School Systems Review

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.				
School Indicator	**Beginning Implementation** ○	**Partial Implementation** ○	**Full Implementation of All Characteristics of this Indicator** ○	**Sustained Implementation** ○
A. Alignment *Guiding Question:* What is the evidence that our school has a written curriculum aligned with Michigan's standards as adopted by the State Board of Education?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

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 school may have other evidence that is not listed here.

- ☐ Grade level/department/learning community meeting minutes reflect discussions regarding status of alignment
- ☐ Lesson plans reference state standards and alignment to district's curriculum
- ☐ Classroom observation data references state standards and alignment to district's curriculum
- ☐ Classroom observations of learning objectives (objectives are posted and followed)
- ☐ Surveys of Enacted Curriculum
- ☐ Use of curriculum management software is documented
- ☐ Curriculum maps contain specific information regarding what is taught and where it is taught
- ☐ Pacing guides are aligned to the district curriculum and include detailed information useful in daily instructional practice
- ☐ Personal Curriculum documents for students
- ☐ Curriculum audit documentation
- ☐ Other _____

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.

School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
B. Coherence *Guiding Question:* How do we know that all educators understand how the content they teach builds on, or relates to, content in other grades/subjects?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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).	☐ Sustained and supported by district policies, systems and practices.

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

- ☐ Lesson/unit plans reflect common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
- ☐ Newsletters, on-line communication, displays of student work/portfolios, social media, brochures of grade level/subject curriculum content
- ☐ Standards-based/standards-referenced report cards
- ☐ Surveys and/or interviews with all staff
- ☐ Classroom observations, walk-throughs
- ☐ Surveys and/or interviews with students, parents, community members
- ☐ Surveys of Enacted Curriculum
- ☐ Grade level/department/learning community meeting minutes reflecting common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
- ☐ Pacing guides are organized with detailed information useful in daily instructional practice
- ☐ Other _____

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.

School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
C. Instructional Design *Guiding Question:* How do we ensure that our instructional design meets the needs of all of our learners?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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. ☐ incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking. ☐ meet the learning needs of all students. ☐ utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

☐ Meeting agenda/minutes of grade level/content area team meetings that indicate instructional alignment activities
☐ Student goal setting practices
☐ Data collection process to screen and monitor student achievement (universal screener informs instructional design – classroom, grade level, building)
☐ Common lesson plan template
☐ Lesson plans that include formative and summative assessments, depth of knowledge, and technology integration
☐ Lesson plans that include instructional modifications for students based on their needs and interests
☐ Evidence of differentiated instruction in Tier I based on student needs
☐ Intervention schedule for students
☐ Teacher schedules/school calendars show collaborative planning/meeting times
☐ Samples of student work that demonstrate rigorous thinking and high expectations for student achievement
☐ Other _____

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.

School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
D. Effective Instructional Practices *Guiding Question:* How do we define and ensure high quality instruction in all of our classrooms?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

☐ Student engagement surveys
☐ Walk-through or observation data regarding engagement, evidence of learning, effective instruction, use of research-based strategies, effective questioning, student work, artifacts of real-world application, evidence of cognitive rigor, clarity of learning targets, explicit vocabulary instruction, flexible grouping, technology integration
☐ Observational protocols that monitor implementation of instructional practices across the school
☐ Universal screener data is used to assess student strengths and challenges to drive instructional decisions
☐ Professional learning community minutes/agendas reflecting use of data to drive instructional decisions
☐ School Improvement Plan reflects the implemented research-based instructional strategies
☐ Staffing and scheduling demonstrate implementation of a multi-tiered system of support
☐ Teacher/student artifacts that demonstrate differentiated lessons and assignments
☐ Surveys of Enacted Curriculum (particularly use of depth-of-knowledge data)
☐ Modifications made to unit/lesson plans based on assessment data and student needs
☐ Other _____

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.

School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
E. Learning Environment *Guiding Question:* How do we ensure that our learning environment supports student success?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ The school culture is one of high academic expectations for all. ☐ High expectations for students are accompanied with 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 learning. ☐ School and classroom behavioral expectations are communicated to staff, students and families and enforced consistently to support student success.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Student goal setting
- ☐ Walkthrough or observation data regarding engagement, classroom management, effective classroom/school procedures, evidence of high expectations for all students, positive interactions between teacher/student and student/student
- ☐ Student, staff and parent perception surveys (e.g. NCA surveys, climate surveys, Michigan Profile for Healthy Youth (MiPHY))
- ☐ Staff professional learning on topics that enhance the learning environment (e.g., school culture and climate, student engagement and connectedness)
- ☐ Partnerships with community agencies are documented via agreement forms, goals, meeting minutes, lesson plans that include service learning, etc. (e.g. mental health, homeless shelters, domestic assault shelters, businesses)
- ☐ Meeting agendas/minutes that reflect discussions and decisions regarding the learning environment
- ☐ School handbook reflects behavioral expectations for all students and is up to date with current law
- ☐ Positive Behavioral expectations and learning inspirations are posted throughout the school
- ☐ Multi-tiered system of support (process, structures, data collection/use, and interventions for learning and behavior)
- ☐ Data walls in classrooms and/or department/grade level areas
- ☐ Other _____

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.

School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
F. Reflection *Guiding Question:* How do we create a culture of reflective practice that results in student success?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Professional Learning Community/Grade Level/Content Area meeting agendas, meeting minutes that document the decisions made from reflective conversations
- ☐ Teachers record themselves teaching and get feedback from colleagues, make instructional decisions
- ☐ Reflection protocols/reflection journals are used with walkthrough data, teacher videos of their own instruction, classroom observations, and/or peer observations
- ☐ Examples of lesson plan modifications made as a result of reflective conversations
- ☐ Example of protocol/staff discussion about research-based instructional strategies in lesson plans
- ☐ Student surveys/feedback on instructional effectiveness
- ☐ Parent perception surveys regarding instructional effectiveness
- ☐ Protocols/documentation of teachers collaboratively examining lesson plans and student work samples
- ☐ School calendar includes collaborative meetings/time for Professional Learning Communities, data dialogue, teacher reflection/feedback
- ☐ Other _____

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.				
School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
G. Assessment System *Guiding Question:* How do we know our assessment system effectively measures and informs teaching and learning?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ The school implements a balanced assessment system and ensures that summative and on-going 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.	☐ Sustained and supported by district policies, systems and practices.

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 school may have other evidence that is not listed here.

- ☐ Committee minutes that describe the process used to adopt and analyze assessments
- ☐ Documentation of professional learning on assessment literacy
- ☐ Documentation that assessments are aligned with the state standards and reflect rigor/depth of knowledge
- ☐ Documentation of adherence to administration procedures/processes for assessments
- ☐ School and classroom assessment plans/calendar
- ☐ Universal screening data for reading and/or math
- ☐ Inventory of assessments administered and their purposes
- ☐ Pacing guides and/or curriculum guides include common formative and summative assessments
- ☐ Data management system is in place (to track and analyze student assessment data)
- ☐ District-school-grade level/content level assessment alignment document shows vertical and horizontal alignment
- ☐ Other _____

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.				
School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
H. Shared Understanding *Guiding Question:* How do we ensure that stakeholders understand the purposes and results of assessments?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

☐ Documentation of professional learning for staff on assessment literacy

☐ Sample of parent communications about assessment results

☐ Assessment plans

☐ Agendas/minutes from meetings reflecting the purposes and uses of data

☐ Student/parent/teacher handbooks include information about assessment purposes and uses

☐ Documentation of data shared with families at conferences

☐ Examples of data reports staff use to analyze disaggregated student assessment data

☐ Professional development on understanding assessment results, purposes, uses

☐ Curriculum guides identify formative, interim, and summative assessment

☐ Student assessment portfolios (used to communicate results to students and families)

☐ Other_____

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.				
School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
I. **Data Analysis and Decision-Making** *Guiding Question:* How do we ensure that decision-making is based on comprehensive data analysis?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

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 school may have other evidence that is not listed here.

☐ Committee meeting agendas/minutes that reflect collaborative data-based discussions and actions taken
☐ Professional learning that focuses on developing skills in the interpretation and use of data
☐ Professional Learning Community documentation of using student data to inform instructional practices
☐ Data Dialogue evidence such as data displays, data graphs, analysis charts
☐ Lesson plans reflect changes made in instruction based on data analysis
☐ School Improvement team meeting/goal committee meeting agendas and minutes showing the role of data analysis in improvement planning
☐ Examples of protocols (defined processes) used in data analysis meetings/sessions
☐ Data meetings regarding program evaluations (e.g., data collected for Multi-Tiered Systems of Support)
☐ Staff time to share/reflect on results from common assessments and adjust common assessments
☐ Meeting minutes/agendas from teachers sharing successful practices (based on data)
☐ Other_____

School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
J. Student Involvement in the Assessment Process *Guiding Question:* How do we involve students in data analysis to answer the questions: • Where am I now? • Where am I going? • How can I close the gap?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

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.

Sample Evidence

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

☐ Learning targets are posted in student-friendly language
☐ Examples of student-generated improvement goals
☐ Exemplars of individual student progress logs/charts
☐ Student portfolios
☐ Sample of student/teacher feedback form
☐ Rubrics designed to give students feedback and guidance
☐ Lesson plans reflect instruction in the student reflection process
☐ Evidence of professional learning on how to involve students in the assessment process
☐ Lesson plans reflect explicit teaching/discussion of learning targets with students
☐ Examples of student-led conferences
☐ Other_____

School Systems Review

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, involve 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.				
School Indicator	**Beginning Implementation** ○	**Partial Implementation** ○	**Full Implementation of All Characteristics of this Indicator** ○	**Sustained Implementation** ○
K. A Vision for Learning *Guiding Question:* How do we ensure that all stakeholders understand and commit to attaining our school's vision?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

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

- ☐ Meeting agendas/minutes that demonstrate collaborative development/revision of vision statement
- ☐ Evidence that demonstrates consideration of the vision statement when developing/revising the mission and school improvement goals
- ☐ School Improvement Plan contains the school's vision statement
- ☐ Lesson plans demonstrate high expectations for student learning
- ☐ Professional learning plans for staff reflect connections to the school vision and mission
- ☐ Staff meeting minutes include discussion of vision statement (after it is created)
- ☐ Survey results that demonstrate stakeholder input, understanding and commitment to the vision
- ☐ Vision statement is posted in multiple places (classrooms, hallways, school office, website, social media, etc.)
- ☐ Agendas, meeting minutes from PTA/PTO meeting or Curriculum Night when the school vision is discussed
- ☐ Other _____

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.				
School Indicator	Beginning Implementation ⚪	Partial Implementation ⚪	Full Implementation of All Characteristics of this Indicator ⚪	Sustained Implementation ⚪
L. Guidance and Support for Teaching and Learning *Guiding Question:* How do we ensure continuous improvement of teaching and learning?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

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 school may have other evidence that is not listed here.

- ☐ Professional Learning Plans that focus on increased understanding of curriculum content, instructional practices and/or quality assessment practices
- ☐ Meeting agendas and minutes reflect use of student data to inform curriculum, instruction and assessment decisions
- ☐ Walk-through data reflecting appropriate enacted curriculum, research-based instructional practices and assessments
- ☐ Professional Learning logs kept by teachers and administrators on curriculum, instruction, and assessment
- ☐ Teacher evaluation components regarding curriculum, instruction, and assessment
- ☐ Schedule of school leader and teacher conferencing/meetings regarding curriculum, instruction, and assessment data
- ☐ Documentation of teacher self-reflection on their own instructional practices
- ☐ Meeting agendas and minutes that demonstrate school leaders ensure the use of results from the Surveys of Enacted Curriculum
- ☐ Minutes, agendas, reports from meetings of school leaders with district leaders regarding curriculum, instruction, and assessment
- ☐ Other _____

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.

School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
M. Results-Focused *Guiding Question:* How do we stay focused on achieving our desired results?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Evidence that programs and practices are monitored and evaluated for effectiveness using multiple sources of data
- ☐ Data documenting the fidelity of implementation of programs and practices
- ☐ Team meeting agendas and minutes showing use of student data to make instructional and curriculum content decisions
- ☐ Evidence of entrance and exit performance criteria for various programs
- ☐ Evidence regarding how student placements are changed based upon data on student needs
- ☐ Documentation that includes movement of students from Tiers 2-3 to Tier 1
- ☐ Building-level aggregated data from Continuous Improvement and Monitoring System (CIMS) workbook
- ☐ Progress notes in the School Improvement Plan that include impact of implementation
- ☐ Written descriptions of protocols/processes for data analysis
- ☐ Public displays of data showing progress toward school improvement goals
- ☐ Other _____

Standard 5: A Culture for Learning				
School leaders create a culture that ensures success for all students and staff.				
School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
N. Safe and Supportive Environment *Guiding Question*: How do we create an environment where all students and staff succeed?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Evidence that anti-bullying policy is established, publicized, and implemented
- ☐ Clearly defined learning and behavioral expectations are visible throughout the school
- ☐ Student/Parent/Staff/Leadership Handbooks describe safety and behavior expectations
- ☐ Communications regarding high expectations for students and staff
- ☐ Documentation of professional learning regarding components of healthy school climates, cultural proficiency, etc.
- ☐ Results of climate surveys (including the extent to which school leaders are perceived as approachable, supportive, fair, and consistent in applying school rules)
- ☐ Results of needs-assessments that identify issues of safe and supportive schools are addressed
- ☐ Results of student surveys (e.g., Mi-PHY survey, High School Survey of Student Engagement (HSSE) etc.) are addressed
- ☐ Evidence that longitudinal data on student behavior, discipline, attendance, and drop-outs are analyzed and addressed
- ☐ Evidence that students receive appropriate support (referral services for students in crisis, counseling, etc.)
- ☐ Other _____

Standard 5: A Culture for Learning				
School leaders create a culture that ensures success for all students and staff.				
School Indicator	**Beginning Implementation** ◯	**Partial Implementation** ◯	**Full Implementation of All Characteristics of this Indicator** ◯	**Sustained Implementation** ◯
O. Shared Leadership for Learning *Guiding Question:* How do we create an environment that supports the growth of leaders in all stakeholder groups?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Evidence of leadership training and learning opportunities
- ☐ Evidence of stakeholders in leadership roles
- ☐ Documentation of available leadership roles and the process used to identify potential successors to fill these roles
- ☐ Documentation that describes the induction and mentoring process for new leaders
- ☐ Professional library and/or resources that support leadership development
- ☐ Professional learning regarding high-performing teams
- ☐ Results of surveys that indicate potential interest in leadership roles and evaluation of the leadership placement process
- ☐ Professional Learning Community meeting notes and agendas reflect shared leadership
- ☐ Staff meeting minutes document evidence of staff making decisions
- ☐ School calendar shows staff collaboration time
- ☐ Other _____

Standard 6: Organizational Management				
School leaders plan, allocate resources and implement systems and processes to support teaching and learning.				
School Indicator	Beginning Implementation ○	Partial Implementation ○	Full Implementation of All Characteristics of this Indicator ○	Sustained Implementation ○
P. Communication Systems *Guiding Question:* How do we share information and gather input from our stakeholders?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Communication Plan
- ☐ Samples of ongoing communications (e.g., newsletters, websites, press releases, social media, focus groups, automated message system, parent Internet portal, community forums)
- ☐ Samples of communications in languages that reflect the school population
- ☐ Records of communications with, and from, stakeholders
- ☐ Evidence of translators, communications in multiple languages
- ☐ Results of surveys regarding satisfaction with communication system
- ☐ Documentation of student representatives/student council members
- ☐ Results of surveys regarding concerns and needs of stakeholders
- ☐ Public postings (website, social-media) of survey results
- ☐ Communication section of an emergency management plan
- ☐ Other _____

Standard 6: Organizational Management				
School leaders plan, allocate resources and implement systems and processes to support teaching and learning.				
School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
Q. Intentional Practices *Guiding Question:* How do we ensure that school-level systems are used intentionally to support student success?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.).	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

☐ Documentation of decision-making process and protocols and how it was communicated to stakeholders
☐ Documentation of a collaborative School Improvement Planning process (minutes, agendas)
☐ Progress notes in the School Improvement Plan showing how barriers were identified and addressed
☐ Communications to staff showing the alignment of classroom activities to the School Improvement Plan
☐ Copies of schedules of observations, individual teacher meetings, goal-setting process
☐ Documentation of the ways in which staff qualifications match staff assignments
☐ Documentation of adjustments made to school-wide systems based on collaborative decision making
☐ Team meeting notes from ad-hoc committees or staff meetings which addressed barriers
☐ Student schedules which show flexibility based upon student needs identified by data
☐ Data from surveys that indicate stakeholder opinions regarding existing systems and processes
☐ Other _____

Standard 6: Organizational Management				
School leaders plan, allocate resources and implement systems and processes to support teaching and learning.				
School Indicator	**Beginning Implementation** ◯	**Partial Implementation** ◯	**Full Implementation of All Characteristics of this Indicator** ◯	**Sustained Implementation** ◯
R. Resource Allocation *Guiding Question:* How do we ensure the alignment of resources in support of student success?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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 on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Resource allocation is determined by evidence of student and staff needs (surveys, interviews, discussions)
- ☐ Copy of the school budget showing resources aligned to student achievement needs
- ☐ School Improvement Plan that shows resources for activities supporting priority student achievement areas
- ☐ Team agendas/minutes that indicate decision-making on resource allocation
- ☐ Documentation of school practices/policies aligned to district practices/policies
- ☐ Copies of grant applications, award letters, memos of understanding, that indicate receipt of additional resources
- ☐ Documentation of the budgeting process including timeline, decision-making, required participation, and communication with district leaders
- ☐ Evidence of use of MI School Data
- ☐ Data warehouse or software to store and analyze student assessment data
- ☐ Special education information system
- ☐ Other_____

School Systems Review

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.				
School Indicator	**Beginning Implementation** ⭕	**Partial Implementation** ⭕	**Full Implementation of All Characteristics of this Indicator** ⭕	**Sustained Implementation** ⭕
S. Collaborative Teams *Guiding Question:* How do we ensure the effectiveness of our collaborative teams?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Evidence of professional learning on ways to work collaboratively on teams
- ☐ Evidence of collaboration such as coaching/mentoring, action research, peer study groups
- ☐ Evidence of peer observation, feedback and coaching (peer coaching logs, etc.)
- ☐ Data "walls" or other visual representations of data
- ☐ Examples of staff working together to progress monitor students and instruction
- ☐ Calendar of data analysis meetings
- ☐ Evidence of data dialogues that occur in Professional Learning Teams
- ☐ Common planning time schedule
- ☐ Survey of teachers regarding opportunities for context-embedded professional development
- ☐ Protocols for collaborative team meetings within and across grade levels and content areas
- ☐ Other _____

Standard 7: Professional Learning Culture Instructional staff has multiple opportunities to participate in collaborative professional learning that emphasizes collective responsibility to support student success.				
School Indicator	**Beginning Implementation** ◯	**Partial Implementation** ◯	**Full Implementation of All Characteristics of this Indicator** ◯	**Sustained Implementation** ◯
T. Collective Responsibility *Guiding Question:* How do we define collective responsibility for learning and the actions needed to support it?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Staff meeting agendas that show teachers leading professional learning
- ☐ Walk-through data that shows evidence of the implementation of professional learning
- ☐ Evidence of peer-to-peer coaching (protocols, feedback, etc.)
- ☐ Evidence of teacher teams recommending professional learning based on school needs (e.g. surveys, school improvement activities)
- ☐ Documentation of vertical grade-level team meetings that focus on the impact of collaborative professional learning
- ☐ Samples of teacher work/video-taped lessons for discussion/review
- ☐ Evidence of teacher leaders sharing promising practices and receiving feedback
- ☐ "Instructional Rounds" training provided to staff
- ☐ Program Evaluation implementation data
- ☐ Description of new teacher induction and mentoring programs
- ☐ Other _____

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.

School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
U. Purposeful Planning *Guiding Question:* How do we use data and the school improvement process to identify professional learning needs?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Team meeting agendas, minutes that indicate discussion of alignment between professional learning and school improvement initiatives
- ☐ School Improvement Plan showing the relationship between data analysis (student achievement data, survey data, student demographic data), professional development initiatives, and instructional strategies
- ☐ Results of teacher surveys that reflect needs related to professional learning
- ☐ Professional learning calendar including team time/staff meetings
- ☐ Documentation that coaches and teacher leaders are trained in adult learning theory
- ☐ Description of job-embedded professional learning opportunities provided to teachers (peer coaching, etc.)
- ☐ Documentation of District-Provided Professional Development (DPPD) that is aligned with school's needs
- ☐ School Improvement Plan includes evidence of resource allocation to support implementation of professional learning
- ☐ Evidence of differentiated professional learning to meet staff needs
- ☐ Completion of MDE Program Evaluation Tool
- ☐ Other _____

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.				
School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
V. Impact of Professional Learning *Guiding Question:* How do we ensure that professional learning is implemented with fidelity and positively impacts student achievement?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Team meeting agendas and minutes that indicate ongoing discussions about implementation and impact of professional learning (including analysis of student achievement data)
- ☐ Plan for evaluating the effectiveness of professional development and its impact on student achievement is reflected in the School Improvement Plan
- ☐ Communications to and from stakeholders that provide progress updates on implementation of professional learning and professional learning communities (e.g., newsletters, website, Board reports, social media)
- ☐ Student work samples that show evidence of implementation of staff professional learning
- ☐ Evidence of allocated time for the support of implementation of new learning (Professional Learning Communities, etc.)
- ☐ Samples of interviews/focus groups/surveys that provide data on monitoring implementation and evaluating the impact of the professional learning
- ☐ Observation protocol/walk-through data regarding application of skills and knowledge from professional learning
- ☐ Sample Individual Professional Learning Plans
- ☐ Teacher journal or learning log of implementation of professional learning
- ☐ Completion of the MDE Program Evaluation Tool
- ☐ Other _____

School Systems Review

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.				
School Indicator	Beginning Implementation ◯	Partial Implementation ◯	Full Implementation of All Characteristics of this Indicator ◯	Sustained Implementation ◯
W. Approaches and Tools *Guiding Question:* How do we use a variety of approaches and tools to reach all of our stakeholders?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Communication Plan that reflects a variety of approaches and tools
- ☐ Examples of information related to curriculum, instruction, and assessment in various communication approaches and tools
- ☐ School newsletter
- ☐ School website, Internet portal for parents/families, social media (multiple platforms)
- ☐ Teacher websites
- ☐ Documentation of surveys and/or focus groups with stakeholders (questionnaires, discussion questions, data reports)
- ☐ Parent/family conference schedules showing varying times, locations, and modes
- ☐ Communications to parents/families indicating how services and programs were improved based on their feedback
- ☐ Communications in languages that reflect the school population
- ☐ Translators available to parents
- ☐ Community forum minutes
- ☐ Other _____

Standard 9: Communication				
The school uses a variety of approaches to ensure that communications are two-way, ongoing, relevant, and culturally responsive.				
School Indicator	**Beginning Implementation** ◯	**Partial Implementation** ◯	**Full Implementation of All Characteristics of this Indicator** ◯	**Sustained Implementation** ◯
X. Cultural Responsiveness *Guiding Question:* How do we ensure that all communication is responsive to the diversity of our stakeholders?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

- ☐ Records of meetings, open houses, and parent-teacher conferences that show a variety of locations and times
- ☐ School calendars that demonstrate responsiveness to cultural days of significance
- ☐ School/district communications/forms are direct, jargon-free, in a wide range of reading/comprehension levels and/or translated into languages reflected at the school
- ☐ School and/or teacher newsletters (paper copies available)
- ☐ Social media
- ☐ Websites
- ☐ Media releases
- ☐ Student, parent and employee handbooks
- ☐ Bilingual staff and volunteers are available to communicate with parents during school events
- ☐ Surveys, focus groups, informal conversations, and meeting formats are used to gather information from families and the community
- ☐ Other _____

Standard 10: Engagement The school works collaboratively with families and community organizations to strengthen student, staff, family, and community learning.				
School Indicator	**Beginning Implementation** ◯	**Partial Implementation** ◯	**Full Implementation of All Characteristics of this Indicator** ◯	**Sustained Implementation** ◯
Y. Learning Opportunities *Guiding Question:* How do we ensure that our families and community partners are integral parts of our learning community?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

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 school may have other evidence that is not listed here.

- ☐ Schedule of family programs addressing students' social, academic and developmental needs
- ☐ School Improvement Team roster listing parents and/or community members
- ☐ Evidence of parent/community leadership in the school improvement process, on committees, etc.
- ☐ Minutes and agendas from meetings that reflect parent/family involvement in school-based decisions
- ☐ Course syllabi/course overview or learning outcomes provided to parents/families in Parent Handbook or during Curriculum Night
- ☐ Syllabi/course overview and/or learning outcomes provided online
- ☐ Flexible school office hours to meet needs of parents/families
- ☐ National PTA or PTO website/links are included on school website, along with other school related resources (i.e., tutoring or counseling, etc.)
- ☐ Information on learning opportunities made available to family and community members
- ☐ Other: _____

Standard 10: Engagement				
The school works collaboratively with families and community organizations to strengthen student, staff, family, and community learning.				
School Indicator	**Beginning Implementation** ◯	**Partial Implementation** ◯	**Full Implementation of All Characteristics of this Indicator** ◯	**Sustained Implementation** ◯
Z. Partnerships *Guiding Question:* How do we invite and involve family and community partners to support student success?	☐ Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐ Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐ All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐ 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.	☐ Sustained and supported by district policies, systems and practices.

Sample Evidence

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

☐ Documentation of parent/family opportunities to be involved in enhancing student success (descriptions, times, locations, etc.)
☐ Working agreements between school and partner agencies
☐ Documentation of parent/family and community volunteer training (sign-in sheets, agendas, training materials, etc.)
☐ School improvement committee, school/district curriculum and/or program committees sign-in sheets
☐ Family/community member surveys regarding input in the continuous improvement processes
☐ Appreciation and acknowledgement events for families and community volunteers
☐ Participation logs and/or agreements between school and community partners
☐ Partnerships with community donors (sponsorships)
☐ Documentation that administrators attend outreach meetings (e.g. rotary clubs, chamber of commerce, etc.)
☐ Other _____