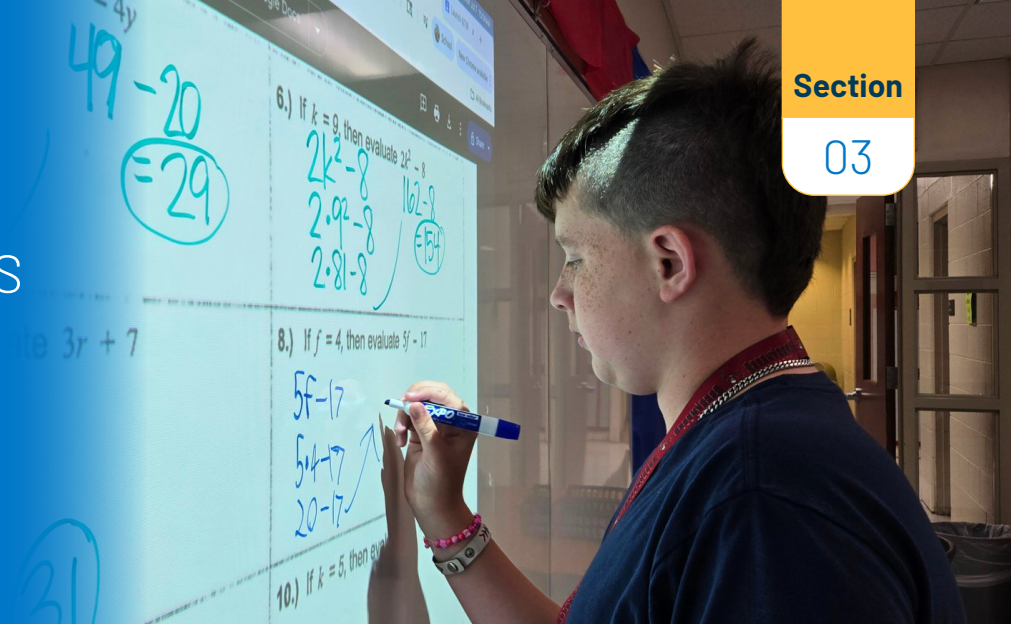




ILLINOIS
STATE BOARD OF
EDUCATION

FRAMEWORK FOR EFFECTIVE LEADERSHIP, SYSTEMS OF SUPPORT, AND IMPLEMENTATION CONSIDERATIONS



This section is dedicated to **Goal 3**:



This section of the plan will cover the following main topics:

1. Local Framework

2. The Improvement Cycle

3. Phase 1: Initiate

4. Phase 2: Design

5. Phase 3: Unify

6. Phase 4: Implement and Monitor

7. Phase 5: Sustain and Refine



Section Overview

This section provides a five-phase implementation framework to support districts and school leaders in developing and implementing a local plan to improve numeracy teaching and learning. ISBE strongly encourages every district and school to develop a local numeracy plan aligned to this guidance. Districts may adopt this framework directly or adapt it within their local context.

Local Framework

A local numeracy plan is a living framework developed through shared leadership and collective inquiry to strengthen mathematics teaching and learning for all students. It aligns with and extends existing district improvement and strategic planning efforts rather than replacing them. Numeracy should be treated as a high leverage component of the district's broader goals for equity, instructional coherence, and student learning, and is not implemented in isolation.

Districts may enter the numeracy improvement framework at different phases based on their current implementation status. The phases are not a linear checklist to be completed once but a continuous improvement cycle that districts revisit as conditions evolve. Reflection questions at the beginning of each phase are intended to support districts in identifying appropriate entry points and next steps.

A local numeracy plan should reflect the district's current strengths, opportunities, and priorities, informed by multiple data sources, shared ownership, and ongoing improvement cycles already in place. A local plan does not signal fault or deficiency but represents a shared commitment to equity, evidence-based practice, and sustained professional learning while honoring existing initiatives and progress.

As student needs and contextual factors change, the plan should be refined through ongoing reflection, data use, and collaboration with educators, students, families, and community partners. Numeracy improvement is understood as an iterative, integrated process grounded in collective responsibility, trust, and coherence across initiatives, and driven by the belief that all students are capable mathematicians and all educators are valued contributors to this work.

The Improvement Cycle

Improving student outcomes in mathematics requires intentional, systemwide leadership grounded in equity from the very beginning of the work. Building and district leaders play a critical role in strengthening numeracy instruction through establishing a clear vision, supporting coherent implementation, and ensuring that all students have access to high-quality grade-level learning experiences.¹ Leaders must approach mathematics improvement as an ongoing cycle of reflection, collaboration, and refinement to create the necessary structures and supports to improve numeracy rather than a one-time plan that promises a quick fix.² The creation of a local numeracy plan requires leaders to draw continuously on data and consistently engage educational partners to ensure shared ownership to increase achievement.³

In this section, leaders and teachers are specifically mentioned to delineate educator roles more clearly. To support districts and schools in systematically improving mathematics outcomes, five interconnected phases have been identified to guide planning, implementation, and continuous improvement efforts for educators:



Phase 1: Initiate

Assist building and district leaders in analyzing, clarifying, and creating a shared vision of ownership for a local numeracy plan

- Analyze high-level numeracy data
- Identify strengths and opportunities
- Establish shared leadership
- Draft an equitable, ambitious vision for numeracy improvement



Phase 2: Design

Collaborate with educators to create the necessary structures, systems, roles, and plans needed to create a local numeracy plan

- Convene a representative numeracy team
- Conduct deeper data analysis
- Clarify roles
- Plan professional learning
- Set benchmarks and establish conditions for success



Phase 3: Unify

Integrate all educational partners with the design plan while prioritizing professional learning and strengthening mathematical capacity

- Build trust and shared ownership across staff
- Deepen teacher capacity through targeted professional learning
- Strengthen family and community engagement in numeracy



Phase 4: Implement & Monitor

Support teachers in the use of evidence-based instructional practices and ongoing formative and summative assessment data to monitor the plan

- Implement evidence-based practices
- Monitor real-time student data
- Celebrate small wins
- Normalize learning and missteps
- Adjust instruction based on evidence



Phase 5: Sustain & Refine

Support educators in maintaining the long-term impact of the plan through continuous improvement cycles to sustain numeracy development and achievement

- Celebrate impact
- Scale effective practices
- Refine structures and supports
- Adapt the plan based on data, reflection, and changing conditions



Phase 1: Initiate

The purpose of phase 1 is to assist building and district leaders in analyzing, clarifying, and creating a shared vision of ownership for a local numeracy plan.

Phase 1
Initiate

Analyze Current Numeracy Data

- What high-level data is available? (State testing, benchmarking, Illinois Report Card, etc.)
- What protocols are in place to analyze data?
- Based upon the data, what are identified strengths and areas of improvement?
- To what extent do current data reveal disparities in student achievement, and how can data be disaggregated to better understand patterns across student groups, classrooms, and instructional experiences?

Effective mathematics improvement begins with a clear, data-informed understanding of the current state of instruction. Leaders must start by honestly analyzing the local landscape and acknowledging that most Illinois students are not meeting expectations in mathematics.⁴ This work should begin with a data dive that generates actionable insights for administrators. Leaders should consider what high-level data is available such as state assessments, benchmarking, 5Essentials data, and subgroup performance data. For districts with early childhood programs, kindergarten readiness data must also be analyzed, including Kindergarten Individual Development Survey (KIDS) assessment results and Illinois Early Learning and Development Standards-aligned developmental data. Reviewing trends across grade levels, content domains, and subgroups helps identify patterns in learning, including both strengths and areas for improvement as well as possible areas of inequities.⁵ Looking at bright spots where strong numeracy instruction is already happening can play a significant role in identifying educators who can participate in a numeracy improvement initiative. This high-level data dive also allows administrators to determine which areas will need a deeper analysis to support their local numeracy plan.

Next, administrators should reflect upon current data analysis protocols within their district or building. An effective data protocol guides the analysis process in a manner that promotes consistency, objectivity, and equity by elevating facts over judgements and interpretations. A structured approach similar to the [ATLAS Looking at Data Protocol](#) supports deeper analysis and prevents teams from focusing on solutions before fully understanding the data.

Identify Opportunities for Shared Ownership

- Who are the numeracy experts in the building/district, and how can they be leveraged?
- What opportunities are there for vertical development within and across grade levels and content areas?
- When can time be secured to collaborate with educational partners to ensure sustainability of the plan?

For any improvement plan to be successful, shared ownership must be established early and intentionally.⁶ Leaders should consider how they can create a system of shared ownership in which responsibility for mathematics achievement can be distributed across the building or district rather than concentrated in a single role or team. This kind of distributed leadership not only strengthens implementation by drawing on the expertise of classroom teachers, teacher leaders, instructional coaches, and administrators, but also builds resilience. When ownership of the numeracy plan is shared across multiple roles, the work is less vulnerable to disruption during leadership transitions. By genuinely leveraging educator expertise and spreading leadership responsibilities, districts create the conditions for sustained, effective improvement that can endure well beyond the tenure of any one principal or superintendent.⁷

Additionally, leaders should identify the math experts in their district or building such as classroom teachers, specialists, interventionists, or instructional coaches. Leveraging these individuals as model classrooms or members of a numeracy leadership team assists in building internal capacity and positions staff as partners in the work. It is important that the team includes voices representing as many impacted groups as possible and leaders with enough decision-making authority to ensure the team's ideas make it to implementation.

It is imperative that leaders secure and protect collaborative time to remove logistical barriers in support of the work and promote shared ownership. Leaders should identify multiple opportunities within the existing calendar such as early release days, institute days, late starts, staff meetings, and common planning times to support collaboration. In some cases, when possible, administrators may need to consider adjustments to the daily schedule to promote common planning times. Additionally, administrators may leverage substitute coverage to allow teachers to meet during the school day. Ultimately, early scheduling decisions can ensure collaboration and shared ownership are core components of a local numeracy improvement plan.

Draft a Vision

- What are the key ingredients for numeracy success?
- What are teacher and student expectations/responsibilities?

Leaders must work collaboratively with educational partners to develop a numeracy vision that honors the principles outlined in the Illinois Comprehensive Numeracy Plan while reflecting their distinctive local context. A local plan should be equitable and ambitious, yet achievable and specific enough to guide daily decision making while remaining flexible enough to evolve based on ongoing learning and experience.

A strong numeracy vision is anchored in fairness, inclusivity, and justice, ensuring that all students can see themselves as capable mathematicians. Effective school leaders recognize that a student's ability to learn mathematics is not limited by race, gender, or other characteristics. Leaders who center equity provide adequate access to resources for all students, focus on student achievement at all learning levels, support student identity development as mathematicians, and nurture student agency.⁸



Phase 2: Design

Phase 2 Design

The purpose of phase 2 is for building and district leaders to collaborate with educators to create the necessary structures, systems, roles, and plans needed to create a local numeracy plan.

Call in the Numeracy Team

- Who is involved in designing this plan, and what are their roles?
- How can the lift of this work be distributed equitably among team members?

Once time and structures are secured, the next step is to convene the numeracy team. This team should include representatives from different roles, grade levels, experience ranges, and school buildings (if applicable) to ensure diverse perspectives and broad communication networks. Consider including support staff and even students in the work. Administrators may consider faculty and staff of community colleges, universities, and local libraries and organizations as potential consultants and partners in the work to effectively support implementation of current research and ongoing professional learning related to building numeracy knowledge.⁹ They can also be effective partners in crafting professional learning opportunities with other members of the numeracy team. ROEs and ISCs should be considered ongoing implementation partners in supporting district numeracy improvement efforts. Districts may establish review cadences with these partners, including annual plan updates and mid-year progress checks to ensure sustained alignment and support over time. Leadership may consider compensating team members for their additional responsibilities through stipends, additional planning time, or professional learning opportunities they value. It is also important to consider alternatives for funding early in the planning process in the event federal funding sources are no longer available. Community-based agencies and their potential funding resources should be included in the planning process. District leaders should consider how existing funds may be reallocated to implement the necessary components of the initiative.

Cross-district collaboration allows teacher leaders to learn from peers in different contexts while reducing the burden on any single district to develop all resources and expertise internally.¹⁰ Specific opportunities for collaboration include arranging visits to schools with strong numeracy programs. Encouraging teachers to engage with professional organizations like the Illinois Council of Teachers of Mathematics, forming or participating in regional or statewide numeracy networks, and engaging support from the local Regional Office of Education can assist in establishing external partnerships.

Equally important is establishing clear roles and meeting guidelines to support efficient and equitable collaboration. Guidelines clarify expectations for participation and communication and create psychological safety to promote respectful, productive dialogue during challenging conversations.¹¹ Administrators should guide the team in distributing work equitably so that responsibilities are manageable and aligned to the strengths of individual team members.¹² Team composition, roles, guidelines, and workload should be thoughtfully planned to promote longevity and shared ownership.

Dive Deeper into Data

- What data are available? (Classroom data, curriculum reviews, standards alignment, evidence-based best practices, teacher evaluations, teacher and student experience data, etc.)
- What protocols are in place to analyze data?
- Based upon the data, what are identified strengths and areas of improvement?
- To what extent are curriculum, instruction, assessment, and intervention systems coherently aligned?
- Are the instructional resources currently in use considered HQIM, and to what extent do they align to the Illinois Learning Standards and the Six Components of Numeracy?

Once the numeracy team has been established, the next step is to conduct a deeper data dive focused on classroom-level data. This includes analyzing formative and summative assessments, reviewing curriculum materials and their alignment with the Illinois Learning Standards and Six Components of Numeracy, and considering trends in teacher evaluation data.¹³ Using established data analysis protocols ensures the team approaches the work systematically and objectively and grounds discussions in evidence. A critical component of this review is examining instructional coherence and the use of HQIM. Teams should also evaluate whether Tier 2 and Tier 3 interventions are designed as diagnostic, targeted, and increasingly intensive instruction that addresses specific skill gaps rather than simply repeating Tier 1 content. All of these elements should be evaluated to determine whether students are consistently experiencing a coherent, standards-aligned instructional system across all tiers of support.

This structured analysis allows the team to clearly identify current areas of strength and areas of improvement across grade levels and subgroups. Identified strengths should be scaled and celebrated, and areas for improvement should be approached with asset-based language and recognized as opportunities for improvement through targeted professional learning, instructional adjustments, curriculum changes, etc. At this step, the team will develop a shared understanding of instructional needs and establish the foundation for action planning.

Create Conditions for Success

- What professional learning is needed to ensure successful implementation, monitoring, and continuous improvement of behaviors?
- What time is needed and can be leveraged to create conditions for success?
- What does success look like in year 1, year 2, year 5, etc.?
- What opportunities can be identified for caregivers and community members to be called in?
- How will all staff be informed of the plan and develop professional behaviors to support continuous improvement?
- What are some achievable short- and long-term goals that align to implementation timelines?



Creating conditions for success requires administrators and the numeracy team to intentionally plan for professional learning, defining success and involving all teachers and educational partners in the work. Schools are increasingly facing challenges that impact leaders' ability to effectively administer multiple initiatives, including teacher shortages, funding, and changing public support.¹⁴ School leaders can address these issues by streamlining priorities and focusing on a few high-leverage practices that all teachers can consistently implement. The team should determine what professional learning is needed to support teachers in implementing standards-aligned planning and evidence-based best practices, mathematics intervention, MTSS, and assessment literacy. Leaders must consider what time is required for professional learning, including PLC work, instructional coaching cycles, collaborative planning, etc. It is imperative that professional learning is viewed as a sustained effort that will be embedded over time rather than a disconnected, one-time event.¹⁵ When teachers are agents in shaping their professional growth, they are more likely to engage authentically in the work and less likely to undermine a change effort.¹⁶

It is important to define what success will look like over time. The team should develop clear benchmarks that reflect instructional practices and student outcomes along with short- and long-term goals. Establishing milestones helps unify efforts, measure progress, and adjust supports as needed.¹⁷

The team should identify opportunities to involve families, community members, and staff beyond the numeracy team to share the message and strengthen shared ownership. Leaders must plan how staff outside the team will be informed and engaged throughout the process of numeracy improvement. It is important for leaders to clearly communicate that this work is not a reflection of wrongdoing or poor teaching but a collective effort focused on continuous improvement and better outcomes for students. Clear communication paired with meaningful opportunities for feedback and participation ensures the plan will be supported and sustained across the school community.

Funding and Resource Considerations

- What existing funding sources are currently supporting mathematics instruction?
- Where can current professional development, curriculum, or instructional materials budgets be redirected or better aligned to strengthen numeracy without increasing overall expenditures?
- How are ROEs and regional partnerships being leveraged to expand numeracy supports while managing costs?
- How can grants or partnerships that align with the plan's goals and timeline enhance or extend available funding?

Implementing a local numeracy plan requires intentional use of resources, but districts should not view funding as a barrier to this work. Districts are encouraged to explore multiple funding options and to align numeracy goals with existing budgets and improvement priorities.

Federal Title I, II, and IV funds may be used to support evidence-based mathematics instruction, professional learning, coaching, and instructional materials. Districts should review allowable uses of these funds to determine how current allocations might support numeracy efforts. In addition, districts may seek funding through state administered school improvement grants, local general operating or

school improvement funds, the reallocation or repurposing of existing resources, as well as partnerships with private foundations, universities, research institutions, or community organizations.

ROEs can provide professional learning and coaching related to mathematics at reduced or no cost. District leaders are also encouraged to review existing professional learning, curriculum, and materials budgets to identify opportunities to redirect resources toward numeracy priorities.

Districts with limited resources should recognize that meaningful progress can occur through small, targeted investments such as short-term coaching cycles, a one-time vertical or horizontal team meeting, or focused professional learning on high-leverage numeracy practices. These efforts can build momentum and lay the foundation for sustained numeracy improvement over time.



Phase 3: Unify

The purpose of phase 3 is for the numeracy team to integrate all educational partners with the design plan, prioritizing professional learning and strengthening mathematical capacity.

Phase 3
Unify

Create Shared Ownership

- How are trust and engagement built with newcomers to finalize the vision?
- What will it look/sound like when all educational partners are engaged in continuous improvement to support this vision?

Author David Chrislip writes, “If you bring the appropriate people together in constructive ways with good information, they will create authentic visions and strategies for addressing the shared concerns of the organization or community.”¹⁸ Creating shared ownership requires administrators to intentionally build trust and engagement with staff who are not part of the numeracy team as well as caregivers and community partners.¹⁹ The team may consider how to show the need for change through personal stories rather than data. Personal stories should be used to effectively advocate for change. These stories connect individuals’ lived experience to wider issues and offer a compelling vision for a different future.²⁰ While data can signal the need for change in mathematics instruction, educational partners are more likely to support it when they understand current classroom struggles and can clearly see the benefits of what’s ahead.

The purpose of the work must be clearly communicated to educational partners. Fostering family engagement with numeracy is essential for developing students’ math identity. Decades of research shows that family engagement in school is one of the strongest predictors of childhood success.²¹ Furthermore, parental attitudes toward mathematics impact students’ sense of self as a learner and the creation of strong mathematical habits of mind.²² When communicating with students or caregivers, it is important to explain the work with jargon-free descriptions. Administrators can foster trust by inviting all staff to contribute ideas, acknowledge expertise, provide opportunities for engagement, and consistently follow through on commitments. Leaders also have the vantage point of multiple content areas, allowing them to see opportunities for numeracy to be intentionally embedded across the system.²³ This includes strengthening coherence across curriculum, instruction, assessment, and intervention systems; ensuring mathematics is reinforced in interdisciplinary learning experiences such as music, physical education, health, and career-connected learning; and supporting the development of coherent secondary mathematics pathways aligned to postsecondary and career readiness goals. These system-level connections help position numeracy as a shared responsibility rather than an isolated subject area.

Resistance to change is an expected part of school improvement, not a problem to be eliminated through increased pressure or repeated messaging. Effective leaders respond by establishing a clear, shared vision and building the conditions that enable change, including ongoing communication, opportunities for early success, and structures that support sustained implementation.²⁴ At the same time, leaders recognize that meaningful change depends on developing collective capacity, strengthening relationships, and fostering coherence across initiatives so that teachers experience change as purposeful and supported rather than fragmented.²⁵ When approached in this way, resistance becomes valuable feedback that can inform more responsive leadership actions and lead to deeper,

more sustainable implementation over time.

When shared ownership is fully realized, the entire school community works toward a common vision, though the specifics may vary based upon individual schools or districts. Systems of support related to mathematics need to nurture interactions among staff members, helping them to become instructional leaders who facilitate students' growth as mathematicians.²⁶ Generally, teachers, specialists, administrators, and support staff engage in frequent evidence-based discussions about mathematics teaching and learning. Conversations are centered on data, student work, and instructional practices and avoid assigning blame. Teams celebrate successes and collaboratively address challenges. Staff across roles and content areas take responsibility for working toward common goals. In this environment, all educational partners are aligned around the vision, contribute their expertise, and sustain momentum toward both short-term and long-term mathematics achievement goals.

Build Capacity

- What tools and skills do staff feel they are effective with, and what areas have they identified for improvement?
- How can professional learning be differentiated? (e.g., grade level, competency level)
- Who can support professional learning? (e.g., team/department lead, instructional coaches, district coaches, ROE, ISBE, external partners)
- What time will be secured for this professional learning?

Building numeracy capacity in teachers begins with understanding what teachers do well and where they may need additional support. Leaders and the numeracy team can use observation data, assessment data, and teacher self-reflection to make determinations about professional learning. Professional learning should be targeted and aligned to actual classroom needs rather than generalized assumptions. Additionally, professional learning should be differentiated, providing personalized support. Differentiation can occur in small-group workshops, one-on-one coaching cycles, model lessons, peer observations, group lesson planning, etc. Administrators must identify who can support professional learning: instructional coaches, mentor teachers, department leaders, external specialists, etc.

The time in which professional learning will take place must be taken into consideration to ensure its sustainability. Opportunities could include PLC time, early release or late start days, institute days, or common plan times. Thoughtful scheduling helps teachers prioritize professional learning alongside classroom responsibilities and ensures capacity building is practical and ongoing.

Support Community Engagement

- How can the “why” behind this change be communicated with families and caregivers in a jargon-free manner?
- What strategies can be shared with families and caregivers to support numeracy learning at home?
- How can mathematics messaging be incorporated into regularly scheduled school events and communication plans?
- How can growth be consistently communicated with families and caregivers in order to celebrate small wins?
- What tools and strategies can be used to promote active engagement from families and caregivers?



- How can growth be consistently communicated with families and caregivers in order to celebrate small wins?
- What tools and strategies can be used to promote active engagement from families and caregivers?

Supporting community engagement begins with clearly communicating the “why” of mathematics improvement efforts. Families are more likely to engage when they understand the purpose and goals of initiatives and how the efforts will directly benefit their child, which is best communicated when educators take the time to understand the unique needs and values of their local community.²⁷ Educators can use newsletters, school websites, and social media to ensure messaging is consistent and accessible.

Families can also be equipped with strategies to support numeracy development at home such as games, discussion prompts, and real-world mathematics applications. Families need access to models to show how to implement learning at home. They might need support when numeracy work gets challenging or is different from their school experiences.²⁸ Incorporating mathematics messaging into regularly scheduled school events, such as open houses, family nights, PTA meetings, or parent-teacher conferences, reinforces the idea that mathematics learning is a shared responsibility and encourages ongoing collaboration. Rather than focusing solely on achievement, communication with caregivers should highlight growth and effort over time and celebrate student learning milestones. Two-way communication in which caregivers can ask questions and provide insight can strengthen shared ownership and trust, ensuring the school-community partnership actively supports student numeracy growth.

Beyond communication and at-home support, schools can deepen community engagement by intentionally involving families in numeracy improvement teams and schoolwide mathematics initiatives. Families bring valuable perspectives about students’ experiences, cultural contexts, and learning strengths that can strengthen problem identification and solution design within numeracy improvement efforts. Inviting caregivers to serve on math leadership teams, participate in data review sessions, co-plan family-centered numeracy events, or provide feedback on instructional priorities fosters shared ownership of improvement goals. When families and caregivers are treated as collaborators rather than observers, numeracy initiatives are more likely to reflect community values, sustain momentum over time, and build collective responsibility for student success.²⁹

Schools can deepen community engagement by building partnerships beyond families to include universities, local businesses, and community organizations. Schools can strengthen numeracy efforts by partnering with local universities to provide access to evidence-based practices, teacher preparation support, and opportunities for students to engage in advanced mathematical learning experiences. Local businesses and industry partners can help make mathematics relevant by connecting numeracy to real-world applications, career pathways, and problem-solving experiences aligned to workforce needs. Community organizations such as libraries, park districts, and after-school programs can reinforce numeracy development by offering accessible, informal learning opportunities that extend beyond the school day. Civic and community leaders can support numeracy initiatives by advocating for the importance of mathematics, helping align school efforts with community priorities, and expanding opportunities for authentic, community-based problem solving. These coordinated efforts help create a shared responsibility for numeracy development and support more coherent, sustained outcomes for students.

Phase 4: Implement and Monitor

The purpose of phase 4 is to support teachers in the use of evidence-based instructional practices and ongoing formative and summative assessment data to monitor the plan.

Phase 4
**Implement
& Monitor**

Continue Building Educator Capacity

- What are ways to ensure teacher proficiency in assessment literacy, data-informed decision making, and grading practices?
- How can small wins be tracked and celebrated to maintain momentum?
- How can teacher questions, missteps and misconceptions, and gradual improvement be normalized to increase professional behaviors for continuous improvement?

Ongoing attention to teacher proficiency in key instructional areas such as assessment literacy, data-informed decision making, and grading practices is paramount in the continuous improvement cycle. Administrators and the numeracy team can support teachers through targeted professional learning such as coaching cycles, collaborative planning, structured reflection, walkthroughs, lesson observations, and analysis of student work.

Small wins should be tracked and celebrated to maintain momentum and reinforce progress. This could include recognizing improved student engagement, successful implementation of new instructional strategies, and growth in mathematics domains. Celebrations can occur at staff meetings or shout-outs in newsletters. Celebrating small wins creates a culture where progress is valued and can motivate educational partners to remain in alignment with the vision.³⁰

Equally important is normalizing teacher missteps and questions as a natural part of professional growth. When teachers feel safe to take risks, ask questions, and reflect on challenges without fear of judgment or retaliation, professional behaviors are strengthened.³¹ This culture of trust ensures that monitoring the plan is experienced as supportive and growth-oriented rather than punitive.

Collect, Analyze, and Monitor Real-Time Data

- What real-time data set will be consistently collected and analyzed? (Formative assessments such as exit tickets, quizzes, etc., and summative assessments such as chapter tests, unit tests, progress monitoring, benchmarking, etc.)
- What protocols can be used to analyze data in a timely manner to effectively inform instruction?
- How can feedback from families and caregivers be used to monitor and strengthen the plan?



Monitoring real-time data focuses on current, actionable information that can immediately inform instruction. Real-time data can include formative assessments, exit tickets, student work samples, classroom observations, and digital learning platform results. Students themselves are a critical source of real-time data. When students understand learning targets, monitor their progress, and set goals, they engage in metacognitive processes that strengthen self-regulation and improve mathematics learning outcomes. These practices also support persistence and provide teachers with clearer insight into gaps in student understanding.³² This type of data allows educators to identify trends and gaps as they occur, rather than waiting for summative assessments or benchmark data. Real-time data protocols must be in place to rapidly collect and analyze data to make timely instructional decisions.³³

Educators must actively communicate student progress with caregivers. Highlighting student growth and sharing examples of classroom strategies reinforces transparency and trust. When families understand how data informs day-to-day teaching practices, they are better equipped to support learning at home and feel connected to the improvement process.³⁴ Administrators can also continue to respond to family feedback in meaningful ways. Adjusting communication or offering additional learning opportunities based on caregiver input demonstrates family perspectives are valued.

Phase 5: Sustain and Refine

The purpose of phase 5 is to support educators in maintaining the long-term impact of the plan through continuous improvement cycles to sustain numeracy development and achievement.

Phase 5
**Sustain
& Refine**

Celebrate Impact

- What parts of this plan have been successful and can be sustained?
- How can students, teachers, leaders, and educational partners be recognized and celebrated for their work?

Celebrating impact is an essential step in sustaining improvement and reinforcing shared ownership. Administrators and the numeracy team should intentionally reflect upon which parts of the plan have been successful and are ready to be sustained or scaled. Identifying successes allows leaders to preserve effective methods of improvement while using evidence to refine areas that need continued support.

Recognition should be inclusive and intentional, honoring the contributions of students, teachers, leaders, caregivers, and educational partners. These acknowledgements can take place through assemblies, staff meetings, newsletters, social media, or community events and should reinforce that improvement is a collective effort. When celebration is embedded in the improvement cycle, it helps ensure that successful practices are sustained and that all contributors feel valued in advancing the school's vision for mathematics achievement.

Refine Conditions for Success

- How can continuous improvement behaviors be integrated into regular practice to avoid a one-time quick fix and be sustained for the future?
- How can this plan adapt when conditions change?
- What areas of improvement still exist, and how can these be strengthened in future cycles?
- What modifications are necessary for improvement in the next cycle?
- What tools will ensure continuous feedback and iterations of this plan?

Refining conditions for success requires recognizing that school improvement is not a one-time initiative but an ongoing, cyclical process. Administrators and teams should regularly reflect on how well the plan is functioning and remain responsive as conditions change. The plan must adapt when changes such as staffing, student needs, curriculum, or assessment expectations occur. Built-in checkpoints allow leaders to determine whether existing structures and supports should remain the same or need adjustments to sustain progress.

As part of this reflection, the numeracy team should examine where opportunities for improvement still exist. Ongoing data collection and analysis helps identify areas that require additional focus or refinement. Leaders can determine what modifications are necessary for the next improvement cycle.



To support continuous growth, administrators should utilize tools that promote ongoing feedback and iteration, including regular data reviews, reflection protocols, surveys, coaching conversations, and progress monitoring tools. These structures ensure the plan remains dynamic and responsive. Ultimately, the goal is to carry forward the lessons learned from each improvement cycle, applying insights and effective practices to future initiatives so that continuous improvement becomes embedded in the culture of the school or district.

Section Summary

This section provides a five-phase implementation framework designed to guide district and building leaders in developing a coherent, equity-driven local numeracy plan. The framework positions numeracy improvement as a continuous cycle of inquiry, collaboration, and refinement rather than a linear compliance process. Across the phases, the plan emphasizes distributed leadership, the use of high-quality data protocols, and intentional collaboration with educators, families, higher education institutions, and community partners. Ultimately, the framework positions leaders as designers of coherent systems that ensure equitable access to rigorous mathematics instruction, strengthen instructional capacity across settings, and establish the conditions necessary for sustained improvement in student numeracy outcomes.

Additional Resources

Section 3

These resources are recommended based on feedback and insights gathered through public engagement that demonstrate strong alignment to this section of the Numeracy Plan. They provide opportunities to explore the topics in greater depth and offer additional context to support the work. Their inclusion does not constitute an endorsement by ISBE.

Books

- *Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation* by Floyd Cobb and John Krownapple
- *The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever* by Michael Bungay Stanier
- *Collective Leader Efficacy: Strengthening Instructional Leadership Teams* by Peter DeWitt
- *The Culture Code: The Secrets of Highly Successful Groups* by Daniel Coyle
- *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth* by Amy Edmondson
- *Great On Their Behalf: Why School Boards Fail, How Yours Can Become Effective* by Airick Journey Crabill
- *Leadership and Self-Deception: Getting Out of the Box* by The Arbinger Institute
- *Leading for Instructional Improvement: How Successful Leaders Develop Teaching and Learning Expertise* by Stephen Fink and Anneke Markholt
- *Organizing Schools for Improvement: Lessons from Chicago* by Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu, and John Q. Easton
- *The Principal 50: Critical Leadership Questions for Inspiring Schoolwide Excellence* by Baruti K. Kafele
- *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation* by Shane Safir and Jamila Dugan
- *What Is My Value Instructionally to the Teachers I Supervise?* by Baruti K. Kafele

Podcasts

- *The Better Leaders Better Schools Podcast* hosted by Danny Bauer
- *The Empowered Educator Show* hosted by Dr. Mel Vandevort
- *The Learning Leader Show* hosted by Ryan Hawk
- *Principal Center Radio* hosted by Justin Baeder
- *The School Leadership Show* hosted by Mike Doughty

Additional Resources

Section 3

Tools

- [Continuous Improvement Toolkit](#)
- [Ed Instruments Math Toolkit](#)
- [Math Equity Toolkit](#)
- [TNPT Toolkits and Action Guides](#)



Goal 3: Workbook

Leaders will promote a culture of numeracy through targeted professional learning and data-informed instructional support.



Goal 3

Leaders will promote a culture of numeracy through targeted professional learning and data-informed instructional support.

Phase 1: Initiate Reflection Questions

1. What trends, strengths, and areas of need are evident in current high-level numeracy data?
2. What factors (instructional, structural, environmental) may be contributing to the numeracy outcomes reflected in the data?
3. What opportunities exist for educators, families, and community partners to engage in shared responsibility for improving numeracy achievement?
4. What characteristics should define a shared vision for effective numeracy teaching and learning in the district/building?
5. What indicators and data sources will be used to monitor progress toward numeracy goals and determine the effectiveness of implemented strategies?

Notes



Goal 3

Leaders will promote a culture of numeracy through targeted professional learning and data-informed instructional support.

Phase 2: Design Reflection Questions

1. What roles and perspectives should be represented on a numeracy team to ensure a balanced approach to improvement?
2. What structures will enable the numeracy team to operate effectively and sustain long-term focus?
3. What insights emerge when examining data through multiple lenses such as classroom data, curriculum reviews, standards alignment, evidence-based best practices, teacher evaluations, etc.
4. What evidence-based numeracy practices will have the greatest impact on student achievement?
5. What resources and supports are necessary to create an environment where strong numeracy instruction can be consistently implemented and continuously improved?

Notes

Goal 3

Leaders will promote a culture of numeracy through targeted professional learning and data-informed instructional support.

Phase 3: Unify Reflection Questions

1. What systems and routines will ensure that individuals outside of the numeracy team are consistently informed about priorities and action steps?
2. What strategies will support the development of shared ownership among educational partners?
3. What professional learning structures will build educator expertise and confidence in implementing effective numeracy practices?
4. What approaches will strengthen community and caregiver engagement in numeracy improvement efforts and increase understanding of how to support student learning?

Notes



Goal 3

Leaders will promote a culture of numeracy through targeted professional learning and data-informed instructional support.

Phase 4: Implement and Monitor Reflection Questions

1. What ongoing professional learning will deepen educator capacity, when will this occur, and who will provide it?
2. What opportunities will ensure that newly developed skills and strategies are practiced, reinforced, and reflected upon?
3. What processes and tools will be used to collect, analyze, and monitor real-time numeracy data in ways that meaningfully inform instruction?

Notes

Goal 3

Leaders will promote a culture of numeracy through targeted professional learning and data-informed instructional support.

Phase 5: Sustain and Refine

1. What achievements, area of growth, and successful practices should be recognized and celebrated across the school community to reinforce momentum in numeracy development?
2. What qualitative and quantitative data best illustrates the impact of implemented numeracy strategies, and how can this evidence be shared transparently with educational partners?
3. What structures or supports need to be refined or strengthened to ensure continued progress in numeracy teaching and learning?
4. What processes will ensure continuous numeracy improvement in future cycles?

Notes



Framework for Effective Leadership, Systems of Support, and Implementation Considerations End Notes

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