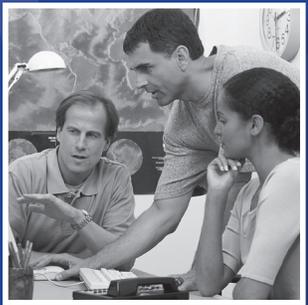


# MICHIGAN'S SCHOOL IMPROVEMENT FRAMEWORK: ESTABLISHING PRIORITIES

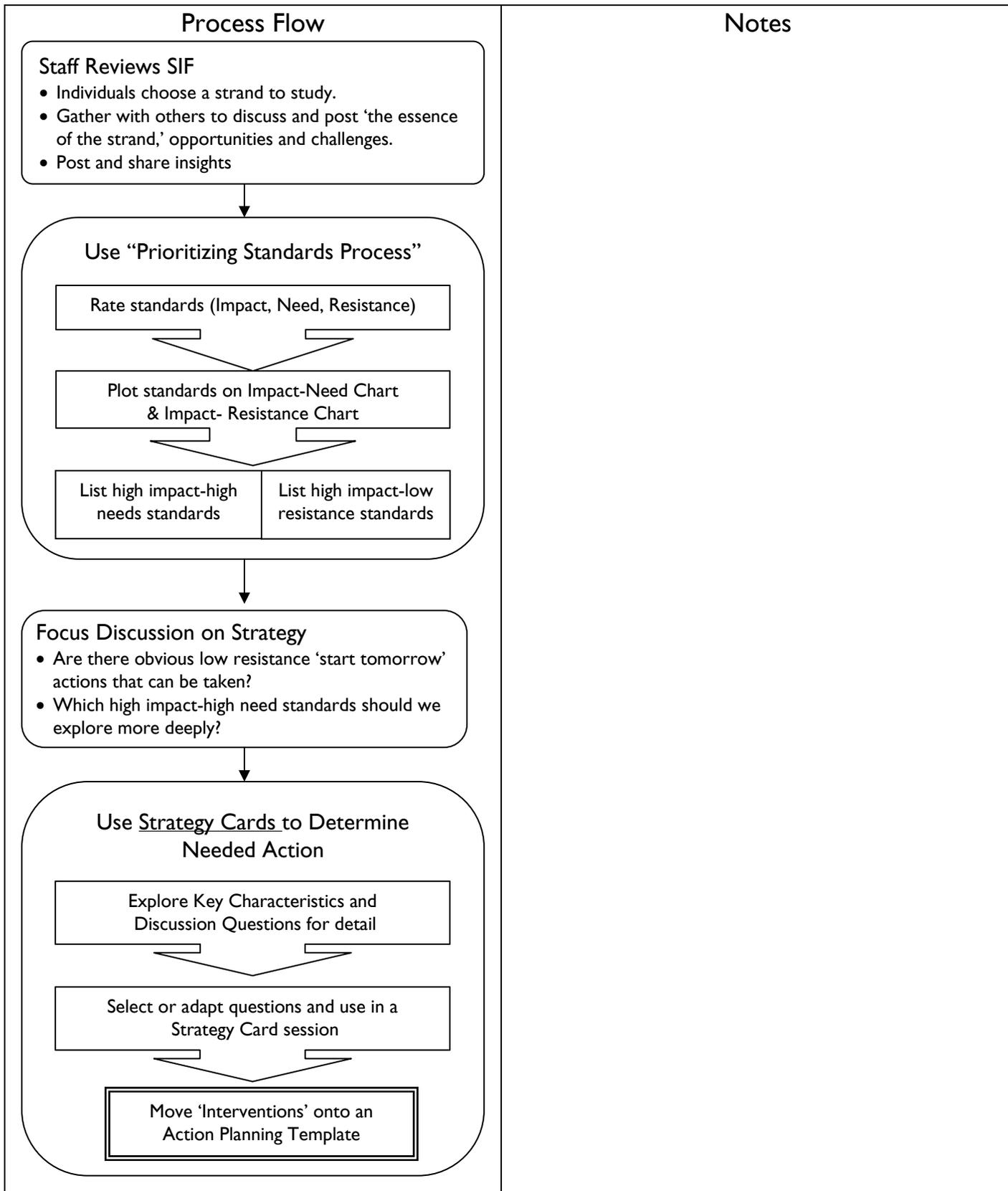


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# Process Overview

## Facilitating the Prioritization of Standards or Benchmarks of the Michigan School Improvement Framework



# Protocol for Prioritizing Michigan School Improvement Framework Standards

**Purpose:**

To help a school identify the standards and benchmarks of the school improvement framework that should be priorities in school improvement action plans.

**Process:**

1. **Rate standards on ‘degree of need,’ ‘degree of impact’ and ‘degree of resistance.’**  
 Individually complete the *Framework Standards Prioritization Table* (see spreadsheet on page 10) by reading the framework and using your professional judgment to categorize the standards in regards to the three variables. Determine group scores through averaging or by establishing consensus.
  - Degree of Need: categorizes how much you believe your school needs to improve on each standard.
  - Degree of Impact: categorizes how much of an impact on student learning you believe each standard can contribute.
  - Degree of Resistance: categorizes how difficult a task you expect it will be to improve on each standard.
  
2. **Identify high impact-high need standards:** Using the codes for each standard on page 10, plot your group’s conclusions from the Degree of Impact and Degree of Need columns of the *Framework Standards Prioritization Table* onto the Impact-Need Chart. The standards that cluster in the upper right quadrant are the high impact-high need standards, and most important for your school.

**Impact-Need Chart**

<b>Degree of Impact</b>	4 highest				
	3 high				
	2 moderate				
	1 lowest				
		1 functional	2 some need	3 high need	4 urgent need
<b>Degree of Need</b>					

3. **Identify high impact–low resistance standards:** Using the codes for each standard, plot your group’s conclusions of the Degree of Impact and Degree of Resistance columns from the *Framework Standards Prioritization Table* onto the Impact-Resistance Chart. The standards that cluster in the upper left quadrant are your school’s high impact-low resistance standards. These are the easiest to accomplish of the standards most important to your school. They could be built into a short-term ‘start tomorrow’ action plan.

**Impact-Resistance Chart**

<b>Degree of Impact</b>	4 highest				
	3 high				
	2 moderate				
	1 lowest				
		1 low	2 slight difficulty	3 moderately difficulty	4 very difficult
<b>Degree of Resistance</b>					

4. **Gather your results:** List the high impact-high need standards from the upper right quadrant from the Impact-Need Chart directly above into the table on page 8. Do the same for the high impact–low resistance standards on page 9.

<b>High Impact-High Need Standards</b> (These are the most important standards to your school)
1. 2. 3.
<b>High Impact – Low Resistance Standards</b> (These are the easiest to accomplish of the most important standards)
1. 2. 3.

5. **Explore the prioritized standards more deeply:** Studying the standards’ benchmarks and key characteristics in the School Improvement Framework document. Consider using the discussion questions in a focus group process such as Strategy Cards.

# Prioritizing Michigan School Improvement Framework Benchmarks

## Purpose

To help a school identify the benchmarks of the school improvement framework that should be priorities in school improvement action plans.

## Process

1. **Rate benchmarks on ‘degree of need,’ ‘degree of impact’ and ‘degree of resistance:’**  
 Individually complete the *Framework Benchmark Prioritization Table* (pages 12-15) by reading the framework and using your professional judgment to categorize the benchmarks in regards to the three variables. Determine group scores through averaging or by establishing consensus.
  - Degree of Need: categorizes how much you believe your school needs to improve on each benchmark.
  - Degree of Impact: categorizes how much of an impact on student learning you believe each benchmark can contribute.
  - Degree of Resistance: categorizes how difficult a task you expect it will be to improve on each benchmark.
  
2. **Identify high impact-high need benchmarks:** Using the codes for each benchmark, plot your group’s conclusions from the Degree of Impact and Degree of Need columns of the *Framework Benchmark Prioritization Table* onto the Impact-Need Chart. The benchmarks that cluster in the upper right quadrant are the high impact-high need benchmarks, and most important for your school.

Impact-Need Chart

Degree of Impact	4 highest				
	3 high				
	2 moderate				
	1 lowest				
		1 functional	2 some need	3 high need	4 urgent need
Degree of Need					

3. **Identify high impact–low resistance benchmarks:** Using the codes for each benchmark, plot your group’s conclusions from the Degree of Impact and Degree of Resistance columns of the *Framework Benchmark Prioritization Table* onto the Impact-Resistance Chart below. The benchmarks that cluster in the upper left quadrant are your school’s high impact-low resistance benchmarks. These are the easiest to accomplish of the benchmarks most important to your school. They could be built into a short-term ‘start tomorrow’ action plan.

Impact-Resistance Chart

<b>Degree of Impact</b>	4 highest				
	3 high				
	2 moderate				
	1 lowest				
		1 low	2 slight difficulty	3 moderately difficulty	4 very difficult
<b>Degree of Resistance</b>					

4. **Gather your results:** List the high impact-high need benchmarks from the upper right quadrant from the Impact-Need Chart into a table on page 8. Do the same for the high impact–low resistance benchmarks found on page 9.

<b>High Impact - High Need Benchmarks</b> (These are the most important benchmarks to your school)
1. 2. 3.
<b>High Impact – Low Resistance Benchmarks</b> (These are the easiest to accomplish of the most important benchmarks)
1. 2. 3.

5. **Explore the prioritized benchmarks more deeply:** Studying the benchmarks’ key characteristics in the School Improvement Framework document. Consider using the discussion questions in a focus group process such as Strategy Cards.

# School Improvement Framework Prioritizer Worksheet - Need

Impact-Need Chart

<b>Degree of Impact</b>	4 highest				
	3 high				
	2 moderate				
	1 lowest				
		1 functional	2 some need	3 high need	4 urgent need
<b>Degree of Need</b>					

<b>High Impact-High Need Standards or Benchmarks</b> (These are the most important to your school)
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> </ol>

# School Improvement Framework Prioritizer Worksheet - Resistance

**Impact-Resistance Chart**

<b>Degree of Impact</b>	4 highest				
	3 high				
	2 moderate				
	1 lowest				
		1 low	2 slight difficulty	3 moderately difficulty	4 very difficult
<b>Degree of Resistance</b>					

<b>High Impact – Low Resistance Standards or Benchmarks</b> (These are the easiest to accomplish of the most important Standards/Benchmarks)	
1.  2.  3.  4.  5.  6.  7.  8.  9.	

## Facilitator Responsibility Worksheet

SIF Standards		Benchmarks	Classroom Teacher	School Leaders	District Leaders
Curriculum	I-1-A	Aligned, Reviewed and Monitored			
	I-1-B	Communicated			
Instruction	I-2-A	Planning			
	I-2-B	Delivery			
Assessment	I-3-A	Aligned to Curriculum and Instruction			
	II-3-B	Data Reporting and Use			
Instructional Leadership	II-1-A	Educational Program			
	II-1-B	Instructional Support			
Shared Leadership	II-2-A	School Culture and Climate			
	II-2-B	Continuous Improvement			
Operational Resource Management	II-3-A	Resource Allocation			
	II-3-B	Operational Management			

<b>Personnel Qualifications</b>	<b>III-1-A</b>	Requirements				
	<b>III-1-B</b>	Skills, Knowledge, Dispositions				
<b>Professional Learning</b>	<b>III-2-A</b>	Collaboration				
	<b>III-2-B</b>	Content and Pedagogy				
	<b>III-2-C</b>	Alignment				
<b>Parent/Family Involvement</b>	<b>IV-1-A</b>	Communication				
	<b>IV-1-B</b>	Engagement				
<b>Community Involvement</b>	<b>IV-2-A</b>	Communication				
	<b>IV-2-B</b>	Engagement				
<b>Data Management</b>	<b>V-1-A</b>	Data Generation, Identification and Collection				
	<b>V-1-B</b>	Data Accessibility				
	<b>V-1-C</b>	Data Support				
<b>Information Management</b>	<b>V-2-A</b>	Analysis and Interpretation				
	<b>V-2-B</b>	Applications				

## School Improvement Framework Standard Prioritization Table

Code	School Improvement Framework Standards	Degree of Impact Categorize each standard from 1- 4. 4 = greatest impact on student learning.	Degree of Need Categorize each standard from 1- 4. 4 = greatest need for your school.	Degree of Resistance Categorize each standard from 1- 4. 4 = most resistance to achieve.
I-1	Curriculum			
I-2	Instruction			
I-3	Assessment			
II-1	Instructional Leadership			
II-2	Shared Leadership			
II-3	Operational Resource Management			
III-1	Personnel Qualifications			
III-2	Professional Development			
IV-1	Parent/Family Involvement			
IV-2	Community Involvement			
V-1	Data Management			
V-2	Information Management			

**Impact**  
 4=highest impact  
 3=high impact  
 2=moderate impact  
 1=lowest impact

**Need**  
 4=urgent  
 3=significant need  
 2=attention needed, but functional  
 1=function, may need some adjustments

**Resistance**  
 4=extremely difficult to change  
 3=moderately difficult to change  
 2=slightly difficult  
 1=easy to change

## Group Tally Sheet for School Improvement Framework Standards

Code	School Improvement Framework Standards		Average	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating 7	Rating 8	Rating 9	Rating 10
I-1	Curriculum	Impact	0.00										
		Need											
		Resistance											
I-2	Instruction	Impact	0.00										
		Need											
		Resistance											
I-3	Assessment	Impact	0.00										
		Need											
		Resistance											
II-1	Instructional Leadership	Impact	0.00										
		Need											
		Resistance											
II-2	Shared Leadership	Impact	0.00										
		Need											
		Resistance											
II-3	Operational Resource Management	Impact	0.00										
		Need											
		Resistance											
III-1	Personnel Qualifications	Impact	0.00										
		Need											
		Resistance											
III-2	Professional Development	Impact	0.00										
		Need											
		Resistance											
IV-1	Parent/Family Involvement	Impact	0.00										
		Need											
		Resistance											
IV-2	Community Involvement	Impact	0.00										
		Need											
		Resistance											
V-1	Data Management	Impact	0.00										
		Need											
		Resistance											
V-2	Information Management	Impact	0.00										
		Need											
		Resistance											

## School Improvement Framework Benchmarks Prioritization Table

SIF Standards	Benchmarks		Degree of Impact Categorize each standard from 1- 4. 4 = greatest impact on student learning.	Degree of Need Categorize each standard from 1- 4. 4 = greatest need for your school.	Degree of Resistance Categorize each standard from 1- 4. 4 = most resistance to achieve.
Curriculum	I-1-A	Aligned, Reviewed and Monitored			
	I-1-B	Communicated			
Instruction	I-2-A	Planning			
	I-2-B	Delivery			
Assessment	I-3-A	Aligned to Curriculum and Instruction			
	II-3-B	Data Reporting and Use			
Instructional Leadership	II-1-A	Educational Program			
	II-1-B	Instructional Support			
Shared Leadership	II-2-A	School Culture and Climate			
	II-2-B	Continuous Improvement			
Operational Resource Management	II-3-A	Resource Allocation			
	II-3-B	Operational Management			

SIF Standards	Benchmarks		Degree of Impact Categorize each standard from 1- 4. 4 = greatest impact on student learning.	Degree of Need Categorize each standard from 1- 4. 4 = greatest need for your school.	Degree of Resistance Categorize each standard from 1- 4. 4 = most resistance to achieve.
Personnel Qualifications	III-1-A	Requirements			
	III-1-B	Skills, Knowledge, Dispositions			
Professional Learning	III-2-A	Collaboration			
	III-2-B	Content and Pedagogy			
	III-2-C	Alignment			
Parent/Family Involvement	IV-1-A	Communication			
	IV-1-B	Engagement			
Community Involvement	IV-2-A	Communication			
	IV-2-B	Engagement			
Data Management	V-1-A	Data Generation, Identification and Collection			
	V-1-B	Data Accessibility			
	V-1-C	Data Support			
Information Management	V-2-A	Analysis and Interpretation			
	V-2-B	Applications			

## Group Tally Sheet for School Improvement Framework Benchmarks

SIF Standards	Code	Benchmarks		Average	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating 7	Rating 8	Rating 9	Rating 10	
<b>Curriculum</b>	<b>I-1-A</b>	Aligned, Reviewed and Monitored	Impact	0.00											
			Need												
			Resistance												
	<b>I-1-B</b>	Communicated	Impact	0.00											
			Need												
			Resistance												
<b>Instruction</b>	<b>I-2-A</b>	Planning	Impact	0.00											
			Need												
			Resistance												
	<b>I-2-B</b>	Delivery	Impact	0.00											
			Need												
			Resistance												
<b>Assessment</b>	<b>I-3-A</b>	Aligned to Curriculum and Instruction	Impact	0.00											
			Need												
			Resistance												
	<b>I-3-B</b>	Data Reporting and Use	Impact	0.00											
			Need												
			Resistance												
<b>Instructional Leadership</b>	<b>II-1-A</b>	Educational Program	Impact	0.00											
			Need												
			Resistance												
	<b>II-1-B</b>	Instructional Support	Impact	0.00											
			Need												
			Resistance												

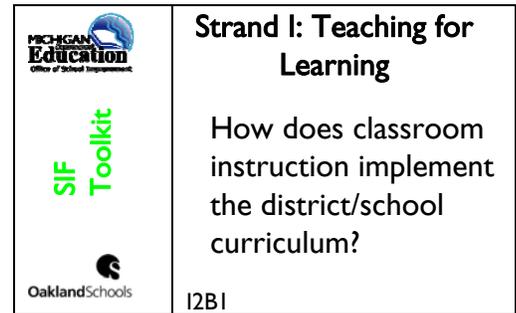
SIF Standards	Code	Benchmarks		Average	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating 7	Rating 8	Rating 9	Rating 10	
Shared Leadership	II-2-A	School Culture and Climate	Impact	0.00											
			Need												
			Resistance												
	II-2-B	Continuous Improvement	Impact	0.00											
			Need												
			Resistance												
Operational Resource Management	II-3-A	Resource Allocation	Impact	0.00											
			Need												
			Resistance												
	II-3-B	Operational Management	Impact	0.00											
			Need												
			Resistance												
Personnel Qualifications	III-1-A	Requirements	Impact	0.00											
			Need												
			Resistance												
	III-1-B	Skills, Knowledge, Dispositions	Impact	0.00											
			Need												
			Resistance												
Professional Learning	III-2-A	Collaboration	Impact	0.00											
			Need												
			Resistance												
	III-2-B	Content and Pedagogy	Impact	0.00											
			Need												
			Resistance												
	III-2-C	Alignment	Impact	0.00											
			Need												
			Resistance												

SIF Standards	Code	Benchmarks		Average	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating 7	Rating 8	Rating 9	Rating 10	
Parent/Family Involvement	IV-1-A	Communication	Impact	0.00											
			Need												
			Resistance												
	IV-1-B	Engagement	Impact	0.00											
			Need												
			Resistance												
Community Involvement	IV-2-A	Communication	Impact	0.00											
			Need												
			Resistance												
	IV-2-B	Engagement	Impact	0.00											
			Need												
			Resistance												
Data Management	V-1-A	Data Generation, Identification and Collection	Impact	0.00											
			Need												
			Resistance												
	V-1-B	Data Accessibility	Impact	0.00											
			Need												
			Resistance												
	V-1-C	Data Support	Impact	0.00											
			Need												
			Resistance												
Information Management	V-2-A	Analysis and Interpretation	Impact	0.00											
			Need												
			Resistance												
	V-2-B	Applications	Impact	0.00											
			Need												
			Resistance												

# What are Strategy Cards and Why Should we Use Them?

Adapted from the Strategy Card Process Promoted by Deborah Wahlstrom’s Successline Inc.

- Strategy Cards are 3”x 5” cards with selected, research-based practices stated as questions.
- They are used with teacher teams to seed discussion on whether or not research-based practices have been implemented.



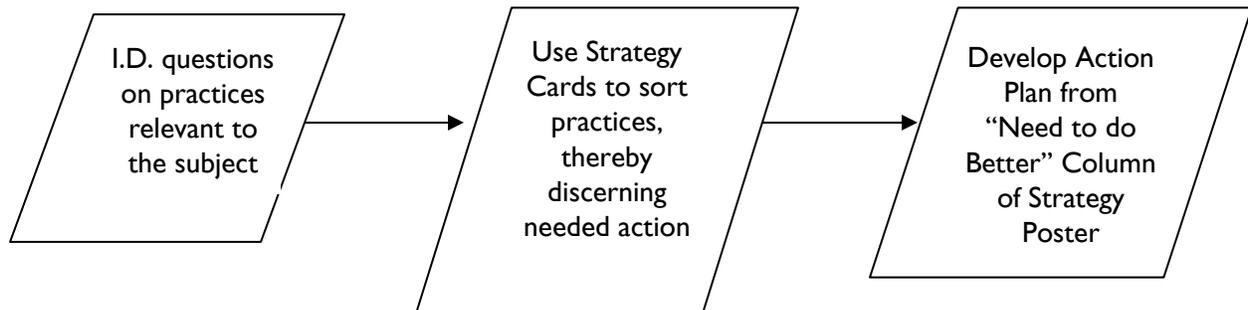
Topic/Subject Area: \_\_\_\_\_

We're doing these items just fine. Just need to fine-tune these areas.	Evidence	We really need to do a better job with these items.	Evidence	Intervention Ideas

- The team’s consensus is categorized in a table under specific columns that will guide the development of an action plan.
- It is essentially a *focus group* process that inventories the adoption of best practice in curriculum, instruction and assessment or school improvement.

## How Do Strategy Cards Fit Into School Improvement?

A fast track from an inventory to action



## Facilitation Tips

Each of the scenarios below portrays possible situations you may face in working with school personnel. The intention is to help you as a facilitator think through the strategies you may need to help school staff dig deeper and address the together, more challenging issues.

### Scenario #1: (5 school improvement teachers discussing instructions)

**Facilitator:** “Here’s the question, ‘How are classroom lessons aligned to the school’s written curriculum?’ Is this something we are doing fine with or do we need to do better?”

**Teacher #1:** It’s good. We aligned our curriculum in all areas to the standards last year.

**Teacher #2:** I think that’s right. We are doing fine at that.

**Teachers #3-5:** Nothing said.

**Question:** What issues should the facilitator deal with? How should the facilitator intervene?

### Scenarios #2 (5 math teachers discussing instructions)

**Facilitator:** “Here’s the question, ‘How does best practice inform the delivery of the curriculum?’ Is this something we are doing fine with or do we need to do better?”

**Teacher #1:** Our math program has kids working in groups on games. That’s part of best practice, eh?

**Teacher #2:** Can we assume if we are teaching our math program we are using best practice?

**Teacher #3:** Maybe, but who has time to use the whole program. I don’t always use those games.

**Teacher #4:** Hey! The whole program is best practice. That’s why we picked it. I say put the card under “Doing Fine,” the evidence is our math program.

**Question:** What issues should the facilitator deal with? How should the facilitator intervene?

## Facilitator Card

### For Equality of Contribution

What to look for:

- All participants contribute
- Balance of contribution
- Influence of individuals on conclusions

What to say or do:

- “Turn and talk” or use Think, Pair, Share
- “Write your thoughts down quietly first.”
- Look at everyone equally.

## Facilitator Card

### For Specific Contributions

What to look for:

- Descriptions of processes or products
- Statements on when something occurred
- Who uses a process and for what students
- Specific information

What to say:

- “Where does that occur? ”
- “Who uses that? Everybody?”
- “How long have we been doing that?”

## Facilitator Card

### For Credible Contributions

What to look for:

- Conclusions or evidence that seems easy to observe
- Agreement or awareness among participants
- Underlying assumptions that seem certain or provable
- Statements that don’t over generalize

What to say or do:

- “Where could we see this? ”
- “Who else was aware of this?”
- “Since this is hard to be certain about, let’s plan to carefully measure this later.”
- Challenge generalities
- “That’s a hypothesis. Can you provide us with evidence?”

## Facilitator Card

### For In-Depth Contributions

What to look for:

- Descriptions that accompany conclusions
- Information about context
- References to systems, cause and effect, or nuance

What to say:

- “Can we hear more about the implementation of that? ”
- “Lets talk about any trade offs that we noticed.”
- “How does this fit in with other processes?”
- “What differences are there for other teachers/students?”



# Action Plan Template

<b>Goal:</b>	<b>Timeframe:</b>
--------------	-------------------

**Strategy:**

Action Steps	Person Responsible for Implementation	Dates of Action		Resources Need	Monitoring Dates	Monitoring Indicators
		Start	End			

## Sample Workshop Agenda

### *What is it and how can it help?*

Outcomes	Agenda
<p><i>1. Participants will be familiar with the structure and content of the school improvement framework.</i></p> <p><i>2. Participants will have some ideas on how the school improvement framework can be used in their schools to support improvement efforts.</i></p> <p><i>3. Participants will be up to date in their understanding of the MDE's plans and efforts to support the use of the school improvement network.</i></p>	<p>1. Welcome and overview of workshop</p> <p>2. Overview of the School Improvement Framework - <i>plus</i> the latest on efforts at MDE</p> <p>3. Organization and content</p> <p>4. How can the framework be of use now?</p> <ul style="list-style-type: none"> <li>○ Prioritizing Standards</li> <li>○ Using the Discussion Questions</li> </ul> <p>5. Discussion and Questions</p>

These and other materials are available on both the Michigan Department of Education (MDE) website at [www.michigan.gov/schoolimprovement](http://www.michigan.gov/schoolimprovement) and Oakland Schools website at [http://www.oakland.k12.mi.us/resources/school\\_quality\\_resources/index.html](http://www.oakland.k12.mi.us/resources/school_quality_resources/index.html)

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