























<p><b>A</b></p>  <p>Attends PLC meetings and uses feedback to develop collective strategies for improving the school's math instruction.</p>	<p><b>G</b></p>  <p>Hears from a trusted colleague that IM has great potential to improve math instruction. Meets with a group of math teachers to talk about it.</p>	<p><b>A</b></p>  <p>Attends PLC meetings and uses feedback to develop collective strategies for improving the school's math instruction.</p>	<p><b>G</b></p>  <p>Hears from a trusted colleague that IM has great potential to improve math instruction. Meets with a group of math teachers to talk about it.</p>
<p><b>B</b></p>  <p>Spends the summer months redesigning the schedule to create time for weekly math PLCs.</p>	<p><b>H</b></p>  <p>Arrives late to the 5th-grade math PLC meeting. Sits in the back to listen and send a few emails.</p>	<p><b>B</b></p>  <p>Spends the summer months redesigning the schedule to create time for weekly math PLCs.</p>	<p><b>H</b></p>  <p>Arrives late to the 5th-grade math PLC meeting. Sits in the back to listen and send a few emails.</p>
<p><b>C</b></p>  <p>Diverts some funds to hire a full-time math coach that will lead PD and co-teach as needed.</p>	<p><b>I</b></p>  <p>Chooses an assistant principal to lead implementation in order to focus on many other important responsibilities.</p>	<p><b>C</b></p>  <p>Diverts some funds to hire a full-time math coach that will lead PD and co-teach as needed.</p>	<p><b>I</b></p>  <p>Chooses an assistant principal to lead implementation in order to focus on many other important responsibilities.</p>
<p><b>D</b></p>  <p>Surprises the teachers with subscriptions to math fact games for each student.</p>	<p><b>J</b></p>  <p>Communicates regularly with parents and the community about the benefits of Imagine IM and the progress of implementation.</p>	<p><b>D</b></p>  <p>Surprises the teachers with subscriptions to math fact games for each student.</p>	<p><b>J</b></p>  <p>Communicates regularly with parents and the community about the benefits of Imagine IM and the progress of implementation.</p>
<p><b>E</b></p>  <p>Opts for a self-directed learning approach, giving teachers the autonomy to explore the new curriculum on their own.</p>	<p><b>K</b></p>  <p>Recognizes teachers who have put effort into implementing Imagine IM.</p>	<p><b>E</b></p>  <p>Opts for a self-directed learning approach, giving teachers the autonomy to explore the new curriculum on their own.</p>	<p><b>K</b></p>  <p>Recognizes teachers who have put effort into implementing Imagine IM.</p>
<p><b>F</b></p>  <p>Allocates funds to purchase new math manipulatives and resources to support Imagine IM.</p>	<p><b>L</b></p>  <p>Provides dedicated time for teachers to find supplemental math resources.</p>	<p><b>F</b></p>  <p>Allocates funds to purchase new math manipulatives and resources to support Imagine IM.</p>	<p><b>L</b></p>  <p>Provides dedicated time for teachers to find supplemental math resources.</p>