



District Improvement Framework 2.0

Strand I
Teaching for Learning



Standard 1 Curriculum



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District Improvement Framework 2.0

Strand I
Teaching for Learning



Standard 1 Curriculum



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Standard 1 Curriculum



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Standard 1 - Curriculum

Establish and Ensure Support for Curriculum

- The district has documentation that all schools' written curriculum are aligned with Michigan's standards as adopted by the State Board of Education.
- The district ensures that the curriculum is aligned both horizontally (within the grade or subject) and vertically (across grades).
- The district ensures that instructional staff has access to guidelines for student accommodations and modifications to the curriculum.
- The district utilizes a systematic and documented process, cycle and timeline to collaboratively review alignment of district curriculum to state standards.
- The district clearly communicates the expectations and outcomes for curriculum to stakeholders (students, staff, parents, community members, partnering agencies, etc.).
- The district monitors for alignment of curriculum and fidelity of implementation at all levels.

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Standard 2 Instruction



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Standard 2 Instruction



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Standard 2 - Instruction

Establish and Ensure Support for Instruction

- The district provides direction on effective instructional practices and school/district processes (e.g. collaborative time, student supports and interventions, culture/climate interventions) and monitors their impact on student achievement and educator effectiveness.
- The district supports effective instructional design at every school through district systems and resource allocations (time, finances, materials, equipment, personnel).
- The district provides instructional materials and resources that are research-based and aligned to state standards and district curriculum.
- The district provides technology access and support that enhances instruction and serves as a resource tool for planning and effective instructional delivery.
- The district clearly communicates the expectations and outcomes for quality instruction to stakeholders.

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Standard 2 - Instruction

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District Improvement Framework 2.0

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Standard 3 Assessment



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Standard 3 Assessment



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Standard 3 Assessment



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Standard 3 - Assessment

Establish and Ensure Support for Assessment

- The district coordinates the implementation of state assessments and accountability.
- The district creates, documents, implements and monitors a balanced assessment system aligned to state standards and the district curriculum.
- 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.
- The district ensures that administrators and instructional staff are assessment literate (knowledgeable about the components and uses of high quality assessments).
- The district systematically analyzes district and school level assessment results, patterns, and trends, and provides feedback and support to school educators that impact instructional decision-making and the alignment of school and district improvement planning.
- The district clearly communicates the expectations and outcomes for assessments to stakeholders.
- 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.
- The district supports a structure for instructional staff to collaboratively analyze student data in order to make placement decisions for interventions.

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District Improvement Framework 2.0

Strand II
Leadership for Learning



Standard 4 Instructional Leadership



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Strand II
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Standard 4 Instructional Leadership



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Standard 4 Instructional Leadership



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Leadership for Learning



Standard 4 Instructional Leadership



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Standard 4 - Instructional Leadership

Establish and Ensure Support for Instructional Leadership

- The district collaboratively creates, communicates and sustains a shared vision that is embedded into policies and practices.
- The district communicates through words and actions to stakeholders that its primary focus is success for all students.
- 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.
- The district strategically and intentionally develops instructional leadership capacity within the system.
- District leadership works with school leaders to align the district improvement plan with the school improvement plans.
- District leaders use data to hold themselves and school leaders accountable for progress at all levels.

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Standard 4 - Instructional Leadership

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District Improvement Framework 2.0

Strand II
Leadership for Learning



Standard 5 A Culture for Learning



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District Improvement Framework 2.0

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Leadership for Learning



Standard 5 A Culture for Learning



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District Improvement Framework 2.0

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Standard 5 A Culture for Learning



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Leadership for Learning



Standard 5 A Culture for Learning



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Standard 5 - A Culture for Learning

Establish and Ensure Support for a Culture for Learning

- The district intentionally models and focuses on creating a culture of mutual respect, collaboration and high expectations for all.
- 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.
- The district provides organizational policies and procedures for effective, supportive, emotionally and physically safe learning environments.
- The district creates structures and processes that support continuous, collaborative learning for the adults in the system.
- The district supports the growth of leaders in stakeholder groups (staff, student, parent and community) through a variety of methods.

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District Improvement Framework 2.0

Strand II
Leadership for Learning



Standard 6 Organizational Management



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Standard 6 Organizational Management



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Standard 6 Organizational Management



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Leadership for Learning



Standard 6 Organizational Management



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Standard 6 - Organizational Management

Establish and Ensure Support for Organizational Management

- The district ensures communication systems at all levels address diversity in language and culture.
- The district aligns its improvement plan to the goals and plans of its schools.
- The district has systems in place to actively attract, recruit, select and retain high quality staff.
- The district ensures that fiscal, academic and human resources are allocated to support increased student success.
- There is a district-wide electronic data system used to collect and share data across the schools.
- The district has processes in place for use of multiple sources and types of data to strategically guide district and school planning.
- The district has a system in place to plan, monitor and evaluate programs, initiatives and strategies.

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Standard 6 - Organizational Management

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District Improvement Framework 2.0

Strand III
Professional Learning



Standard 7 Professional Learning Culture



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District Improvement Framework 2.0

Strand III
Professional Learning



Standard 7 Professional Learning Culture



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District Improvement Framework 2.0

Strand III
Professional Learning



Standard 7 Professional Learning Culture



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District Improvement Framework 2.0

Strand III
Professional Learning



Standard 7 Professional Learning Culture



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Standard 7 - Professional Learning Culture

Establish and Ensure Support for a Professional Learning Culture

- The district ensures that there is a system in place for collaborative learning at all levels.
- 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).
- A collaborative culture exists within all schools in the district in which staff support one other through feedback and instructional coaching to implement new learning.
- District personnel engage in new learning and ensure its effective implementation through ongoing monitoring and evaluation.
- 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.

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Standard 7 - Professional Learning Culture

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District Improvement Framework 2.0

Strand III
Professional Learning



Standard 8 Professional Learning System



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District Improvement Framework 2.0

Strand III
Professional Learning



Standard 8 Professional Learning System



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District Improvement Framework 2.0

Strand III
Professional Learning



Standard 8 Professional Learning System



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Strand III
Professional Learning



Standard 8 Professional Learning System



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Standard 8 - Professional Learning System

Establish and Ensure Support for a Professional Learning System

- 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.
- The district ensures that professional learning is ongoing, job-embedded, data-driven and collaboratively designed.
- The district creates structures, processes and procedures to support school and classroom level implementation of effective professional learning.
- 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.
- 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).

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Standard 8 - Professional Learning System

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March 2014



District Improvement Framework 2.0

Strand IV
School, Family and
Community Relations



Standard 9 Communication



Office of Education
Improvement & Innovation



District Improvement Framework 2.0

Strand IV
School, Family and
Community Relations



Standard 9 Communication



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District Improvement Framework 2.0

Strand IV
School, Family and
Community Relations



Standard 9 Communication



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District Improvement Framework 2.0

Strand IV
School, Family and
Community Relations



Standard 9 Communication



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Standard 9 - Communication

Establish and Ensure Support for Communication

- The district communication plan ensures that district and school communications are responsive to diversity in language, cultural traditions and belief systems.
- The district monitors its communication plan on an ongoing basis and evaluates its effectiveness at least annually.
- The district provides families and the community with information such as policies, procedures, events, assessment results, curriculum, instruction and assessment practices.
- 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.
- The district communicates how the information gathered from stakeholders is used to improve services and programs.

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Standard 9 - Communication

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Strand IV
School, Family and
Community Relations



Standard 10 Engagement



District Improvement Framework 2.0

Strand IV
School, Family and
Community Relations



Standard 10 Engagement



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District Improvement Framework 2.0

Strand IV
School, Family and
Community Relations



Standard 10 Engagement



District Improvement Framework 2.0

Strand IV
School, Family and
Community Relations



Standard 10 Engagement



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Standard 10 - Engagement

Establish and Ensure Support for Engagement

- The district provides opportunities for family and community members to participate in district-wide improvement and decision-making processes.
- The district supports school-level volunteer efforts through training and appropriate screening.
- The district ensures that individual schools provide both academic and non-academic volunteer opportunities at varying times.
- In collaboration with schools, families and the community, the district provides both academic and non-academic programs that support the learning of stakeholders.
- The district establishes, monitors, and evaluates strategic partnerships with community organizations to maximize resources to support the identified needs of stakeholders.

DIF 2.0

March 2014

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