

District Systems Review

Strand I: Teaching for Learning

The district leadership focuses on quality teaching and learning that promotes student achievement for all as its primary purpose. It ensures an aligned system of curriculum, instruction and assessment that meets state standards and addresses a commitment to equity and diversity.

Standard 1: Curriculum				
The district leadership has a coherent plan for curriculum, aligned with instruction and assessment, focused on increasing student achievement that aligns with Michigan’s standards as adopted by the State Board of Education.				
District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
<p>Establish and Ensure Support for Curriculum</p> <p><i>Guiding Question:</i></p> <p>How does district leadership support the development and implementation of an aligned curriculum?</p>	<p><input type="checkbox"/> Planning for</p> <p>AND/OR</p> <p><input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.</p>	<p><input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented.</p> <p>OR</p> <p><input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.</p>	<p><input type="checkbox"/> The district has documentation that all schools’ written curriculum are aligned with Michigan’s standards as adopted by the State Board of Education.</p> <p><input type="checkbox"/> The district ensures that curriculum are aligned both horizontally (within the grade or subject) and vertically (across grades).</p> <p><input type="checkbox"/> The district ensures that instructional staff have access to guidelines for student accommodations and modifications to the curriculum.</p> <p><input type="checkbox"/> The district utilizes a systematic and documented process, cycle and timeline to collaboratively review alignment of district curriculum to state standards.</p> <p><input type="checkbox"/> The district clearly communicates the expectations and outcomes for curriculum to stakeholders (students, staff, parents, community members, partnering agencies, etc.).</p> <p><input type="checkbox"/> The district monitors for alignment of curriculum and fidelity of implementation at all levels.</p>	<p><input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.</p>

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples do not have to be in place for full implementation; a district may have other evidence that is not listed here.

- District-wide curriculum maps contain specific information regarding K-12 horizontal and vertical alignment (what is taught at each grade level)
- District communications about curriculum (e.g., newsletters, online communications, social media, brochures of grade level/subject/curriculum expectations, Pacing Guides for teachers)
- District guidelines for accommodations, modifications are posted on district website
- Documentation of district-provided staff training on curriculum, assessment, instruction implementation (agendas, sign-in sheets, etc.)
- Systemic monitoring of curriculum implementation (walk-throughs, etc.) and analysis of the data collected
- Minutes of district-level curriculum meetings reflect discussions regarding curriculum alignment
- Standards-based/standards-referenced report cards
- The district utilizes collaboratively-developed curricular resources (e.g. MAISA developed math and ELA units, regional projects, ISD/ESA resources, MDE resources)
- Individual Education Programs (IEPs) that reference appropriate curricular standards
- Evidence of district-wide implementation of Multi-Tiered Systems of Support (district policy or guidelines)
- Individual Professional Development/Learning Plans for staff that reference curriculum
- Curriculum review cycle and timeline
- Other _____

Strand I: Teaching for Learning - Continued

Standard 2: Instruction

The district leadership provides direction, expectations, resources, and monitoring of instructional practices to ensure quality instruction in support of student achievement.

District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
<p>Establish and Ensure Support for Instruction</p> <p><i>Guiding Question:</i></p> <p>How does district leadership support high quality instruction for all students?</p>	<p><input type="checkbox"/> Planning for AND/OR</p> <p><input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.</p>	<p><input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented.</p> <p>OR</p> <p><input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.</p>	<p><input type="checkbox"/> The district monitors and provides direction on effective instructional practices and school/district processes (e.g. collaborative time, student supports and interventions, culture/climate interventions) for their impact on student achievement and educator effectiveness.</p> <p><input type="checkbox"/> The district supports effective instructional design at every school through district systems and resource allocations (time, finances, materials, equipment, and personnel).</p> <p><input type="checkbox"/> The district provides instructional materials and resources that are research-based and aligned to state standards and district curriculum.</p> <p><input type="checkbox"/> The district provides technology access and support that enhances instruction and serves as a resource tool for planning and effective instructional delivery.</p> <p><input type="checkbox"/> The district clearly communicates the expectations and outcomes for quality instruction to stakeholders.</p>	<p><input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.</p>

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples do not have to be in place for full implementation; a district may have other evidence that is not listed here.

- Student engagement survey results that address effectiveness of instruction
- Teacher perception survey results regarding instructional needs and instructional practices
- Staffing and scheduling demonstrates implementation of a Multi-Tiered System of Support
- District Improvement Plan reflects support of instruction at the school level
- Quarterly District Improvement Plan progress reports
- Staff evaluation process includes student growth measures
- District budget demonstrating allocation of resources based on schools' needs
- Board-approved Parent Engagement Policy
- District-adopted lesson plan template
- Support of online learning (e.g., Blackboard, Moodle, e-learning)
- The district utilizes collaboratively-developed instructional resources (e.g., MAISA developed math and ELA units, regional projects, ISD/ESA resources, MDE resources)
- Board minutes that indicate updated instructional initiatives
- Evidence of classroom coaching and associated conferencing with the coach and classroom teacher
- Walkthroughs/observations
- Documentation of a plan for fidelity of instruction
- Other _____

Strand I: Teaching for Learning - Continued

Standard 3: Assessment

The district leadership ensures that quality assessments are a critical attribute of effective teaching and learning, and maintains a balanced assessment system to validate uniform and comprehensive assessment practices. The district uses assessment data to inform instructional decisions that impact learning.

District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
<p>Establish and Ensure Support for Assessment</p> <p><i>Guiding Question:</i></p> <p>How does district leadership ensure and support a balanced assessment system?</p>	<p><input type="checkbox"/> Planning for</p> <p>AND/OR</p> <p><input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.</p>	<p><input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented.</p> <p>OR</p> <p><input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.</p>	<p><input type="checkbox"/> The district coordinates the implementation of state assessments and accountability.</p> <p><input type="checkbox"/> The district creates, documents, implements and monitors a balanced assessment system aligned to state standards and the district curriculum.</p> <p><input type="checkbox"/> The district ensures that multiple sources of data are available and used to identify gaps between student groups and/or within the curriculum in every school.</p> <p><input type="checkbox"/> The district ensures that administrators and instructional staff are assessment literate (knowledgeable about the components and uses of high quality assessments).</p> <p><input type="checkbox"/> The district systematically analyzes district and school level assessment results, patterns, and trends, and provides feedback and support to school educators that impacts instructional decision-making and the alignment of school and district improvement planning.</p> <p><input type="checkbox"/> The district clearly communicates the expectations and outcomes for assessments to stakeholders.</p> <p><input type="checkbox"/> The district provides technology access and support that serves as a resource tool for a balanced assessment system, monitoring of student progress and communicating information about students.</p> <p><input type="checkbox"/> The district supports a structure for instructional staff to collaboratively analyze student data in order to make placement decisions for interventions.</p>	<p><input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.</p>

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples do not have to be in place for full implementation; a district may have other evidence that is not listed here.

- Documentation of administrative procedures/processes for assessments
- District-wide assessment plan includes purposes and uses of assessments
- Common formative and summative assessments
- Sign-in sheets, agendas, and training materials from professional learning for staff and administrators focused on assessment literacy
- Technology support for assessment data collection and management
- Website/Parent Portal that includes access to student assessment results
- Meeting agendas/minutes that reflect district-wide decisions based on multiple sources of assessment data
- The district utilizes collaboratively-developed assessment resources (e.g. Formative Assessment for Michigan Educators (FAME) project, regional projects, ISD/ESA resources, MDE resources)
- Standards-based/standards-referenced report cards
- Schedule of collaborative time provided for staff to analyze student achievement results
- Documentation of the ways in which teachers are involved in district/system assessment decisions (meeting minutes, agendas, decision logs, etc.)
- Implementation of formative assessment practices
- Other _____

Strand II: Leadership for Learning

The district leadership collaboratively creates, communicates, and implements a shared vision; provides organizational support and resources to enhance curriculum, instruction and assessment practices; promotes leadership growth; and establishes and models a climate for learning.

Standard 4: Instructional Leadership				
The district collaborates with stakeholders to develop a vision for academic success and develops policies, practices and systems to identify and support the school instructional leaders in the implementation of that vision.				
District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
<p>Establish and Ensure Support for Instructional Leadership</p> <p><i>Guiding Question:</i></p> <p>How does district leadership ensure that all leadership has the knowledge and skills to attain the shared vision?</p>	<input type="checkbox"/> Planning for AND/OR <input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.	<input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR <input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.	<input type="checkbox"/> The district collaboratively creates, communicates and sustains a shared vision that is embedded into policies and practices. <input type="checkbox"/> The district communicates through words and actions to stakeholders that its primary focus is success for all students. <input type="checkbox"/> The district ensures that instructional leaders have the skills, support and resources needed to provide direction and guidance for effective curriculum, instruction and assessment practices aimed at increasing student achievement. <input type="checkbox"/> The district strategically and intentionally develops instructional leadership capacity within the system. <input type="checkbox"/> District leadership works with school leaders to align the district improvement plan with the school improvement plans. <input type="checkbox"/> District leaders use data to hold themselves and school leaders accountable for progress at all levels.	<input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples do not have to be in place for full implementation; a district may have other evidence that is not listed here.

- Evidence of collaboratively developed vision statement (meeting minutes, agendas, sign-in sheets)
- Vision statement displayed throughout the district
- District Improvement Plan reflects the district vision
- Quarterly progress reports on implementation of the District Improvement Plan aligned to the School Improvement Plans
- Data walls throughout the district highlighting student achievement
- District-led study groups on instructional leadership for stakeholders
- Agendas, sign-in sheets, and materials from professional learning for leadership development in curriculum, instruction, and assessment
- Stakeholder perception survey results that reflect implementation of the vision and leadership effectiveness
- Administrator evaluations include student achievement results (e.g., Educator Evaluation model)
- Artifacts that demonstrate the ways in which positive expectations are communicated throughout the district (e.g., mottos, banners, posters, newsletters)
- The district utilizes collaboratively-developed instructional leadership resources (e.g., regional projects, ISD/ESA resources, MDE resources)
- Professional learning needs are identified through a staff evaluation system
- Documented instructional practices related to vision
- Evidence of monitoring and evaluating school improvement efforts across the district
- Evaluation plans regarding district systems, programs, services
- Other _____

Strand II: Leadership for Learning - Continued

Standard 5: A Culture for Learning The district leadership collaboratively creates, communicates and sustains a culture for learning.				
District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
Establish and Ensure Support for a Culture for Learning <i>Guiding Question:</i> How does district leadership model and support high expectations of learning for all?	<input type="checkbox"/> Planning for AND/OR <input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.	<input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR <input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.	<input type="checkbox"/> The district intentionally models and focuses on creating a culture of mutual respect, collaboration and high expectations for all. <input type="checkbox"/> Systems and structures are in place to meet the varied needs of students who require specific types of assistance; this assistance is monitored for timeliness and effectiveness. <input type="checkbox"/> The district provides organizational policies and procedures for effective, supportive, emotionally and physically safe learning environments. <input type="checkbox"/> The district creates structures and processes that support continuous, collaborative learning for the adults in the system. <input type="checkbox"/> The district supports the growth of leaders in stakeholder groups: staff, student, parent and community through a variety of methods.	<input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.
Sample Evidence The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <u>do not</u> have to be in place for full implementation; a district may have other evidence that is not listed here.				
<ul style="list-style-type: none"> <input type="checkbox"/> District-wide culture/climate survey results <input type="checkbox"/> Evidence of multiple roles and perspectives involved in strategic planning with the school board <input type="checkbox"/> Shared agreements about how stakeholders work together (e.g., ground rules, group norms) <input type="checkbox"/> Bargaining agreements that reflect opportunities for collaboration and learning <input type="checkbox"/> System-wide programs that focus on a climate of engagement/support and high expectations for all students (e.g., Capturing Kids' Hearts, Positive Behavior Intervention Supports) <input type="checkbox"/> Internet Safety Policy <input type="checkbox"/> The district utilizes collaboratively-developed culture/climate resources (e.g., regional projects, ISD/ESA resources, MDE resources) <input type="checkbox"/> District schedule incorporates collaborative time for staff <input type="checkbox"/> District calendar of professional development days/times focused on culture and climate <input type="checkbox"/> Agendas of district-level professional learning team meetings <input type="checkbox"/> Differentiated Instruction teams include a variety of district stakeholders (sign-in sheets, list of team names and roles) <input type="checkbox"/> State/federal safe school reports <input type="checkbox"/> Board trainings, agendas that reflect attention to climate/culture 				

- Examples of how Multi-Tiered Systems of Support data influences School and District improvement Plans (Early Warning Signs, Positive Behavior Information Supports, etc.)
- Safe schools, health and wellness are focus in District Improvement Plan
- Sign-in sheets from meetings, professional learning, etc., indicate that all staff members, including special education, teachers of English Language Learners, non-academic staff, ancillary staff, etc. are part of District Improvement Planning, professional learning, etc.
- Other _____

Strand II: Leadership for Learning - Continued

Standard 6: Organizational Management				
The district leadership organizes and manages systems and resources to support teaching and learning.				
District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
<p>Establish and Ensure Support for Organizational Management</p> <p><i>Guiding Question:</i></p> <p>How does district leadership ensure that district systems and resources are aligned to support the vision?</p>	<input type="checkbox"/> Planning for AND/OR <input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.	<input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR <input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.	<input type="checkbox"/> The district ensures communication systems at all levels address diversity in language and culture. <input type="checkbox"/> The district aligns its improvement plan to the goals and plans of its schools. <input type="checkbox"/> The district has systems in place to actively attract, recruit, select and retain high quality staff. <input type="checkbox"/> The district ensures that fiscal, academic and human resources are allocated to support increased student success. <input type="checkbox"/> There is a district-wide electronic data system used to collect and share data across the schools. <input type="checkbox"/> The district has processes in place for use of multiple sources and types of data to strategically guide district and school planning. <input type="checkbox"/> The district has a system in place to plan, monitor and evaluate programs, initiatives and strategies.	<input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.
<p>Sample Evidence</p> <p>The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <u>do not</u> have to be in place for full implementation; a district may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quarterly progress reports on implementation of the District Improvement Plan <input type="checkbox"/> Board meeting agendas/minutes where resource allocation decisions are discussed <input type="checkbox"/> Agendas/notes from public forum meetings <input type="checkbox"/> Communication plan that addresses diversity in language and culture <input type="checkbox"/> Documentation of District Improvement Planning Process <input type="checkbox"/> Evidence of recruiting and retaining high quality teaching candidates <input type="checkbox"/> Budgets that reflect allocation by need based on multiple sources of data <input type="checkbox"/> Data walls throughout the district highlighting student achievement <input type="checkbox"/> Data warehouse/data reports are generated and used for district and school planning <input type="checkbox"/> An electronic data system is used to collect, manage and analyze multiple sources and types of data <input type="checkbox"/> Evaluation reports and data summaries of programs, initiatives, strategies <input type="checkbox"/> MDE Program Evaluation Tool <input type="checkbox"/> Trainings for data system (indicating fidelity of use of system and adult proficiency) <input type="checkbox"/> Human Resources office broadly disseminates position postings <input type="checkbox"/> Other _____ 				

Strand III: Professional Learning

The district leadership develops and implements a professional learning system to ensure that all instructional staff have the necessary knowledge, skills and abilities to support the learning outcomes of all students.

Standard 7: Professional Learning Culture
 The district leadership supports a culture of collaborative professional learning and collective responsibility for continuous improvement for all staff.

District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
<p>Establish and Ensure Support for a Professional Learning Culture</p> <p><i>Guiding Question:</i></p> <p>How does district leadership model and support a collaborative learning culture?</p>	<p><input type="checkbox"/> Planning for</p> <p>AND/OR</p> <p><input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.</p>	<p><input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented.</p> <p>OR</p> <p><input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.</p>	<p><input type="checkbox"/> The district ensures that there is a system in place for collaborative learning at all levels.</p> <p><input type="checkbox"/> The district supports effective professional learning at every school that meets the needs of all learners through district systems and resource allocations (time, finances, materials, equipment, personnel).</p> <p><input type="checkbox"/> A collaborative culture exists within all schools in the district in which staff support one another through feedback and instructional coaching to implement new learning.</p> <p><input type="checkbox"/> District personnel engage in new learning and ensure its effective implementation through ongoing monitoring and evaluation.</p> <p><input type="checkbox"/> District personnel build their own skills and abilities in how to effectively manage their systems and resources in support of teaching and learning through appropriate professional learning.</p>	<p><input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.</p>

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples do not have to be in place for full implementation; a district may have other evidence that is not listed here.

- Schedule of district collaborative time allocation for learning teams at all levels
- Budget showing allocation for professional learning
- Professional Learning Plan reflected in the District Improvement Plan
- Individual professional learning plans for all staff members including building and central office administrators
- Documentation of professional learning opportunities related to feedback and coaching
- Quarterly progress reports on implementation of the District Improvement Plan
- Agendas/minutes that describe changes in practice at the district level resulting from professional learning
- Evidence of monitoring and evaluation of professional learning (walk-throughs, observations, surveys, etc.)
- Documentation of how each building level plan (including budget) supports the goals of the District Improvement Plan
- Evidence of district-wide communication regarding professional learning (emails, etc.)
- Agendas and minutes of K-12 meetings where each level/grade explains progress toward the building and district goals

- Sign-in sheets from meetings, professional learning, etc., indicate that all staff members, including special education, teachers of English Language Learners, non-academic staff, ancillary staff, etc., are involved in District Improvement Planning, professional learning, etc.
- Sharing of District Improvement Plan process at monthly school board meetings
- Common/written agreement of instructional walk-through “look-fors”
- Peer observations (planning meeting notes, schedule, notes from observation)
- MDE Program Evaluation Tool and results
- School Improvement Review (SIR) of “Instructional Rounds”-type process documentation and feedback
- Professional Development/Learning Plan shows evidence of differentiation based on staff needs
- Other _____

Strand III: Professional Learning - Continued

Standard 8: Professional Learning System				
The district leadership has operationalized a quality system for professional learning focused on long term planning for continuous improvement and professional growth that is ongoing, job-embedded and aligned to student needs.				
District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
<p>Establish and Ensure Support for a Professional Learning System</p> <p><i>Guiding Question:</i></p> <p>How does the district’s system for professional learning support educator effectiveness that results in increased student achievement?</p>	<p><input type="checkbox"/> Planning for</p> <p>AND/OR</p> <p><input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.</p>	<p><input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented.</p> <p>OR</p> <p><input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.</p>	<p><input type="checkbox"/> The district develops a three to five year improvement plan that identifies priorities for professional learning based on a comprehensive assessment of student and educator learning needs to ensure educator effectiveness.</p> <p><input type="checkbox"/> The district ensures that professional learning is ongoing, job-embedded, data-driven and collaboratively designed.</p> <p><input type="checkbox"/> The district creates structures, processes and procedures to support school and classroom level implementation of effective professional learning.</p> <p><input type="checkbox"/> The district ensures that school leaders evaluate the effectiveness of professional learning in improving teacher practice by collecting evidence of the change in instructional practice and the impact on student achievement.</p> <p><input type="checkbox"/> The district supports effective professional learning that meets the differentiated needs of all learners through district systems and resource allocations (time, finances, materials, equipment, and personnel).</p>	<p><input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.</p>

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples do not have to be in place for full implementation; a district may have other evidence that is not listed here.

- Professional Learning Plan included in the District Improvement Plan
- Needs assessment results that informed the development of the Professional Learning Plan
- Quarterly progress reports on implementation of the District Improvement Plan
- Professional learning calendar has evidence of job-embedded and ongoing learning opportunities
- Documentation of the school-level implementation of professional learning (e.g., classroom observations, perception surveys, lesson plans, student surveys, teacher focus groups, School Improvement Plans)
- Evaluation of Professional Learning activities (results, relationship to student achievement, implementation and monitoring)
- Annual Ed Report regarding highly qualified requirements for staff
- Minutes, agenda, and sign-in sheets from professional learning opportunities
- Analysis of the Individual Development Plans to determine professional learning needs
- The district utilizes collaboratively-developed professional learning resources (e.g. regional projects, ISD/ESA-provided professional learning, MDE resources)
- 3-5 Year District Strategic Plan
- Differentiated professional learning by school
- Professional Learning budgets
- Consolidated Application for Title One Funding
- Education Resource Strategies (ERS) Resource Check (District-level – for districts with Priority and Focus Schools)
- Grade-level meeting agendas, notes
- Other _____

Strand IV: School, Family and Community Relations

The district leadership uses effective strategies to communicate, engage and collaborate with families and the community to support student learning.

Standard 9: Communication				
District leadership uses an effective two-way communication system with family and community members to share and gather information from multiple stakeholders to improve services and programs.				
District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
<p>Establish and Ensure Support for Communication</p> <p><i>Guiding Question:</i></p> <p>How does district leadership ensure that communications are ongoing, meaningful and responsive to the needs and diversity of all stakeholders?</p>	<input type="checkbox"/> Planning for AND/OR <input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.	<input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR <input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.	<input type="checkbox"/> The district communication plan ensures that district and school communications are responsive to diversity in language, cultural traditions and belief systems. <input type="checkbox"/> The district monitors its communication plan on an ongoing basis and evaluates its effectiveness at least annually. <input type="checkbox"/> The district provides families and the community with information such as policies, procedures, events, assessment results, curriculum, instruction and assessment practices. <input type="checkbox"/> The district gathers data from family and community members on a regular and systematic basis to measure the effectiveness of programs and processes that support student learning. <input type="checkbox"/> The district communicates how the information gathered from stakeholders is used to improve services and programs.	<input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a district may have other evidence that is not listed here.

- District communications are culturally sensitive and may include websites, newsletters, on-line communication, social media, brochures of grade level/subject curriculum content
- Parent Engagement Policy
- District Communication Plan includes translation procedures (as needed)
- Evaluation of District Communication Plan
- Professional learning for staff in understanding cultural differences
- Evidence of opportunities for stakeholders to provide input at public meetings, such as School Board Meetings, District Improvement Meetings
- Evidence of parent/community participation in District Improvement Team meetings
- Automated phone messaging, available in multiple languages, if needed
- Parent/family and community survey results addressing district communication efforts
- Evidence of program modifications/adjustments based on parent/family and community input
- Parent Portal (parents/guardians can access student information)
- Safety Tip Line/Silent Observer (takes anonymous phone calls that impact the safety of students in schools)
- Evidence of informal, ongoing, open office hours, coffee hours, etc.
- Translation services/documents
- Other _____

Strand IV: School, Family and Community Relations - Continued

Standard 10: Engagement

The district leadership works collaboratively with families and community members to engage in meaningful activities and decision-making that strengthens student, staff, family and community learning.

District Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
<p>Establish and Ensure Support for Engagement</p> <p><i>Guiding Question:</i></p> <p>How does district leadership establish and support family involvement and community partnerships to support the learning of all stakeholders?</p>	<p><input type="checkbox"/> Planning for</p> <p>AND/OR</p> <p><input type="checkbox"/> Implementation of some of the characteristics of this indicator has begun.</p>	<p><input type="checkbox"/> Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented.</p> <p>OR</p> <p><input type="checkbox"/> All characteristics of this indicator are being implemented to some degree, but not consistently throughout the district.</p>	<p><input type="checkbox"/> The district provides opportunities for family and community members to participate in district-wide improvement and decision-making processes.</p> <p><input type="checkbox"/> The district supports school-level volunteer efforts through training and appropriate screening.</p> <p><input type="checkbox"/> The district ensures that individual schools provide both academic and non-academic volunteer opportunities at varying times.</p> <p><input type="checkbox"/> In collaboration with schools, families and the community, the district provides both academic and non-academic programs that support the learning of stakeholders.</p> <p><input type="checkbox"/> The district establishes, monitors and evaluates strategic partnerships with community organizations to maximize resources to support the identified needs of stakeholders.</p>	<p><input type="checkbox"/> District policies, systems and practices align with and support sustainability of implementation at the school and district levels.</p>

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples do not have to be in place for full implementation; a district may have other evidence that is not listed here.

- Board approved Parent Engagement Policy
- Procedures for volunteer screening that include background checks, fingerprinting
- Training for volunteers
- Documentation of volunteer hours for each school
- Documentation of community organizations that support the schools and how (e.g., resources brought in, etc.)
- Documentation of community-wide professional learning opportunities (agendas, schedules, registration lists, feedback questionnaires, etc.)
- Calendar of community involvement activities (Career nights, college fairs, district advisory council with reps from community, etc.)
- Evidence of district/school board support for student service projects/community engagement projects
- Partnerships with higher education (e.g., projects, grants, student participation, student teaching)
- Documentation of how community partnerships are established, monitored, and evaluated (agreements, memos of understanding, goal statements, action plans, communication plans, evaluation plans)
- Evidence of coordination with university/college extension offices, Chamber of Commerce, etc.
- Stakeholder surveys

- Mentoring programs with community groups/organizations
- Service learning opportunities
- Vocational/technical partnerships
- Adult education offerings (mailings, fliers, course descriptions, information posted on website, etc.)
- Community events held in schools (document what, when, who attended and potential outcomes)
- Other _____