

| <b>Step One: Establish Need and Common Interests</b> |   |   |  |  |
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|  | Starting Point  | Emerging  | Proficient   | Distinguished  |
| School/Community Support                             | P-3 School/Community Leaders acknowledge a need for reaching children and families prior to Kindergarten. Minimal collaboration between PreK and K-12.  | P-3 School/Community Leaders articulate the importance of PreK and K-12 collaboration and acknowledge a shared interest in working together toward a common goal.   | P-3 School/Community Leaders work toward a common goal for equity based on the needs of the children and families they serve.<br><br>P-3 School/Community Leaders acknowledge the important work that P-3 and K-3 staff, and, families are doing and demonstrate a culture of mutual respect.                | P-12 School/Community Leaders build sustainability. The need for PreK and K-12 collaboration is understood and supported by all member of the school community: families, community members, school board, district administration, school administration, certificated staff, classified staff, and others. |
| Improvement Processes, Data Collection, and Research | PreK Leaders gather information and data on programs and how children are progressing.<br><br>K-12 Leaders gather information and data on programs and how students are progressing.<br><br>Minimal feedback loops are implemented. | P-3 School/Community Leaders gather and share data to establish the needs of their community and focus their collaborative work.<br><br>Research and information are shared on how young children learn and what children need to know and be able to do P-3. | P-3 School/Community Leaders consistently review and share data and research with the school community to establish the need and common interests.<br><br>Emphasis is on local data. P-3 School/Community Leaders work with staff to adjust improvement efforts based on data and research.                  | P-3 School/Community Leaders ensure that data are collected, shared, and analyzed by the school community.<br><br>P-3 data and research are used to inform decision-making for continuous improvement. Both local data and national research are used for decision-making.                                   |
| Focus on Equity                                      | Multiple, new improvement efforts are initiated each year. Efforts are not aligned, not synergetic. Staff undertakes activities without purpose. Competing priorities. "Flavor of the month." Islands of excellence. Burn-out.      | Leaders identify the need to narrow the focus and the need for continuity (multi-year commitment to improvement efforts).   | P-3 School/Community Leaders work with staff to plan and implement improvement efforts based on providing each child and family the support that they need for success and well-being.<br><br>P-3 School/Community Leaders establish mutual agreements on measures of success based on multiple data points. | P-3 School/Community Leaders analyze data by sub-groups.<br><br>Resources are allocated and focused to support individual student needs based on multiple data points.<br><br>Strategies are synergetic to support student growth in all areas of development.   |

| <b>Step Two: Locate and Connect with Early Childhood Learning Environments</b> |   |  |  |   |
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|  | Starting Point  | Emerging   | Proficient   | Distinguished   |
| Community Preschool Partners/Connections                                       | <p>P-3 School/Community Leaders are working hard on their own issues.</p> <p>Some connections exist between PreK Leaders and K-12 Leaders.</p>                                      | P-3 School/Community Leaders know where children are prior to attending Kindergarten and are working on outreach efforts.  | P-3 School/Community Leaders use a variety of techniques to locate, connect, and include early childhood learning environments in their P-12 system of support.  | Systemic, multiple ways are developed to initiate collaboration with early learning providers, including preschools, childcare, faith-based, home-based, and other providers, and, establish formal partnerships.   |
| Community Agencies   | P-3 School/Community Leaders expand their understanding to include the importance of “whole child/whole family” approaches.   | P-3 School/Community Leaders identify resources and agencies in the community that serve families with young children.   | P-3 School/Community Leaders partner with community agencies that serve families with young children, such as home visiting programs, play groups, and health & wellness organizations.  | P-3 School/Community Leaders establish formal partnerships to expand services for children and families in the school and the community.  |
| Systems for Collaboration  | P-3 School/Community Leaders plan an initial meeting to bring key people from the early learning community and public school system together to talk about P-3 partnership efforts. | Leaders recognize the importance of developing systems to support collaboration and have a core group of participants willing to start the work. Mutual agreements are established on consistent meeting times, initial action/ goals and commitment to make decisions based on research and evidence. | P-3 School/Community Leaders have established an ongoing partnership with representatives from the early learning community and K-3 system. Information is collected from families during Kindergarten registration to identify early learning providers in the community to join the collaborative work.  | <p>P-3 School/Community Leaders support collaboration with early learning providers and work for continuous improvement of systems.</p> <p>A database of early learning providers is continually updated with information about new providers in the community.</p>               |
| Principal Leadership   | Principals are working hard to build their own K-12 system. Principals acknowledge that preschool is a part of their K-12 system of support for children and families.              | Principals in the K-12 system understand the importance of collaboration with early learning providers and begin collaboration efforts.  | Principals provide access to the school and lead collaborative efforts such as PreK to Kinder transitions. Principals are knowledgeable about early childhood and developmentally appropriate practices. Principals are committed to equity to provide the support needed for each child to be successful. | Principals view families of preschool children and early learning providers as part of the school community and include them in all aspects of the school activities and events. Principals are leaders for equity and developmentally appropriate practices at all grade levels. |

| <b>Step Three: Develop a Leadership Team</b> |  |   |   |  |
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|  | Starting Point   | Emerging  | Proficient  | Distinguished  |
| Shared Decision Making & Partnership         | Various efforts by PreK, P-3 and K-12 leadership groups attempt to incorporate P-3 into considerations for systems improvement.                        | P-3 School/Community Leaders establish a P-3 Leadership Team whose responsibility is to plan, implement, and evaluate a P-3 system of support for all children including students with special needs.                                     | <p>P-3 School/Community Leaders with authority to make decisions and allocate resources serve on the P-3 Leadership Team.</p> <p>This dynamic Leadership Team is reflective of the community and uses shared decision-making to develop a common vision for equity, prioritize the focus, and support P-3 staff with the information, tools, and materials they need for implementation and review of impact.</p> | The P-3 Leadership Team is an integral part of the school district and community decision-making system to support families, staff, and increase student growth and student achievement. P-3 Leadership Team includes representatives of preschool, childcare, families, school staff, home visitors, grade level representation (PreK, K, 1, 2, and 3), district administration, school administration, higher ed, and community leaders. |
| Common Language & Agreements                 | P-3 School/Community Leaders are aware that there is a need to establish agreements and common language around standards, instruction, and assessment. | The P-3 Leadership Team initiates conversations to establish common language and agreements on what children need to know and be able to do, how young children learn, and how to match instruction.                                      | The P-3 Leadership Team has established a professional learning community that addresses tough issues and has formed agreements for common language for what children need to know and be able to do, how young children learn, and how to match instruction.   | The P-3 Leadership Team is a dynamic change agent that examines current research, makes decisions, and implements instructional changes based on research and evidence/data. Feedback loops are established for continual review to adjust to changing needs and contexts.   |
| Assessment & Results                         | P-3 School/Community Leaders are measuring a variety of outcomes.  | P-3 Leadership Team has identified all the informal, formal assessments, authentic and “on demand” use and the purpose of each assessment. Measures for results focus on completion of tasks and activities rather than student outcomes. | P-3 Leadership Team has established agreements on the use of assessments to measure the changing needs of children/families and student outcomes, and, for the respectful examination of data and decision-making. P-3 Leadership Team analyzes impact on student learning using multiple measures.   | P-3 Leadership Team uses data and research for measurement of effectiveness and continuous improvement. P-3 Leadership Team consistently analyzes the results of community needs assessments to be responsive to family needs. Assessment results are used to provide support, not to sort and categorize children.  |

| <b>Step Four: Provide High-Quality Professional Development</b> |   |   |  |   |
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|   | Starting Point  | Emerging  | Proficient   | Distinguished   |
| Focus/Topics  | P-3 School/Community Leaders support a variety of professional development topics.                                | P-3 School/Community Leaders support focused professional development as determined by the P-3 Leadership Team.                                     | P-3 Leaders share resources to support professional development for focus/topics determined by Leadership Team. PD includes early learning staff and expertise. Professional development grade configuration and participation varies based on the focus/needs.            | The P-3 Leadership Team evaluates the effectiveness of the professional development provided at the teacher, classroom, and program level. Multiple opportunities are provided to participate.  |
| Presenters/Facilitators   | P-3 School/Community Leaders invite each other to participate in existing professional development opportunities. | Presenters/facilitators from the K-12 system and early learning providers establish partnerships/relationships to provide professional development. | Presenters/facilitators with early learning expertise are tapped from leadership of PreK and K-12. All participants are learning together. Active mentorship builds capacity for leadership.   | Result of true partnership – presenters/facilitators with early learning expertise are tapped from PreK system, K-12 system, Higher Ed, Community, etc.   |
| Schedule & Process  | P-3 School/Community Leaders schedule own professional development based on their own needs.                      | P-3 School/Community Leaders schedule professional development based on focus/priority goals at a mutual agreed upon schedule.                      | P-3 School/Community Leaders develop a professional development system based on focus/priority goals using a process that optimizes learning and implementation.<br><br>This professional development includes feedback loops with opportunities to learn from each other. | Multiple forms of professional development are provided. Presenter/facilitators model effective learning/teaching strategies. PD builds on prior knowledge of participants. Expertise is developed/shared. PD structured to impact needs such as grade level teams, vertical teams, administrators, families, specific topics, etc. |
| Results   | Professional development limited to K-12 staff.   | Professional development delivered is measured by participation and completion of activities rather than student outcomes.                          | Professional development is measured by impact on student growth goals.  | Professional development is measured by impact on student growth goals. Feedback from participants and student growth data is used to monitor and adjust professional development.  |

| <b>Step Five: Connect and Align Quality PreK to Kindergarten</b> |  |   |  |  |
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|  | <b>Starting Point</b>  | <b>Emerging</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
| Alignment of PreK To Kindergarten                                | Connection between early learning providers and K-12 system is initiated.  | P-3 School/Community Leaders connect PreK and Kindergarten primarily with preschools within the school system.  | Principals ensure that preschool students from the community have access to school facilities & services (library, health/fitness facilities, play groups, etc.).                      | P-3 School/Community Leaders ensure that preschools are integral part of elementary schools. P-3 leaders know that future Kindergarten students impact student learning.   |
| Guidelines/Standards   | P-3 School/Community Leaders are aware that PreK and the K-12 system have guidelines and standards with accountability requirements. | P-3 School/Community Leaders ensure that P-3 staff are knowledgeable of Early Learning Guidelines, State Learning Standards, and Developmentally Appropriate Practices. | P-3 School/Community Leaders have aligned critical components of the Early Learning Guidelines, State Learning Standards, and Developmentally Appropriate Practices.                   | P-3 School/Community Leaders set up systems of shared knowledge to implement research-based strategies aligned to standards and practices to build on the strengths of children and the strong foundation provided in the previous year. |
| Participation in Activities                                      | P-3 School/Community Leaders are aware of the need to connect and share activities PreK to K.  | Participation is primarily focused on school-based K-12 activities. Families with younger siblings are invited as guests to participate.                                | P-3 School/Community Leaders plan events that include and respond to families and children P-3. Activities such as summer learning, play groups, and family education are implemented. | Principals ensure that families, children, early learning staff, and school staff are welcomed and participate frequently in P-3 activities (family nights, play groups, etc.).  |
| Student Transition   | P-3 School/Community Leaders have formal transition plans/event that meet Head Start & Title I federal requirements.                 | School system hosts a one-time event, such as a family night for Kindergarten registration.   | P-3 School/Community Leaders collaborate to provide multiple transition activities for students and their families. Focus is on positive relationships.                                | P-3 School/Community Leaders share responsibility for families and children. Transition viewed as an ongoing process – not just a one-time event.  |
| Alignment of Instruction and Assessment Practices                | P-3 School/Community Leaders are aware of the need for alignment.  | P-3 School/Community Leaders support PreK to K discussions on assessment and instruction.   | Early learning providers and school staff are knowledgeable of instruction and assessment practices in P-3 classrooms. Families are provided resources to support child development.   | Agreements on instruction and assessment. Balance of direct instruction and embedded instruction. Balance of authentic assessment and on-demand assessment.  |
| Coordination of Curriculum, Instruction, and Assessment          | P-3 School/Community Leaders are aware of the need for coordination of curriculum, instruction, and assessment.                      | Coordination of curriculum, instruction, and assessment focuses primarily on preschools within the school system.   | Early learning providers and school staff develop agreement on developmentally appropriate practices for curriculum, instruction, and assessment.                                      | Early learning staff and school staff visit each other's classrooms. Coordinate curriculum, instructional practices, classroom management practices, etc.  |

| <b>Step Six: Maximize the Benefits of Full-Day Kindergarten</b> |  |  |   |  |
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|   | <b>Starting Point</b>  | <b>Emerging</b>  | <b>Proficient</b>   | <b>Distinguished</b>   |
| Expectations for Student Learning                               | P-3 School/Community Leaders are aware of the importance of full-day Kindergarten as part of their P-3 system of support.  | P-3 School/Community Leaders develop a plan for staff understanding of learning standards and belief that Kindergarten students are capable of meeting the standard.                                   | P-3 School/Community Leaders provide Kindergarten teachers with the information, tools, and materials they require to match instruction to the learning standards, developmentally appropriate practices, and how young children learn. All students are welcomed to the classroom with the expectation for growth regardless of initial skill level. | P-3 School/Community Leaders support a quality, aligned full-day Kindergarten program that builds on strengths from PreK experiences. Kindergarten teachers revise expectations of student learning based on strong PreK foundations. Teachers expect growth for all students regardless of starting point.                  |
| Teacher Quality   | P-3 School/Community Leaders know what quality instruction looks like in full-day Kindergarten, but, in practice, teachers are interchangeable among grade levels. | P-3 School/Community Leaders understand that specialized skills are needed to teach students at the Kindergarten level and have a plan for recruitment and retention of quality Kindergarten teachers. | With professional development and mentoring, P-3 School/Community Leaders provide the necessary supports for teachers to teach Kindergarten students with developmentally appropriate practices and a commitment to equity.   | P-3 School/Community Leaders have established a system to ensure that the teachers selected to teach Kindergarten are high-quality teachers with knowledge of developmentally appropriate practices and a commitment to equity.  |
| Instruction, Interventions, and Inclusion                       | P-3 School/Community Leaders are working on multiple interventions – uncoordinated and not systemic.   | P-3 School/Community Leaders plan to coordinate and align core instruction and interventions with horizontal and vertical alignment.   | Strategies/systems are based on multi-tiered systems of support to ensure that all students make progress towards learning standards. Considerations include developmentally appropriate practices, student ownership for learning, and students served in inclusive environments (least restrictive environment).                                    | P-3 School/Community Leaders ensure that interventions are coordinated, aligned, and result in significant growth – both horizontal and vertical alignment.<br><br>Interventions are individualized and staffing is sufficient to ensure that students are served in inclusive environments (least restrictive environment). |
| Curriculum and Assessment System                                | P-3 School/Community Leaders know the importance of alignment of curriculum and assessment.  | P-3 School/Community Leaders work with Kindergarten staff to develop horizontal and vertical alignment.  | P-3 School/Community Leaders work with staff to establish and implement a scope and sequence for curriculum, instruction, and assessment.   | P-3 School/Community Leaders consistently review data. Teachers monitor student learning frequently and adjust instruction to meet individual learning needs. Students demonstrate ownership for learning.   |

| <b>Step Seven: Align and Connect a Strong Full-Day Kindergarten with Grades 1-3</b> |  |   |  |  |
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|   | Starting Point   | Emerging  | Proficient   | Distinguished  |
| Curriculum, Instruction, and Assessment   | P-3 School/Community Leaders understand the importance of P-3 alignment to positively impact student learning.                     | P-3 School/Community Leaders use a strength-based inventory to work with school staff which may identify that school staff vary in their expectations for student learning.   | P-3 School/Community Leaders work with staff to develop a dynamic system of support for P-3 alignment of curriculum, instruction, and assessment based on the strengths of students, staff, and families. P-3 staff have common, high expectations for student learning and a common understanding of developmentally appropriate practices. | P-3 School/Community Leaders support P-3 alignment of curriculum, instruction, and assessment. Early learning staff and school staff have common expectations for high levels of student learning. Growth is expected for all students at all levels regardless of starting point.   |
| Interventions   | P-3 School/Community Leaders are working on multiple interventions – uncoordinated and not systemic.                               | P-3 School/Community Leaders and school staff discuss importance of systems approach to intervention and receive training.  | P-3 School/Community Leaders support a systems approach to interventions. Interventions for students in P-3 are based on multi-tiered systems of support. All students have access to the least restrictive environment.   | P-3 School/Community Leaders evaluate the effectiveness of interventions and seek to make iterative adjustment as needed.<br><br>Students demonstrate ownership for learning.  |
| Processes   | P-3 School/Community Leaders realize that no processes are in place to support collaboration of school staff.                      | P-3 School/Community Leaders support collaboration. School staff meet to collaborate. Collaboration contains mostly “happy talk” without rigorous dialogue. Collaboration does not significantly impact instructional practice. | P-3 School/Community Leaders support professional learning community and collaboration. P-3 staff meet frequently to discuss P-3 alignment; to analyze student growth data; and to make adjustments based on local data and research of developmentally appropriate practices.   | P-3 School/Community Leaders meet frequently with staff in grade level teams and vertical teams to align curriculum, instruction, and assessment; to analyze student growth data; and to make adjustments based on local data and research of developmentally appropriate practices. |
| Resources   | P-3 School/Community Leaders provide a variety of resources. Resources are “sprinkled” and are allocated for competing priorities. | P-3 School/Community Leaders lead discussion about resource allocation and the importance of aligning P-3 efforts.  | P-3 School/Community Leaders allocate resources to support P-3 alignment. Resources are allocated with an equity mindset to provide support where needed based on data analysis.   | Resources are shared and allocated to support P-3 alignment for all staff (early learning, certificated school staff, classified school staff, special programs, and administration).  |

## Step Eight: Conquer the Fade-Out

|   | Starting Point  | Emerging   | Proficient   | Distinguished   |
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| Horizontal alignment<br>Grade Level Alignment   | P-3 School/Community Leaders examine data and note needs for alignment (mobility, loss of instructional time, etc.) | P-3 School/Community Leaders provide time for collaboration. School staff meet for horizontal alignment. Collaboration contains mostly “happy talk” without rigorous dialogue. Collaboration does not significantly impact instructional practice. | P-3 School/Community Leaders provide the resources necessary to support collaboration. “Best practices” based on analysis of student data and research are identified by horizontal alignment teams. P-3 staff at each grade level are committed to follow-through with agreements to implement best practices.  | P-3 School/Community Leaders implement systems for continuous improvement. Processes are established to ensure high-quality instruction and a commitment to equity in every classroom at each grade level.  |
| Vertical alignment<br>P-3 Alignment             | P-3 School/Community Leaders examine data and note needs for alignment (mobility, loss of instructional time, etc.) | P-3 School/Community Leaders support collaboration. School staff meet for vertical alignment. Collaboration contains mostly “happy talk” without rigorous dialogue. Collaboration does not significantly impact instructional practice.            | P-3 School/Community Leaders provide the resources necessary to support implementation. Articulated scope and sequence for curriculum is identified through vertical alignment collaboration. P-3 staff at each grade level are committed to follow-through with agreements to implement the scope and sequence. | P-3 School/Community Leaders have established processes for continuous improvement and adjustment to build on the strength of the previous grade level. Student growth is emphasized regardless of starting point. Students are allowed to accelerate the pace of their learning based on their individual needs. |
| Temporal alignment<br>Time for student learning | P-3 School/Community Leaders examine data and note needs for alignment (mobility, loss of instructional time, etc.) | P-3 School/Community Leaders support collaboration. School staff meet for temporal alignment. Collaboration contains mostly “happy talk” without rigorous dialogue. Collaboration does not significantly impact instructional practice.            | P-3 School/Community Leaders allocate resources to support implementation of creative solutions to provide additional time for student learning.<br><br>Additional learning experiences are provided to students outside of the regular school day and the regular school year.                                  | P-3 School/Community Leaders ensure that additional learning experiences are based on needs identified through student achievement data and surveys of family needs to reduce barriers.<br><br>Students are provided the support that they need be successful for their next level of learning.                   |



| <b>Step Nine: Create a Sustainable System of Support</b> |   |  |   |  |
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|  | Starting Point  | Emerging   | Proficient  | Distinguished  |
| Integration of P-3 focus into School Systems             | <p>P-3 School/Community Leaders know that P-3 alignment will positively impact student learning.</p> <p>PreK activities are designated to staff that do not have decision making authority.</p> | P-3 School/Community Leaders have initiated the work to build a PreK-3 education system. Leaders share information about curriculum, instruction, and assessment practices.                              | P-3 School/Community Leaders incorporate the work of P-3 collaboration into the P-12 curriculum, instruction, and assessment systems and strategic planning.  | <p>P-3 School/Community Leaders ensure that P-3 collaboration is viewed as an integral part of the school system.</p> <p>All aspects of the school system consider implications for P-3 collaboration, including transportation, assessment, child nutrition, facilities/construction, IT, and other school systems.</p> |
| Leadership Development                                   | P-3 School/Community Leaders acknowledge the need for leadership development that includes P-3.   | P-3 School/Community Leaders work with administrators/principals to establish what P-3 leaders need to know and be able to do: child development, brain research, quality instruction, supervision, etc. | Distributive leadership is supported and developed. P-3 staff are provided opportunities for professional growth to lead P-3 systems development, implementation of developmentally appropriate practices, and equitable allocation of resources. | P-3 School/Community Leaders establish processes to develop leadership that support P-3 collaboration. Includes all aspects of school systems, including hiring, mentoring, supervision of instruction, allocation of resources, and professional development.   |
| Equitable Allocation of Resources                        | P-3 School/Community Leaders compete for funds and allocate their own resources for their own goals/initiatives.  | P-3 School/Community Leaders agree upon priorities and consider “donating” funds to the cause. Leaders discuss the importance of developing aligned, coherent initiatives that are synergetic.           | P-3 School/Community Leaders set P-3 priorities that are aligned and synergetic. Resources are allocated/shared with an equity mindset to support priorities based on data analysis. When developing annual budgets, P-3 priorities are funded.   | P-3 School/Community Leaders “lay down their resources” and all “ante-up.” Resources are allocated based with an equity mindset. All funding sources – local, state, federal, and philanthropic – are used to support P-3 priorities.  |
| Public Policy  | P-3 School/Community Leaders are focused on their individual P-3 work. Public policy implications are not considered.   | Leaders discuss public policy implications as a result of P-3 collaboration.   | Local leaders impact public policy for P-3 collaboration through discussions with state leaders and legislators.  | Local P-3 leaders serve on regional, state, and national committees and organizations to impact public policy regarding P-3 collaboration and results.   |

## Step Ten: Review, Revise, and Extend

|                                    | Starting Point  | Emerging   | Proficient   | Distinguished  |
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| Systems for Continuous Improvement | P-3 School/Community<br>Leaders are so busy with existing efforts, they have not had time to stop and consider how to expand efforts or build capacity. | Leaders discuss importance of developing systems for continuous improvement to positively impact P-3 collaboration.<br><br>P-3 Leadership Team begins discussions regarding importance of extending alignment. | Leaders use feedback to make adjustments/improvements to positively impact P-3 collaboration and establish written agreements for implementation.<br><br>P-3 Leadership Team investigates effective practices for extending alignment and begins implementation. | Processes for continuous improvement are established. Leaders frequently use systems thinking, feedback, and adjustments based on data and research. Focus is extended beyond P-3 to include Birth-to-3, alignment of 3-12, high school transitions to post-secondary, and partnerships for workforce development. |
| Quantitative and Qualitative Data  | P-3 School/Community<br>Leaders ensure that quantitative data are collected to complete state reports.  | Leaders discuss the importance of quantitative and qualitative data to inform decision-making.   | Student growth data are collected and analyzed. Leaders visit classrooms to gain qualitative information about classroom practices.  | Both quantitative data (such as student assessment scores) and qualitative data (such as visits to classrooms, family surveys, and student voice) are used for decision-making. Innovative ways to collect and interpret data are developed.   |
| Extend Focus Beyond Classroom      | P-3 School/Community<br>Leaders consider extending focus beyond the classroom.  | P-3 Leadership Team discusses ways to extend the focus beyond the classroom.   | P-3 Leadership Team implements effective practices for extending focus beyond the classroom.   | Innovative strategies are implemented to impact student learning beyond the classroom such as home visitors, play groups, family education, before/after school, summer, etc.  |
| Cultural Competence                | P-3 School/Community<br>Leaders consider cultural competence for P-3 collaboration and instructional practice.  | P-3 Leadership Team acknowledges cultural competence for curriculum, instruction, assessment, and family involvement.  | P-3 Leadership Team supports the implementation of effective practices for cultural competence.  | Instructional practices are based on student needs which includes embracing the culture of the child and family.   |
| Expand Impact for Equity           | P-3 School/Community<br>Leaders are focused on their local system with minimal consideration of other organizations.                                    | P-3 Leadership Team discusses importance of including other organizations to support equitable services for children and families.   | P-3 Leadership Team impacts community organizations by modeling a sustained focus on equity.   | Local P-3 leaders extend influence to impact higher education, legislation, community organizations, etc. with a sustained focus on equity to provide the support needed for each child to be successful.  |