



# SCHOOL IMPROVEMENT FRAMEWORK 2.0

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## Table of Contents

<b>STRAND I: TEACHING FOR LEARNING</b> .....	<b>3</b>
Standard 1: Curriculum .....	3
A. Alignment .....	3
B. Coherence.....	3
Standard 2: Instruction.....	3
C. Instructional Design .....	3
D. Effective Instructional Practices.....	4
E. Learning Environment.....	4
F. Reflection .....	4
Standard 3: Assessment.....	4
G. Assessment System .....	4
H. Shared Understanding .....	5
I. Data Analysis and Decision-Making.....	5
J. Student Involvement in the Assessment Process .....	5
<b>STRAND II: LEADERSHIP FOR LEARNING</b> .....	<b>6</b>
Standard 4: Instructional Leadership .....	6
K. A Vision for Learning.....	6
L. Guidance and Support for Teaching and Learning .....	6
M. Results – Focused.....	6
Standard 5: A Culture for Learning .....	7
N. Safe and Supportive Environment .....	7
O. Shared Leadership for Learning .....	7
Standard 6: Organizational Management.....	7
P. Communication Systems .....	7
Q. Intentional Practices .....	7
R. Resource Allocation.....	8
<b>STRAND III: PROFESSIONAL LEARNING</b> .....	<b>9</b>
Standard 7: Professional Learning Culture .....	9
S. Collaborative Teams .....	9
T. Collective Responsibility.....	9
Standard 8: Professional Learning System.....	9
U. Purposeful Planning .....	9
V. Impact of Professional Learning.....	9
<b>STRAND IV: SCHOOL, FAMILY AND COMMUNITY RELATIONS</b> .....	<b>10</b>
Standard 9: Communication.....	10
W. Approaches and Tools.....	10
X. Cultural Responsiveness.....	10
Standard 10: Engagement.....	10
Y. Learning Opportunities .....	10
Z. Partnerships.....	10

# School Improvement Framework 2.0



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**Strand 1:  
Teaching  
for Learning**

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STANDARDS

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1. Curriculum
2. Instruction
3. Assessment



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**Strand 2:  
Leadership  
for Learning**

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STANDARDS

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4. Instructional Leadership
5. A Culture for Learning
6. Organizational Management



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**Strand 3:  
Professional  
Learning Culture**

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STANDARDS

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7. Professional Learning Culture
8. Professional Learning System



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**Strand 4:  
School, Family and  
Community Relations**

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STANDARDS

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9. Communication
10. Engagement



## STRAND I: TEACHING FOR LEARNING

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning and guide instructional decisions.

### Standard 1: Curriculum

The school has an aligned, coherent plan for curriculum, instruction and assessment that serves as the basis for instructional staff's and students' active involvement in the construction and application of knowledge.

#### A. Alignment

- The written curriculum references Michigan's standards as adopted by the State Board of Education.
- The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses.
- Curriculum documents include guidance for accommodations and modifications for all learners.
- A systematic and documented process is used to collaboratively review the school's written curriculum for alignment to state standards and district curriculum.

#### B. Coherence

- Curriculum is clearly communicated to stakeholders (students, staff, families, community members, partnering agencies) in a manner they can understand.
- All instructional staff have a deep and shared understanding of the standards they are to teach, and how they connect to other grades/subjects.
- Student learning outcomes are well-defined, monitored, and measured.
- Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
- Instructional staff engages in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).

### Standard 2: Instruction

A school-wide system is in place for teachers to collaboratively plan, monitor, and refine research-based instructional practices aligned to the district curriculum and state standards. Instructional practices promote high expectations, engage learners, and support the needs of all students.

#### C. Instructional Design

- Instruction is collaboratively planned to align to the district's written curriculum.
- Instruction is designed to align with student learning needs that have been identified through the use of universal screening/formative assessments.
- Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking.
- Instruction is designed to meet the learning needs of all students.
- Instruction is designed to utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.

**D. Effective Instructional Practices**

- Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
- Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
- Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
- Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
- A system of interventions is in place for all students, including developing and advanced students.
- Instruction integrates appropriate technology in order to enhance delivery and engage students.

**E. Learning Environment**

- The school culture is one of high academic expectations for all.
- High expectations for students are accompanied by appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
- Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for instruction and learning.
- School and classroom behavioral expectations are communicated to staff, students and families and enforced consistently to support student success.

**F. Reflection**

- Instructional staff collaborates to review, reflect on, and refine their instructional practices based on multiple assessments such as formative and/or benchmark assessments, observations and student work.
- Instructional staff reflects on the effectiveness of the instructional design, appropriateness of resources, and research-based strategies, and makes necessary adjustments.
- Feedback from students is solicited and reflected upon in order to improve the learning environment to support student success.

**Standard 3: Assessment**

Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

**G. Assessment System**

- The school implements a balanced assessment system and ensures that summative and ongoing formative assessments are aligned to curriculum and instruction.
- District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Classroom assessments are designed to be developmentally appropriate.
- Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Instructional staff has access to assessment data on a continual basis.
- Assessments support the school's system of interventions.

**H. Shared Understanding**

- All instructional staff can communicate the appropriate purposes and uses of assessment.
- Assessment results are shared and discussed with instructional staff in a timely manner and useful format.
- Reports of student data are communicated to students and families in a manner that they can understand.

**I. Data Analysis and Decision-Making**

- Instructional staff uses an intentional, structured process to use academic and non-academic data to inform instructional decisions.
- Instructional staff uses a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs.
- Instructional staff collaboratively analyzes assessment data to reach a shared understanding and make changes to instructional practice.
- Assessment data are used to place students, monitor progress and drive timely interventions.

**J. Student Involvement in the Assessment Process**

- Students understand the criteria and expectations for demonstrating their learning.
- Students receive descriptive feedback based on their performance, as well as guidance on how to improve.
- Students are taught how to self-assess and plan for improvement.
- Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.



## STRAND II: LEADERSHIP FOR LEARNING

School leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, include both individuals and teams, and work collaboratively to increase student achievement.

### Standard 4: Instructional Leadership

School leaders facilitate the development and implementation of a shared vision, guide and support teaching for learning, and ensure a focus on results.

#### K. A Vision for Learning

- School leaders collaboratively create and communicate a shared vision for learning aligned to the district vision.
- The school's mission and school improvement goals are aligned with the vision for learning.
- The vision includes high expectations of learning for students and staff.
- The vision is understood and supported by students, staff, families and community members.

#### L. Guidance and Support for Teaching and Learning

- The improvement process needed to achieve the vision, mission and goals is facilitated by school leaders.
- School leaders are knowledgeable about Michigan's standards and the implications for teaching and learning.
- School leaders are knowledgeable about research in the areas of curriculum, instruction and assessment practices.
- School leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices.
- School leaders monitor and provide feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

#### M. Results – Focused

- School leaders use data and research to drive decisions and measure progress toward school improvement goals.
- Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- School leaders use data to hold themselves and others accountable for progress.
- School leaders support the process/system that allows teams to delve into the implications of data.
- School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

## Standard 5: A Culture for Learning

School leaders create a culture that ensures success for all students and staff.

### N. Safe and Supportive Environment

- School leaders work to intentionally develop relationships that model respect, trust, collaboration and high expectations for all.
- School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.
- Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
- Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
- Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.

### O. Shared Leadership for Learning

- Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
- All staff have the opportunity for leadership roles within the school.
- Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
- School leaders support the development of collegial relationships and high performing teams.
- Opportunities are provided for students, family and community members to develop leadership capacity and assume leadership responsibilities.

## Standard 6: Organizational Management

School leaders plan, allocate resources and implement systems and processes to support teaching and learning.

### P. Communication Systems

- School leaders plan, implement, and continuously improve communication systems to inform, engage, and gather input from students, instructional staff, families and the community.
- School leaders utilize a variety of appropriate communication tools and approaches.
- School leaders implement communication systems that address diversity in language and culture.
- The concerns, requests, and needs of stakeholders are addressed by school leaders in a timely and professional manner.

### Q. Intentional Practices

- There is a building-wide decision-making process with protocols that is shared and understood by stakeholders.
- Working collaboratively, school leaders develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs.
- School leaders ensure that the school improvement plan drives school-level processes, practices, and classroom activities.
- School leaders effectively manage systems and address barriers to optimize student success (e.g., data system, interventions, transportation, lunch program, volunteers, parent/family organizations, etc.).



**R. Resource Allocation**

- Multiple sources of data are used by school leaders to prioritize resource allocations.
- Working within district guidelines, school administrators identify, assign, promote and retain those with qualifications and proven results in serving the school's mission.
- School leaders seek, coordinate, and intentionally use resources (e.g., budget, staff, time) that align with and support the school improvement plan.
- Students with high needs are a priority when budget and resource allocation decisions are made.
- School leaders ensure ongoing communication between the school and district, as well as within the school, regarding the need for, availability and allocation of resources.



## STRAND III: PROFESSIONAL LEARNING

Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

### Standard 7: Professional Learning Culture

Instructional staff has multiple opportunities to participate in collaborative professional learning that emphasizes collective responsibility to support student success.

#### S. Collaborative Teams

- A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning to increase student achievement.
- Structures and systems are in place for collaborative planning time for learning teams.
- Teams utilize protocols and collaboration time effectively.
- Instructional staff collaborates regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.

#### T. Collective Responsibility

- Instructional staff teams and individuals take active roles in creating and leading professional learning.
- Instructional staff holds one another accountable for implementing what is learned from professional learning.
- Instructional staff holds one another accountable for the improved student performance that should result from the implementation of professional learning.

### Standard 8: Professional Learning System

Professional learning is systemic, data-driven, differentiated, and aligns with the school improvement plan. It is supported by the school and district and occurs within a collaborative culture.

#### U. Purposeful Planning

- Student and instructional staff outcome, demographic, process and perception data are used to identify and align professional learning priorities.
- Professional learning outcomes are developed specifically to address school improvement strategy areas.
- Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
- Professional learning is differentiated to meet the individual needs of instructional staff.
- Professional learning is designed to include a process to monitor and evaluate implementation and impact.

#### V. Impact of Professional Learning

- Instructional staff understands and can articulate the professional learning outcomes and expectations.
- Instructional staff implements skills learned in professional learning, as intended.
- Instructional staff receives feedback and support to fully implement new learning.
- School leaders monitor the extent to which professional learning impacts adult instructional practices.
- School leaders monitor the impact of changed adult instructional practices on student achievement.
- Sufficient resources exist to ensure fidelity of implementation of the professional learning.



## STRAND IV: SCHOOL, FAMILY AND COMMUNITY RELATIONS

All staff actively maintain purposeful and positive relationships with families and the community to support student learning.

### Standard 9: Communication

The school uses a variety of approaches to ensure that communications are two-way, ongoing, relevant, and culturally responsive.

#### W. Approaches and Tools

- The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.
- Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.
- School leadership monitors and evaluates the effectiveness of its communication strategies.

#### X. Cultural Responsiveness

- The school arranges flexible meetings and formats to address family and community needs.
- School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations and belief systems.

### Standard 10: Engagement

The school works collaboratively with families and community organizations to strengthen student, staff, family, and community learning.

#### Y. Learning Opportunities

- Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework).
- Families, students and community members actively participate as integral members of the school improvement process.
- Families and community members participate actively on committees to provide input on decisions that support student success.

#### Z. Partnerships

- There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success.
- Families and community members are involved in the development of the district and school-level parent involvement plans.
- The school partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.
- The school extends opportunities for student and family learning by partnering with agencies, business and/or organizations (e.g., local libraries, community colleges, businesses, museums, parks, camps, virtual/online partners, and other venues).