This document should be used for school level planning.

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| **Building Block 1: Community Partnerships** |
| 1. *A partnership of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade. (Birth through 5th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Partnership is represented by most community stakeholders and meets monthly. Partnership uses a process of data analysis to identify and address issues. | Partnership meets regularly and is represented by some community stakeholders. A designated leader facilitates discussions on identified issues.  | Partnership meets sporadically. Stakeholder representation is limited. | A partnership has not been convened.  |
| 1. *The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early numeracy. (Birth through 5th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| A systematic process for implementing an effective approach to early numeracy is being implemented and is regularly monitored for sustainability by all stakeholders.  | A systematic process for implementing an effective approach to early numeracy is being implemented. | A systematic process for implementing an effective approach to early numeracy is in development.  | Formal planning for an early numeracy program has not begun.  |
| 1. *Partnerships with family and child/youth service organizations provide supplemental services for children. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Family and child/youth services participate monthly in meetings involving community partners and school leaders to ensure appropriate supplemental services are provided based on multiple data sets, including academic and health data, community assets, poverty rates, employment statistics, and students’ access to social services.  | Family and child/youth services participate regularly in meetings with some community partners and school leaders, but a complete partnership has yet to be established. Some data sets are shared and some services are being provided. | Family and child/youth services meet sporadically with community partners or school leaders, but not both. Few data sets are shared. Data sets are incomplete and services may not be fully correlated to data.  | A partnership with family and child/youth services, community partners, and school leaders has not been established. |
| 1. *Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| A partnership of leaders from early learning through 12th grade meets monthly to discuss a planned system for monitoring and implementing instructional shifts in response to data. A plan is being implemented to allow educators time to collaborate in vertical planning teams across feeder patterns.  | A partnership of leaders from early learning through 12th grade meets regularly to discuss a planned system for monitoring and implementing instructional shifts in response to data. A plan is in place to allow educators time to collaborate in vertical planning teams across feeder patterns. | A partnership of leaders from early learning through 12th grade has been formed, but meetings are sporadic. A plan is being formed to allow educators across the feeder pattern to work collaboratively for vertical planning.  | A partnership of early learning through 12th grade leaders across the feeder pattern has not been established.  |
| **Building Block 2: Engaged Leadership** |
| 1. *Administrator demonstrates commitment to learn about and support evidence-based numeracy instruction in his/her school. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Administrator leads the initiative to research evidence-basednumeracy instruction and participate in professional learning with his/her faculty. | Administrator participates in professional learning on evidence-basednumeracy instruction with his/her faculty. | Administrator has an awareness of the need for professional learning in evidence-basednumeracy instruction. | Administrator has not yet demonstrated a commitment to learning about numeracy instruction. |
| 1. *A school numeracy leadership team, organized by the administrator, is actively affecting change in educator practices. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| A numeracy leadership team, led by the administrator, meets regularly and affects change in educator practices relating to numeracy instruction. | A school numeracy leadership team is formed, and has begun affecting change in educator practices relating to numeracy instruction. | A school numeracy leadership team is envisioned and representatives have been identified. | No action has yet been taken in the formation of a numeracy leadership team. |
| 1. *School leadership monitors formative and summative student data and effective numeracy instructional practices and has a plan in place to communicate outcomes with staff and stakeholders. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| The effectiveness of numeracy instruction is routinely monitored by analysis of student achievement data and teacher observation data and communicated regularly throughout the year (through staff meetings, PLCs, etc.).  | The effectiveness of numeracy instruction is monitored by analysis of student achievement data and teacher observation data. Results are communicated to all stakeholders annually. | The effectiveness of instruction is monitored by an analysis of summative (year-end) student data only. There is no clear plan of communication in place.  | Data is not formally analyzed to determine the effectiveness of instruction. There is no clear plan of communication in place. |
| **Building Block 3: Continuity of Instruction** |
| 1. *A communication plan is in place to connect families to schools and childcare entities and other providers of early learning services. (Birth through 5th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| The plan is fully implemented. Materials and face-to-face opportunities to connect families to schools and childcare entities are available and are in the home languages of the majority of the children in the community. | A plan is developed to connect families and childcare entities (i.e., printed and online information, parent meetings to learn the best ways to support their children, etc.).  | Brochures and/or informational videos and a website are available to inform parents about upcoming transitions or events for their children.  | No formal plan is in place to connect families to schools and childcare entities. |
| 1. *A plan is in place to improve access for families to resources for developing numeracy in the home. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Parents of children receive ongoing messaging surrounding the importance of parent involvement and information/quality resources to support the development of numeracy. Parents of children receive training in how to support the development of numeracy.  | Parents of children receive ongoing messaging surrounding the importance of parent involvement and information/quality resources to support the development of numeracy.  | The community is investigating means of messaging the importance of parent involvement and of supporting parents of children in developing numeracy.  | No formal efforts have begun to provide means of messaging the importance of parent involvement and supporting parents of children in developing numeracy. |
| 1. *Comprehensive numeracy block is provided for numeracy instruction. (Pre-K through 5th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| School has a fully established daily numeracy block in Pre-K through 5th grade that focuses on grade level instruction in rigorous concept development and real-world application while maintaining a strong emphasis on computational and procedural skills, as well as small group, skills-based instruction that is differentiated for all students. Collaborative planning teams regularly analyze data to drive instructional practices. | School is implementing a daily numeracy block in Pre-K through 5th grade that focuses on grade level instruction in rigorous concept development and real-world application while maintaining a strong emphasis on computational and procedural skills, as well as small group, skills-based instruction that is differentiated for all students. | School is working toward establishing a daily numeracy block in Pre-K through 5th grade that focuses on grade level instruction in rigorous concept development and real-world application while maintaining a strong emphasis on computational and procedural skills. | Daily numeracy block has not yet been established. |
| 1. *Cross-disciplinary teams ensure a consistent numeracy focus, including disciplinary numeracy. (Grades 3 through 12)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Cross-disciplinary teams meet regularly to examine student work and to collaborate on the achievement of numeracy goals shared by all teachers. | Cross-disciplinary teams have allocated various aspects of numeracy instruction across all content areas.  | Cross-disciplinary teams meet regularly to examine student work, but all teachers have not fully assumed responsibility for achieving numeracy goals. | Cross-disciplinary teams are not currently meeting. |
| 1. *A systematic process is in place to ensure smooth transitions from one school to another. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| A systematic process is developed and communicated with all stakeholders to ensure smooth transitions from one school to another. The process has been fully implemented and is routinely reviewed and revised. | Written protocols for transitions from one school to another are implemented and plans for communicating with stakeholders are in process.  | Students and parents generally have an opportunity to visit the next school, but no formal set of protocols or communication is in place.  | No formal plan for transitions is currently in place. |
| 1. *Out-of-school agencies and organizations collaborate to support classroom numeracy instruction. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| A comprehensive system of learning supports within the community complement numeracy instruction within the classroom.  | A few community organizations provide learning supports to complement numeracy instruction within the classroom. | Out-of-school organizations and agencies are making plans to develop learning supports to complement numeracy instruction. | As of yet, there is no system of learning supports available in the community. |
| **Building Block 4: Ongoing Formative and Summative Assessments including Tiered Interventions for all Students.** |
| 1. *Numeracy screenings are used to assess readiness of individual children for numeracy instruction. (Birth to Age 5)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| All students receive numeracy screenings and the results are analyzed regularly to assess readiness for numeracy instruction.  | Most students receive numeracy screenings and the results are analyzed to assess readiness for numeracy instruction. | Some students receive numeracy screenings. Results are not analyzed to assess readiness for numeracy instruction. | Few, if any, students receive numeracy screenings to assess readiness for numeracy instruction. |
| 1. *An infrastructure for ongoing, formative and summative assessments is in place. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Effective screening, progress monitoring and diagnostic tools have been selected along with a complementary system of benchmark assessments that are common across classrooms. | A system of benchmark assessments that are common across classrooms is in place, but screening, progress monitoring, and diagnostic tools have not been selected. | Teachers have agreed that a system of common benchmark assessments across classrooms is needed but those assessments have not been selected or developed. | The district is complying with state requirements for summative assessments, but formative benchmark assessments have not been selected or developed. |
| 1. *A system of ongoing formative and summative assessments (universal screening and progress monitoring) is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction. (Pre-K through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| A full range of formative and summative assessments are administered regularly and are used routinely to guide classroom and intervention instruction. | A full range of formative and summative assessments are administered regularly, but review of assessments is not consistent. | Some formative and summative assessments are administered.  | The district is complying with state requirements for summative assessments, but no true formative assessments have been selected or developed. |
| 1. *“At-risk” indicators identified through numeracy screeners are further analyzed with diagnostic assessments to guide instructional planning. (Pre-K through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| “At-risk” indicators identified through numeracy screeners are routinely followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs. | “At-risk” indicators identified through numeracy screeners are followed up by diagnostic assessments in some cases and they are used to guide placement and/or inform instruction in intervention programs. | “At-risk” indicators identified through numeracy screeners are followed up by diagnostic assessments, but are rarely used to guide placement and/or to inform instruction in intervention programs. | “At-risk” indicators identified through numeracy screeners are not followed by diagnostic assessments. |
| 1. *Summative outcome data is reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions. (Pre-K through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Administrators and teacher teams across content areas meet to review and analyze summative assessment results to identify needed programmatic, instructional, and curricular adjustments. | Administrators and teacher teams meet to analyze summative assessment results of individual students to make adjustments to instruction, but the analyzed results rarely impact programmatic decisions. | Administrators and teachers review data for individual students on summative assessments.  | Administrators and teachers do not review summative data to monitor student progress or inform instruction. |
| 1. *A clearly articulated protocol for using data to improve teaching and learning is followed. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Staff members follow the established protocol for making decisions to identify the instructional needs of students. | A protocol for making instructional decisions has been established to use universal screener and progress monitoring data to identify the instructional needs of students. | Staff members have access to universal screener and progress monitoring data but protocols for using data have not been established. | Staff members have no access to data. |
| 1. *Student Support Team and Data Team monitor progress jointly. (Kindergarten through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Data Team/Student Support Team meet monthly to review school level progress monitoring data as well as individual student progress when necessary. | Data Team/Student Support Team meet regularly to ensure students are receiving the appropriate interventions based on progress monitoring results.  | Data Team/Student Support Team meet sporadically to discuss appropriate interventions. A regular schedule is being developed to review progress monitoring data.  | Data Team/Student Support Team do not meet. |
| 1. *Specially designed learning is implemented through supports and interventions based on diagnostic data of a student’s needs. (Kindergarten through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| All special education and core content teachers provide interventions and supports for specialized instruction based on student diagnostic data.  | Special education and some core content teachers provide interventions and supports for specialized instruction based on student diagnostic data. | Interventions and supports are in place, but collaboration between special education and core content area teachers is minimal. Use of diagnostic data is not evident.  | Interventions and supports are only part of special education rather than being coordinated with all core services.  |
| **Building Block 5: Best Practices in Numeracy Instruction** |
| 1. *Instruction is clearly and consistently aligned with Georgia Early Learning and Development Standards (GELDS) and the Head Start Child Development Early Learning Framework. (Birth to Age 5)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| All staff of local daycares, Head Start, and Georgia Pre-K receive professional learning using multiple delivery models, resulting in instructional alignment to their respective standards. | Most Head Start and Georgia Pre-K staff participate in professional learning on aligning their instruction to their respective standards, but most local daycares have not. | Some of the staff and faculties of local daycares, Head Start, and Georgia Pre-K participate in professional learning in their respective standards. | Staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have not received professional learning in their respective standards and have not aligned instruction to standards.  |
| 1. *High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily. (Birth through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| All staff have high expectations and use developmentally appropriate practice. | Most staff display high expectations and use developmentally appropriate practice, but not the majority. | Some staff have high expectations, but do not use developmentally appropriate practice. | Little or no attention is paid to developmentally-appropriate practice. Staff and/or faculty have negative, preconceived ideas about children’s potential.  |
| 1. *Students receive numeracy instruction in all contents and intervention that is evidence-based. (Kindergarten through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Student schedules include a 55 to 75 minute numeracy block and evidenced-based interventions and disciplinary numeracy is evident in all content areas. All teachers are participating in collaborative planning. | Student schedules include a 55 to 75 minute numeracy block and interventions and disciplinary numeracy is taking place in most content areas. A plan is in place to allow all teachers time for collaborative planning. | Student schedules include a 55 to 75 minute numeracy block but do not include scheduled time for both interventions and disciplinary numeracy in content areas. A plan is being formed to allow all teachers time for collaborative planning. | Student schedules do not specify a 55 to 75 minute numeracy block. Teachers do not devote sufficient time to numeracy instruction nor do they participate in collaborative planning.  |
| 1. *All students receive effective numeracy instruction across the curriculum. (Pre-K through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Students regularly receive evidence-based numeracy instruction in all content areas. Students receive continuous feedback and time for revision and access a range of contexts and applications which enable them to relate numeracy to everyday experience.  | Students receive evidenced-based numeracy instruction in most content areas. The school is implementing a plan for all teachers to receive professional learning in content area numeracy.  | Students are receiving numeracy instruction and some content teachers are incorporating numeracy in their classes. Teachers have or are receiving professional learning on evidenced-based numeracy practices and how to incorporate the practices into their content instruction.  | Numeracy is only taught by mathematics teachers. No professional learning has been provided for numeracy.  |
| 1. *Teachers provide engaging daily instruction aimed at developing mathematical habits of mind. (Kindergarten through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Teachers regularly implement evidenced-based strategies for developing and maintaining interest and engagement in their students through the development of mathematical habits of mind appropriate to their grade levels. | Teachers receive professional development in strategies for developing and maintaining interest and engagement in their students through the development of mathematical habits of mind appropriate to their grade levels, but implementation is not consistent. | Professional development is planned and teachers have been encouraged to seek out strategies for developing and maintaining interest and engagement in their students through the development of mathematical habits of mind appropriate to their grade levels. | Teachers have not yet formally begun learning about strategies for developing and maintaining interest and engagement in their students through the development of mathematical habits of mind. |
| 1. *Students have access to a wealth of resources that are below, at and above grade level. (Kindergarten through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| Students’ routine access to resources include a well-equipped classroom library of digital and interactive resources/virtual manipulatives, on-grade level resources in all content areas, and resources that expand opportunities for instruction.  | The plan for increasing access to appropriate resource materials has been implemented and access to digital and interactive resources and virtual manipulatives have been provided to supplement the content areas.  | Students’ access to resources is limited. An audit of all resources has been conducted and plans are being developed to ensure access to appropriate digital and interactive resources, virtual manipulatives, and classroom resource libraries to supplement the content areas.  | Students’ access to resources is limited and/or not adequate to achieve a balance among concepts, skills, and problem solving. Students have limited access to digital resources and virtual manipulatives or opportunities to engage with technology.  |
| **Building Block 6: Professional Learning in Numeracy Instruction** |
| 1. *Early learning staff participates in professional learning on evidence-based instruction in pre-numeracy skills. (Birth to Age 5)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| All staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have received professional learning in developing pre-numeracy skills. Teachers are displaying evidence-based instruction in their daily practice. | All staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have received professional learning in developing pre-numeracy skills.  | Some staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have received professional learning in developing pre-numeracy skills.  | Staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have not received formal professional learning in developing pre-numeracy skills.  |
| 1. *Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of numeracy instruction including disciplinary numeracy in the content areas. (Kindergarten through 12th Grade)*
 |
| [ ]  **Exemplary** | [ ]  **Operational** | [ ]  **Emerging** | [ ]  **Not Evident** |
| All administrative and instructional personnel participate in professional learning on all aspects of numeracy instruction including disciplinary numeracy in the content areas.  | Administrative personnel, mathematics instructors, and some content instructors participate in professional learning on all aspects of numeracy instruction including training on disciplinary numeracy in the content areas. | Only mathematics instructors participate in professional learning on the use of content numeracy instruction.  | Professional learning in numeracy has not begun formally. |