



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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SUPERINTENDENT OF
PUBLIC INSTRUCTION

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November 28, 2005

MEMORANDUM

TO: State Board of Education
FROM: Michael P. Flanagan, Chairman
SUBJECT: Approval of the School Improvement Framework

In October 2005, the State Board of Education heard an update from staff regarding the changes made to the School Improvement Framework as a result of input from a web-based survey, two large group meetings attended by more than 800 people and several small group feedback sessions. Changes to the School Improvement Framework were made based on the feedback from the various audiences. (See Attachment A)

Suggestions regarding the Framework and its applications were made by members of the State Board of Education. A review of those suggestions indicates that they can best be handled within the tools being developed to accompany the document. Among the items being developed are a glossary, self assessment protocol to be used in buildings to determine strengths and areas of concern, professional development tools for building use, a single school improvement template, a rubric to determine a school's status within each of the benchmarks, and a list of possible evidence that could be used to support the placement within the rubrics. Both the rubric and the evidence are being developed in cooperation with the Office of Educational Assessment and Accountability.

In order to complete the work of the tool development and alignment with the Education Yes! process, it is necessary to secure approval of the School Improvement Framework. Staff asks that the approval be granted through the Benchmark level of the document. Approval will permit finalization of the rubric and detailed development of mechanisms to evaluate the Framework for Education Yes processes.

It is recommended that the State Board of Education approve the School Improvement Framework through the Benchmark level, as attached to the Superintendent's memorandum dated November 28, 2005.

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MICHIGAN
SCHOOL IMPROVEMENT
FRAMEWORK

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FRAMEWORK OVERVIEW

Each year, schools and districts review policies and practices to consider ways to improve and enhance student achievement. This process, commonly referred to as the school improvement process, is deeply embedded in building, district and state planning and accountability systems, and has become an integral and necessary part of school and system reform. While this type of planning has existed for many years, recent state and federal mandates including annual testing directives and increased accountability have intensified the importance of this process and its outcomes.

Since the passage of Public Act 25 in 1990, Michigan schools and districts have been required to develop 3-5 year school improvement plans. Schools and districts use these plans as a blueprint to establish goals and objectives that will guide teaching for learning, resource allocation, staff development, data management and assessment. They also use it to measure their ability to meet the goals and objectives established in the plan.

To provide schools and districts with a comprehensive framework based on current research and best practice, the Michigan Department of Education in conjunction with school improvement specialists and educators across the state, developed the Michigan School Improvement Framework. This framework can be individualized and used in multiple ways to develop, support and enhance school improvement plans. For example, the framework can be used to guide the development of a school improvement plan. It can also be used by buildings and districts to review and enhance existing improvement plans to reveal where plans match or differ from state-of-the-art school improvement practice. In addition, this framework can be used during a peer-assessment exchange with a similar school which could lead to mutual problem solving.

UNDERSTANDING THE FRAMEWORK

The framework is organized in a typical curriculum development layout with strands, standards, and benchmarks. Within the framework, there are five strands or areas of general focus. Drilling down into the 12 standards are 26 benchmarks that further define the standards within each strand. These benchmarks will be used to guide revisions to Michigan's Education Yes! accreditation performance indicators. Each benchmark also contains helpful key characteristics and sample discussion questions districts and schools can use to guide discussion and increase understanding of the research-based school improvement benchmarks.

Strand I	Strand II	Strand III	Strand IV	Strand V
Teaching for learning	Leadership	Personnel & Professional Learning	School & Community Relations	Data & Information Management
Standards (12) and Benchmarks (26)				
1. Curriculum <ul style="list-style-type: none"> Aligned, Reviewed & Monitored Communicated 2. Instruction <ul style="list-style-type: none"> Planning Delivery 3. Assessment <ul style="list-style-type: none"> Aligned to Curriculum and Instruction Data Reporting and Use 	1. Instructional Leadership <ul style="list-style-type: none"> Educational Program Instructional Support 2. Shared Leadership <ul style="list-style-type: none"> School Culture & Climate Continuous Improvement 3. Operational Resource Management <ul style="list-style-type: none"> Resource Allocation Operational Management 	1. Personnel Qualifications <ul style="list-style-type: none"> Requirements Skills, Knowledge, Dispositions 2. Professional Learning <ul style="list-style-type: none"> Collaboration Content & Pedagogy Alignment 	1. Parent/Family Involvement <ul style="list-style-type: none"> Communication Engagement 2. Community Involvement <ul style="list-style-type: none"> Communication Engagement 	1. Data Management <ul style="list-style-type: none"> Data Generation, Identification & Collection Data Accessibility Data Support 2. Information Management <ul style="list-style-type: none"> Analysis & Interpretation Applications
Key Characteristics with Sample Discussion Questions				

STRAND I: TEACHING FOR LEARNING

FRAMEWORK

STRAND I:
TEACHING FOR LEARNING

STANDARD 1:
CURRICULUM

BENCHMARK A:
ALIGNED, REVIEWED
& MONITORED

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 1: CURRICULUM

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

BENCHMARK A: ALIGNED, REVIEWED & MONITORED

School/district written curriculum is aligned with, and references, the appropriate learning standards (Michigan Curriculum Framework, Grade Level Content Expectations, Addressing Unique Educational Needs, International Society for Technology in Education, etc.).

Key Characteristics with Sample Discussion Questions:

1. Curriculum Document(s)

- In what ways does the school have current written curriculum documentation for the Michigan Curriculum Framework core areas (English Language Arts, Mathematics, Science, Social Studies, the Arts)?
- In what ways does the school have current written curriculum documentation for all additional areas taught, e.g., Career and Employability Skills, Health Education, Physical Education, Technology, World Languages?

2. Standards Alignment

- How does the school curriculum align with, and reference, the Michigan Curriculum Framework standards and benchmarks?
- How does the school curriculum align with, and reference, the benchmarks and Content Expectations for English Language Arts, Mathematics, Science, Social Studies, the Arts, Career and Employability Skills, Health Education, Physical Education, Technology, World Languages?

3. Articulated Design

- How do you assure the written curriculum in each content area is vertically aligned across grades?
- How do you assure the written curriculum is horizontally aligned across content at each grade level?

4. Curriculum Review

- How do you assure the written curriculum is reviewed and revised at least every five years?

5. Inclusive

- How does curriculum design assure all students have access to the general education curriculum?
- How is the curriculum design modified/differentiated to support the needs of all students?

Strand Navigation:

➤ TEACHING FOR LEARNING

- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STRAND I: TEACHING FOR LEARNING

FRAMEWORK

STRAND I:
TEACHING FOR LEARNING

STANDARD 1:
CURRICULUM

BENCHMARK B:
COMMUNICATED

STANDARD 2:
INSTRUCTION

BENCHMARK A:
PLANNING

BENCHMARK B:
DELIVERY

Strand Navigation:

➤ TEACHING FOR LEARNING

- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

BENCHMARK B: COMMUNICATED

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

Key Characteristics with Sample Discussion Questions:

1. Staff

- In what ways are the curriculum clear, concise, and discussed by staff?
- How do teachers know what they are expected to teach in their grade/course?
- How do teachers know the curriculum for the grade(s)/course(s) that precede and follow their current assignment?

2. Students

- How are the curriculum expectations communicated to students in a manner they can understand?

3. Parents

- How are the curriculum expectations communicated to parents in a manner they can understand?

STANDARD 2: INSTRUCTION

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

BENCHMARK A: PLANNING

Processes used to plan, monitor, reflect and refine instruction that support high expectations for all students.

Key Characteristics with Sample Discussion Questions:

1. Content Appropriateness

- How are classroom lessons aligned to the school's/district's written curriculum?
- How are the planned instructional processes and practices appropriate for the content?

2. Developmental Appropriateness

- How are the planned instructional processes and practices appropriate for the levels and needs of all students?
- How are the planned instructional processes and practices engaging for all students?

3. Reflection and Refinement

- How are planned instructional processes reviewed and refined to meet the needs of all students?

BENCHMARK B: DELIVERY

Instructional practices are used to facilitate student learning.

Key Characteristics with Sample Discussion Questions:

1. Delivered Curriculum

- How does classroom instruction implement the district/school curriculum?
- How does best practice inform the delivery of the curriculum?
- To what extent is the planned instruction implemented?

2. Best Practice

- How is research-based instruction practice being used across the curriculum?
- How is instruction differentiated to meet the needs of individual learners?
- How are the teaching for learning standards from the Michigan Curriculum Framework implemented?
- How do teachers use available technology to support student learning?
- How does staff integrate technology into curriculum instruction and assessment?

3. Student Engagement

- How does instructional delivery engage the students?

STRAND I: TEACHING FOR LEARNING

FRAMEWORK

STRAND I:
TEACHING FOR LEARNING

STANDARD 3:
ASSESSMENT

BENCHMARK A:
ALIGNED TO CURRICULUM
& INSTRUCTION

BENCHMARK B:
DATA REPORTING & USE

Strand Navigation:

7 TEACHING FOR LEARNING

- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STANDARD 3: ASSESSMENT

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

BENCHMARK A: ALIGNED TO CURRICULUM & INSTRUCTION

Student assessments are aligned to the school's curriculum and instruction.

Key Characteristics with Sample Discussion Questions:

1. Alignment/Content Validity

- How are assessments aligned with the curricula and instruction (written and enacted)?
- To what extent are assessments aligned with assessment standards in the Michigan Curriculum Framework?

2. Consistency/Reliability

- In what ways are assessments reliable? (Are they stable sources of information?)
- How do different sources of information (e.g., tests, rubrics, teachers, etc.) produce comprehensive and/or comparable results?

3. Multiple Measures

- How are multiple measures used to evaluate student learning (classroom assessments, district assessments, MEAP, student portfolios, behavioral, measures other than achievement, etc.)?
- How are students enrolled in Prekindergarten through 12th grade assessed?

BENCHMARK B: DATA REPORTING & USE

Student assessment results are communicated to, and used by, staff, students, and parents to improve student achievement.

Key Characteristics with Sample Discussion Questions:

1. Reporting

- In what ways are assessment results reported to staff in a timely manner and in a form they can use?
- In what ways are assessment results reported to students in a timely manner and in a form they can use?
- In what ways are assessment results reported to parents in a timely manner and in a form they can use?

2. Informs Curriculum and Instruction

- How is data used to determine/improve curriculum and instruction at the building and classroom levels?
- How is data used to determine/improve student learning?

3. Meets Student Needs

- In what ways are assessment results used to identify needs and assist students?
- How do students use data and related staff feedback to monitor and improve their own performance?
- In what ways are students re-assessed on skills they have not previously attained?

STRAND II: LEADERSHIP

FRAMEWORK

STRAND II:
LEADERSHIP

STANDARD 1:
INSTRUCTIONAL LEADERSHIP

BENCHMARK A:
EDUCATIONAL PROGRAM

BENCHMARK B:
INSTRUCTIONAL SUPPORT

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK A: EDUCATIONAL PROGRAM

School leaders are knowledgeable about the school's educational programs and act on this knowledge.

Key Characteristics with Sample Discussion Questions:

1. Knowledge of Curriculum, Instruction, and Assessment

- How knowledgeable are school leaders about curriculum?
- How knowledgeable are school leaders about instruction?
- How knowledgeable are school leaders about assessment?

2. Knowledge & Use of Data

- In what ways do school leaders demonstrate both their understanding and use of multiple types and sources of data in support of student learning?

3. Technology

- How do school leaders assure that technology supports curriculum, instruction, and assessment?

4. Knowledge of Student Development & Learning

- How do school leaders consider student developmental stages and adolescent learning theory when making decisions?

5. Knowledge of Adult Learning

- How do school leaders apply adult learning theory?

6. Change Agent

- In what ways do school leaders understand and act on their role as a catalyst for change?

7. Focus on Student Results

- In what ways do school leaders focus on student results to inform curriculum, instruction, and assessment?

BENCHMARK B: INSTRUCTIONAL SUPPORT

School leaders set high expectations, communicate, monitor, support, and make adjustments to enhance instruction.

Key Characteristics with Sample Discussion Questions:

1. Monitoring

- How do school leaders monitor programs and practices on a regular basis?

2. Coaching & Facilitating

- In what ways do school leaders model, coach, and facilitate best-practices of teaching for learning?

3. Evaluation

- In what ways do staff evaluations include components critical to effective teaching for learning?

4. Clear Expectations

- In what ways do leaders clearly communicate expectations?

5. Collaboration & Communication

- How do school leaders provide opportunities to staff for communicating about teaching for learning?

STRAND II: LEADERSHIP

FRAMEWORK

STRAND II:
LEADERSHIP

STANDARD 2:
SHARED LEADERSHIP

BENCHMARK A:
SCHOOL CULTURE & CLIMATE

BENCHMARK B:
CONTINUOUS IMPROVEMENT

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STANDARD 2: SHARED LEADERSHIP

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

BENCHMARK A: SCHOOL CULTURE & CLIMATE

Staff creates an environment conducive to effective teaching for learning.

Key Characteristics with Sample Discussion Questions:

1. Safe and Orderly

- Does a safe and orderly environment exist in the building?

2. Learning Focused

- In what ways does a culture and climate focused on learner outcomes exist in the school?

3. Inclusive & Equitable

- In what ways do all students have equal access to the curriculum and learning opportunities?

4. Collaborative Inquiry

- How do staff engage in dialogue and reflection about teaching for learning?

5. Data-Driven Culture

- How do staff use data to measure the effectiveness of the school and its processes?
- How do staff use data continuously, collaboratively, and effectively to improve teaching for learning?

6. Collaborative Decision-Making Process

- How do staff engage in making decisions that impact the school community?
- How do staff take ownership for the decisions that are made?

BENCHMARK B: CONTINUOUS IMPROVEMENT

Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

Key Characteristics with Sample Discussion Questions:

1. Shared Vision & Mission

- How are the vision and mission of the school clearly articulated to all stakeholders?
- How do staff communicate high expectations for students?

2. Results-Focused Plan

- Is there a school-developed, written plan for continuous improvement?
- How do the improvement plan strategies and interventions support the attainment of the school's student goals as identified by data?
- How does the plan meet the requirements of state and federal mandates?

3. Implemented

- How is the plan for improvement implemented and supported by the entire school and community?

4. Monitored

- How is the plan for improvement continuously monitored and adjusted at least annually?

STRAND II: LEADERSHIP

FRAMEWORK

STRAND II:
LEADERSHIP

STANDARD 3:
OPERATIONAL & RESOURCE
MANAGEMENT

BENCHMARK A:
RESOURCE ALLOCATION

BENCHMARK B:
OPERATIONAL MANAGEMENT

STANDARD 3:

OPERATIONAL & RESOURCE MANAGEMENT

School leaders organize and manage the school to support teaching for learning.

BENCHMARK A: RESOURCE ALLOCATION

School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.

Key Characteristics with Sample Discussion Questions:

1. Human Resources

- How do school leaders deploy and support human resources to maximize student learning?

2. Fiscal

- How do school leaders align the allocation of monetary resources to support teaching for learning goals?

3. Equipment and Materials

- How do school leaders align the allocation of equipment and materials to support teaching for learning goals?

4. Time

- How do school leaders allocate time to support teaching for learning goals?

5. Space

- How do school leaders allocate space to support teaching for learning goals?

BENCHMARK B: OPERATIONAL MANAGEMENT

School leaders develop, implement and/or monitor policies and procedures for the operation of the school.

Key Characteristics with Sample Discussion Questions:

1. State and Federal

- In what ways do school leaders implement state- and federal-level mandates, regulations and rules as they apply to the school?

2. District

- How do school leaders implement local Board policies and district-level procedures as they apply to the school?

3. School

- In what ways do school leaders design, implement, and monitor school-level policies and procedures?
- In what ways does the school meet all required state and federal regulations and building maintenance standards?

Strand Navigation:

- TEACHING FOR LEARNING
- **LEADERSHIP**
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

FRAMEWORK

STRAND III:
PERSONNEL & PROFESSIONAL
LEARNING

STANDARD 1:
PERSONNEL QUALIFICATIONS

BENCHMARK A:
REQUIREMENTS

BENCHMARK B:
SKILLS, KNOWLEDGE
& DISPOSITIONS

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- **PERSONNEL & PROFESSIONAL LEARNING**
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 1: PERSONNEL QUALIFICATIONS

School/district staff qualifications, knowledge, and skills support student learning.

BENCHMARK A: REQUIREMENTS

Staff meet requirements for position held.

Key Characteristics with Sample Discussion Questions:

1. Certification/Requirements

- How do school leaders assure that all staff hold necessary certification(s) and/or meet applicable requirements?

2. NCLB (Highly Qualified)

- How do impacted staff meet requirements as specified in federal law?

BENCHMARK B: SKILLS, KNOWLEDGE & DISPOSITIONS

Staff has the professional skills to be effective in their positions.

Key Characteristics with Sample Discussion Questions:

1. Content Knowledge

- How do school leaders assure staff have substantial content knowledge in their assigned area?

2. Communication

- In what ways does staff communicate effectively with students, parents, and colleagues?

3. School/Classroom Management

- How do staff establish and use systems to maximize student learning?
- How do staff utilize strategies to maximize student learning?

4. Collaboration

- How do staff collaborate on student learning?

5. Student-Centered

- How do staff give the needs of students first priority?

6. Technology

- In what ways does staff possess/use instructional technology skills to support/enhance professional practice?
- How do staff integrate educational technology into curriculum, instruction and assessment?

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

FRAMEWORK

STRAND III:
PERSONNEL &
PROFESSIONAL LEARNING

STANDARD 2:
PROFESSIONAL LEARNING

BENCHMARK A:
COLLABORATION

BENCHMARK B:
CONTENT & PEDAGOGY

BENCHMARK C:
ALIGNMENT

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- 7 PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STANDARD 2: PROFESSIONAL LEARNING

Educators in schools/districts acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students (National Staff Development Council).

BENCHMARK A: COLLABORATION

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

Key Characteristics with Sample Discussion Questions:

1. Staff Participates in Learning Teams

- In what ways does the school have structures in place where teachers/staff work in learning teams?

2. Staff Collaboratively Analyze Student Work

- How do staff continuously collaborate to adjust instruction based on on-going student performance?

BENCHMARK B: CONTENT & PEDAGOGY

Professional learning at schools/districts emphasize both content and pedagogy of teaching for learning.

Key Characteristics with Sample Discussion Questions:

1. Uses Best-Practices

- How does professional learning use examples of best practice to increase teachers' understanding of how students learn?
- How does professional learning model effective constructive strategies to improve student achievement?
- How does professional learning model best practice to help teachers better differentiate instruction?

2. Applies Curriculum Content

- In what ways do teachers have deeper content understanding due to professional learning?

3. Induction/Mentoring/Coaching

- How are new teachers inducted and supported in a manner that helps them be successful?

BENCHMARK C: ALIGNMENT

School/district professional learning is needs-based, aligned, job-embedded, and results-driven.

Key Characteristics with Sample Discussion Questions:

1. Aligned

- How are professional learning opportunities provided to meet identified individual/group staff needs?
- How is professional learning aligned with the school improvement plan, Michigan Curriculum Framework and National Staff Development Council Standards?

2. Job-embedded

- In what ways are professional learning opportunities embedded within the regular work day?
- In what ways are professional learning opportunities structured to meet adult learning needs?
- How do teachers/staff apply learning from professional learning?
- To what extent do colleagues observe one another and provide feedback regarding application of learning?

3. Results-driven

- How do colleagues observe one another and provide feedback regarding application of learning?
- How are student results analyzed to determine the impact of professional learning?

STRAND IV: SCHOOL & COMMUNITY RELATIONS

FRAMEWORK

STRAND IV:
SCHOOL &
COMMUNITY RELATIONS

STANDARD 1:
PARENT/FAMILY INVOLVEMENT

BENCHMARK A:
COMMUNICATION

BENCHMARK B:
ENGAGEMENT

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- **SCHOOL & COMMUNITY RELATIONS**
- DATA & INFORMATION MANAGEMENT

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

STANDARD 1: PARENT/FAMILY INVOLVEMENT

Schools actively and continuously involve parents and families in student learning and other school activities.

BENCHMARK A: COMMUNICATION

School/parent/family communications are two-way, ongoing, and meaningful.

Key Characteristics with Sample Discussion Questions:

1. Methods

- How are a variety of communication tools used on a regular basis by the schools?
- How are opportunities provided for direct contact between the school and parents/families that take into consideration a variety of parent needs (e.g., parents' schedules, transportation, translations, interpretation, and child care)?
- How does the school share the board-approved district and school parent involvement plans with parents and families?

2. Diversity

- How does the communication system address issues of family diversity, including language, culture, economic status, and belief systems?

BENCHMARK B: ENGAGEMENT

Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.

Key Characteristics with Sample Discussion Questions:

1. Volunteering

- In what ways are those who are able to volunteer provided various opportunities to do so?
- Is there a system in place to identify and utilize parents' interests, talents, and availability?

2. Extended Learning Opportunities

- How does the school create opportunities for parents/families to learn about, and become involved in, curricular and instructional activities in school?
- How is information provided about how parents/families can foster learning at home by giving appropriate assistance, monitoring homework, and giving feedback to teachers?

3. Decision-Making

- How does the school engage parents/families in school improvement planning and policy-making?

STRAND IV: SCHOOL & COMMUNITY RELATIONS

FRAMEWORK

STRAND IV:
SCHOOL &
COMMUNITY RELATIONS

STANDARD 2:
COMMUNITY INVOLVEMENT

BENCHMARK A:
COMMUNICATION

BENCHMARK B:
ENGAGEMENT

STANDARD 2: COMMUNITY INVOLVEMENT

The community-at-large is supportive of and involved in student learning and other school activities.

BENCHMARK A: COMMUNICATION

Communications within the community are welcoming, visible, purposeful, and take into account diverse populations.

Key Characteristics with Sample Discussion Questions:

1. Methods

- How are a variety of communication tools used on a regular basis?

2. Diversity

- How does the communication system address issues of community diversity, including: language, culture, economic status, and belief systems?

BENCHMARK B: ENGAGEMENT

The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

Key Characteristics with Sample Discussion Questions:

1. Business Community

- In what ways does the partnership extend the learning opportunities for students and relate expectations of the workplace?
- In what ways does the school partner with businesses to obtain additional resources to support programs?

2. Educational Institutions

- In what ways does the school partner with educational institutions and other organizations that offer educational programs, to supplement and extend learning opportunities for students?

3. Community Agencies

- In what ways does the school partner with community agencies to coordinate social services for students and families?

4. Collaboration

- How is community input utilized in planning?
- How are community resources used to enhance educational opportunities?
- How are school resources used to support community programs?

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- **SCHOOL & COMMUNITY RELATIONS**
- DATA & INFORMATION MANAGEMENT

STRAND V: DATA & INFORMATION MANAGEMENT

FRAMEWORK

STRAND V:
DATA & INFORMATION
MANAGEMENT

STANDARD 1:
DATA MANAGEMENT

BENCHMARK A:
DATA GENERATION,
IDENTIFICATION,
AND COLLECTION

BENCHMARK B:
DATA ACCESSIBILITY

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 1: DATA MANAGEMENT

The school has policies, procedures, and systems for the generation, collection, storage, and retrieval of its data.

BENCHMARK A: DATA GENERATION, IDENTIFICATION, AND COLLECTION

Schools have a process for the generation, identification, and collection of student and school information.

Key Characteristics with Sample Discussion Questions:

1. Purpose

- How does the school use data to identify strengths and challenges?
- How does the school use data to develop strategies to maintain strengths and address challenges?
- How does the school collect data that shows who is or is not learning and why?
- How does the school use data to determine the effectiveness of strategies?
- How does the school collect the appropriate data for identified groups and use it in the planning process?

2. Systematic

- To what extent does the school have a process to determine the data to be collected?
- How does the school ensure the collection of all needed data?

3. Multiple Types

- How are multiple types of data collected (e.g., student achievement, demographics, perception, context/process)?

4. Multiple Sources

- How is each type of data collected from multiple sources?
- How are multiple years of data available from any given source?

5. Technical Quality

- In what ways are the data reliable, valid, and timely?

BENCHMARK B: DATA ACCESSIBILITY

The appropriate information and data are readily accessible.

Key Characteristics with Sample Discussion Questions:

1. Retrievable

- In what ways do teachers, students, administrators, parents and community members, have access to the data they need when they need it?

2. Security

- How is data secured so that it is available only to authorized users?

STRAND V: DATA & INFORMATION MANAGEMENT

FRAMEWORK

STRAND V:
DATA & INFORMATION
MANAGEMENT

BENCHMARK C:
DATA SUPPORT

STANDARD 2:
INFORMATION MANAGEMENT

BENCHMARK A:
ANALYSIS
& INTERPRETATION

BENCHMARK B:
APPLICATIONS

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

BENCHMARK C: DATA SUPPORT

The system provides multiple types and sources of data.

Key Characteristics with Sample Discussion Questions:

1. Process

- How are data organized, summarized, and formatted for analysis?
- Does staff have the skills, knowledge, and disposition to analyze data?
- How are opportunities provided by the school/district for collaborative analysis of data?

2. Tools

- To what extent are data provided that shows comparison across groups?
- To what extent are data provided that shows comparisons over time?
- To what extent are multiple types and sources of data provided that show comparison for analysis over time?

STANDARD 2: INFORMATION MANAGEMENT

The school/district staff collaborate to derive information from data and use it to support decisions.

BENCHMARK A: ANALYSIS & INTERPRETATION

Staff use appropriate methods to examine data and collaboratively determine its possible meaning.

Key Characteristics with Sample Discussion Questions:

1. Analysis

- How well does the data help staff understand comparisons across groups?
- How well does the data help staff understand comparisons over time?
- How well does the analysis of multiple types and sources of data help staff understand comparisons over time?
- How are multiple years of data aggregated and disaggregated?
- In what ways do schools use benchmark data to improve student achievement?

2. Dialogue about Meaning

- How do staff discuss the data they have, what it means, and what action it implies?
- Is there a process in place to interpret/explain data that involved multiple members of the school community?
- How have various interpretations and explanations been considered?

BENCHMARK B: APPLICATIONS

Data are used to inform school decisions including monitoring and adjusting teaching for learning.

Key Characteristics with Sample Discussion Questions:

1. Dissemination

- How does the school share what it has learned from data analysis and interpretation?
- How does the school determine the audience for its data analysis and interpretation results?
- How does the school use information to build support for decisions?

2. Data-Driven Decision Making

- How is information derived from the data used to make decisions and determine actions at the classroom and student level?
- How is information derived from the data used to make decisions and determine actions at the school level?
- How is information derived from the data used to monitor and evaluate the effectiveness of decisions and actions?

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