Program Installation: School System Leadership			
Key Action: Purchase and distribute HQIM.			
Success Criteria	Example	Evidence	Score
Purchase all required materials and professional learning.	<p><i>Score: Partially complete</i></p> <p><i>Evidence: Materials purchased for Q1. The remaining materials will be purchased when the rest of the budget is released.</i></p>		Complete Partially complete Not started Unsure
Coordinate with school system teams to ensure all schools can manage deliveries and technology requirements, like rostering or bandwidth needs for digital resources.	<p><i>Score: Complete</i></p> <p><i>Evidence: Tested infrastructure with the tech team to ensure all digital components worked on a mass scale.</i></p>		Complete Partially complete Not started Unsure
Distribute and guide the organization of and access to new materials.	<p><i>Score: Complete</i></p> <p><i>Evidence: Training was held at the start of the school year to review the materials everyone</i></p>		Complete Partially complete Not started

	<i>should have and how they should access them.</i>		Unsure
Provide guidance on the removal of previous materials.	<p><i>Score: Complete</i></p> <p><i>Evidence: Information was sent to schools about which textbooks were outdated and should be removed for disposal.</i></p>		<p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p>
Key Action: Create the initial enabling conditions for strong implementation.			
Success Criteria	Example	Evidence	Score
Create a cohesive, school system-wide professional learning plan for implementing the HQIM and communicate participation expectations.	<p><i>Score: Complete</i></p> <p><i>Evidence: The plan was created in May. It was shared with teachers and leaders before the previous school year's end and also included participation expectations.</i></p>		<p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p>
Align school system policies and procedures, such as professional learning and instructional time, grading, unit and lesson preparation, and resource allocation, to the HQIM.	<p><i>Score: Complete</i></p> <p><i>Evidence: No grading or lesson preparation policies exist at the school system level, but planning expectations were communicated to coaches. Instructional time requirements were revised to accommodate the materials.</i></p>		<p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p>
Identify or create a common tool for walkthroughs and observations aligned to the HQIM.	<p><i>Score: Partially complete</i></p> <p><i>Evidence: Instructional coaches use an HQIM-specific tool, but school system and school leaders still use one based on the</i></p>		<p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p>

	<i>teacher evaluation tool.</i>		
Create a process for soliciting questions or feedback from all relevant groups about the implementation of the HQIM.	<p><i>Score: Complete</i></p> <p><i>Evidence: Teachers email instructional coaches or curriculum and instruction department members.</i></p>		<p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p>
Key Action: Communicate expectations for strong implementation.			
Success Criteria	Example	Evidence	Score
Communicate to all relevant groups that: HQIM should be used as designed, and implementation is the priority for the year.	<p><i>Score: Partially complete</i></p> <p><i>Evidence: HQIM assessments were added to the school system assessment system, but we don't know if the message reached all teachers since it was only sent to school leaders.</i></p>		<p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p>
Communicate to all relevant groups that: Teachers have regular grade-level or content team meetings to internalize unit and lesson plans from the HQIM and use HQIM-embedded assessments to identify student strengths and areas of growth.	<p><i>Score: Complete</i></p> <p><i>Evidence: Worked with school leadership to revise schedules to include PLC time for all teachers. Shared messaging about how to use the time during teacher PL.</i></p>		<p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p>

<p>Communicate to all relevant groups that: Intervention, tutoring, or other supplemental content-specific support must be coherent with what students are experiencing in the HQIM.</p>	<p><i>Score: Partially complete</i></p> <p><i>Evidence: Shared message with school leaders but not sure if it reached teachers and other school staff.</i></p>		<p>Complete Partially complete Not started Unsure</p>
<p>Define roles, expectations, and support for the implementation team at each system level and meet regularly to review implementation data and feedback.</p>	<p><i>Score: Complete</i></p> <p><i>Evidence: Role definition and expectations were done during the first academic team meeting of the year. Weekly academic team meetings include data review and implementation monitoring.</i></p>		<p>Complete Partially complete Not started 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.