

Glossary of Terms Used In: Michigan School Improvement Framework, Comprehensive Needs Assessment tools, and District and School Improvement Planning templates

| TERM | Definitions as used in School Improvement Framework and Supportive Tools |
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| Accountability | The process by which educators are held responsible for performance or outcomes. These expectations can be set at the classroom, school, district, and/ or state level. Also see internal and external accountability |
| Accountability System | Each state sets academic standards for what every child should know and learn. Student academic achievement is measured for every child, every year. Then results of these annual tests are reported to the public. |
| Achievement Gap | The difference between how well low-income and minority children perform on standardized tests as compared with their peers. For many years, low-income and minority children have been falling behind their white peers in terms of academic achievement. |
| Action Plan (Steps) | An action plan identifies how and when the school improvement plan will be implemented in schools. It supports the goal and objectives, support data, assessments, strategies, interventions, activities, research, staff development, resources, timeline, and persons responsible for implementing the interventions and assessments contained in the school improvement plan. It outlines the steps needed to implement a strategy for achieving an objective. |
| Active Goal | A goal that is based on current data and determined to be an area of need. |
| Activity | An educational practice designed to stimulate learning by firsthand experience. See Action Plan Step. |
| Adequate Yearly Progress (AYP) | An individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achieve each year. |
| Adult Learning Theory | A concept that examines how adults learn. The adult learner assimilates useful information into his/her personal "experience bank"; against which future learning events will be compared and to which new concepts will be related. Unless what is learned can be applied to actual work or life situations, the learning will not be effective or long lasting. |
| Aggregate | In statistics, data combined from several measurements. |
| Alignment | Consistency of plans, processes, actions, information and decisions. Consistency between all aspects of a school improvement plan: goals based on data, strategies, interventions based on research and promising practices, activities, professional development that supports the goals is a Michigan requirement... |
| Alternative Certification | Most teachers are required to have both a college degree in education and a state certification before they can enter the classroom. <i>No Child Left Behind</i> encourages states to offer methods of qualification that allow talented individuals to teach subjects they know. |
| Alternative Measures of Assessment | See Assessment-Formative |
| Analysis and Interpretation | The study or determination of the nature and relationship of the parts. Highest level of learning for student success. |

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| Annual Education Report | Describes the educational achievement status and programs of a school/district. See state school code: PA25.380.1204a for specific requirements of the report. |
| Applied Curriculum Content | Curriculum content is taught in the courses offered by an educational institution. |
| APR (Annual Performance Report) | The document submitted annually to the Federal Office of Special Education Programs rating the state's performance on the State Performance Plan indicators. |
| Articulated Design | Clearly defined and agreed upon curriculum, and transfer of credit. |
| Articulation, Horizontal | Communication, policy development, curricular design, instructional coordination, assessment, and/or other coordination within grade levels and/or subject areas. |
| Articulation, Vertical | Cooperative planning and communication between schools, grade levels, or subject areas, which address policy development, curriculum, instruction, and/or assessment. |
| Assessment | <p>Instruments used to collect data and evaluate student performance. In order to capture a complete and accurate picture of student achievement, multiple data sources are strongly recommended. A primary purpose of collecting assessment data from multiple sources is to use the data to change instruction. Each assessment must be aligned with at least one of the student performance goals in the school improvement plan. The quality of assessment is described using terms "reliable", "valid", and "fair."</p> <p>Another word for "test." Under <i>No Child Left Behind</i>, tests are aligned with academic standards. Beginning in the 2005-2006 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-2008 school year, science achievement must also be tested.</p> |
| Assessment - Formative | Assessment that occurs concurrently with instruction and is used to provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Examples include teacher observations, upgraded quizzes, graphic organizers and portfolio reviews. Observations which allow one to determine the degree to which students know or are able to do a given learning task. This information can then be used to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. |
| Assessment - Summative | Assessment that summarizes what students have learned at the conclusion of an instructional segment (e.g., at the end of the program/course). They tend to be evaluative in nature. Examples include tests, final exams and culminating projects. The purpose is to determine success or to what extent the program/project/course met its goals. |
| Assessment System | A management system containing a set of assessments that is designed to collect and evaluate data about student performance. |
| Assessment - Locally Developed | Those assessments developed or administered at the local building level that can also measure the progress students are making toward the school improvement goals. |
| Authentic Assessment | A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. |

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| Belief Statement(s) | Beliefs are core values or guiding principles that drive a school's every day actions. They are powerful determinants of the quality of a school. State fundamental bedrock convictions, values of the school, guide the fundamental decision-making, |
| Grounded Beliefs | Grounded beliefs are those that are examined against current research, research-based practices, and future trends that influence expectations for student learning. |
| Benchmark | A standard by which something can be measured or judged. To measure according to specified standards in order to compare it with and improve one's own product. |
| Best Practice | Practices that are based on current research include the latest knowledge and technology and have proven successful across diverse student populations. |
| Building Maintenance Standards | Codes defined by state and municipal law. |
| Building-Level Decision Making | See Site-Based |
| Caregiver | A person who is typically assigned to a Special Education Student to assist with the student's needs to ensure the student's ability to fully participate in the planned educational program of services. (also: assistant, aide) |
| Challenge | An area of practice or student learning that has been identified as being less than what the school would like it to be. |
| Change Agent | Someone who behaves in a manner which results in social, cultural or behavioral change. |
| Charter School | Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They are sponsored by designated local or state educational organizations, which monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools. |
| CIMS | (Continuous Improvement and Monitoring System) Michigan's model for the monitoring of special education programs and services. |
| Clear Expectations | Detailed expectations that are well-defined and are the desired outcome. |
| Climate - Community | The prevailing opinions, attitudes, and conditions in a school community pertaining to the improvement of the school educational program. |
| Climate - School | The prevailing opinions, attitudes, and conditions in the school, pertaining to the total school program and its improvement. Aspects such as learning conditions, safety, the press, and any other conditions affecting student or faculty morale, may be viewed as components of the general condition called climate. |
| Cohesive Plan | A systemic plan that has elements that are linked and support one another. |

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| Collaboration | Working together with one or more individuals to achieve a common goal. |
| Collaborative Inquiry | Educators are engaged with each other in reflection and dialogue involving teaching and their impact on student learning. |
| Communications Tools | Multiple methods of communication such as print, phone, email, etc. |
| Community Involvement | The community at large is supportive and actively engaged in student learning and other school activities. |
| Comprehensive Needs Assessment | Systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of a school community, that can be used in response to the academic needs of all students for improving student achievement and meeting challenging academic standards. Process that collects and examines information about schoolwide issues and then utilizes that data to determine priority goals, develop an improvement plan, and allocate funds and resources. |
| Consistency/Reliability (Assessment) | See Reliability. |
| Content Appropriateness | Classroom lessons are appropriate and aligned with written curriculum. |
| Content Knowledge | Understanding, knowledge, skills and attitudes related to specific subject-content areas. |
| Content Standard | What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire in the core academic subject. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking, working, communicating, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects. |
| Content Validity (Assessment) | Assessments are aligned with written and enacted curriculum. |
| Continue Implementation of Restructuring Plan | Schools that are in Phase 6 of NCLB School Improvement. See MDE Adequate Yearly Progress Report for specific requirements under Phase 6. |
| Continuing Improvement | Schools that are in Phase 2 of NCLB School Improvement. See MDE Adequate Yearly Progress Report for specific requirements under Phase 2. |
| Continuous Improvement | A process by which staff engages in collaborative inquiry, focused on consistent assessments, monitoring, adjusting, implementing, and evaluating, to increase student achievement. |
| Contributing Cause(s) | Primary reason, contributing factor, leading cause, for the problem identified. |
| Core Curriculum | A curriculum or course of study that is deemed central and usually made mandatory for all students of a school or school system, based on state standards. The Michigan core curriculum addresses English language arts, math, science, social studies, and arts education. |
| Corrective Action | Schools that are in Phase 3 of NCLB School Improvement. When a school or school district does not |

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| | make adequate yearly progress, the state will place it under a “Corrective Action Plan.” The plan will include resources to improve teaching, administration, or curriculum. If failure continues, then the state has increased authority to make any necessary, additional changes to ensure improvement. |
| Co-Teaching | Two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. |
| Culture | Atmosphere, climate, environment, belief systems, attitudes. The way things are done. |
| Curriculum | A coherent plan for instruction and learning. Curriculum serves as the basis for teachers' and students' active involvement in the construction and application of knowledge. |
| Curriculum Alignment | The process of integrating and sequencing what is to be taught between, among, and across grades/subjects. Curriculum alignment occurs when the standards for all learners are agreed upon and written (curriculum), the standards are reflected in the instructional delivery program (instruction), and the learner is assessed to determine if the standards have been achieved. |
| Curriculum Map | A tool and a way of collecting data for aligning, pacing, and sequencing instruction and assessment in a classroom, grade level, content area, school, district, or all. Curriculum maps, which are calendar based, show what students are learning in classrooms. Curriculum maps can be used to ensure vertical and horizontal alignment of school or district curriculum. Delineation of the instructional program within building or district. It includes learning objectives, essential content, resources, assessment tools, pacing guides, and process. |
| Data | Factual information, especially information organized for analysis or used to reason or make decisions. |
| Data Analysis | Examination of findings to determine and describe possible causes or reasons for the outcomes presented in the findings. |
| Data Baseline | Student performance data collected at or near the beginning of a cycle, before strategies and interventions and action plans have been implemented. |
| Data-Driven Culture | When the atmosphere and culture within a building or district is driven and supported by data. |
| Data Findings | A presentation of the data without judgmental comments. |
| Data Implications | The logical inferences that are suggested as a result of the analysis of findings. Implications lead to the creation of task lists: actions that must be taken as a result of the implications. |
| Data-Based Decision Making | Analyzing existing sources of information, (class and school attendance, grades, test scores, portfolios, surveys, and interviews to make decisions. The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented. |
| Data Systems | A way to collect, store, analyze, and report on data. |
| Delivered Curriculum | Curriculum that is actually being taught in the classroom. |

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| Deploy | To put into action or implement. |
| Demographic Indicators | Describes the students who are included in the outcome data. This type of data gives us information, such as minority student achievement, Limited English Proficiency student achievement, attendance rates, mobility rates, and socioeconomic status of students. This is the type of data that tells you whether you have equity within the outcome measures. The statistical characteristics of human populations (e.g., age, race/ethnicity, experience, socioeconomic status). These statistics help describe the students who receive the outcome/performance scores. |
| Developmental Appropriateness | Curriculum that is appropriate for the level and needs of all students. |
| Differentiated Instruction | A process to deliver instruction for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is along the learning continuum, and assisting in the learning process. |
| Disaggregated Data | “Disaggregate” means to separate a whole into its parts. In education, this term means that test results are sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English fluency. This practice allows parents and teachers to see more than just the average score for their child’s school. The process of breaking down data into smaller subsets in order to more closely analyze performance, disaggregation is an analysis tool that lets you determine whether there is equity on outcome measures, whether different groups of students are performing similarly on the outcomes. |
| Dispositions | Attitudes, aptitudes. |
| Diversity | Differences among groups of people and individuals, based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. |
| Education YES! | A E ducational Y ardstick for E xcellent S chools is the State of Michigan accreditation program for public schools and public school academies. EdYES! |
| Effective Use of Technology | See Instructional Technology. |
| Elementary and Secondary Education Act (ESEA) | ESEA, enacted in 1965, is the principal federal law affecting K-12 education. The <i>No Child Left Behind</i> Act is the most recent reauthorization of the ESEA. |
| Eligible Target Student | Student identified for specific program services interventions. See specific program/grants for eligibility criteria. |
| Enacted Curriculum | See definition for Delivered Curriculum. |
| Enhance Professional Practice | Improve Staff Efficiency and Effectiveness. |
| Environmental Scan Data | Information or data about society and the world that faculty may use to determine the skills and |

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| | knowledge students will need after leaving their school. |
| Equitable & Inclusive | Providing all students with equal access to curriculum and learning opportunities. |
| Essence/Elements | The essence of the goal defines what a school will work on to improve student achievement, or clearly describes points of emphasis related to the goal. Strategies/interventions and activities directly address the identified gaps in learning that are outlined from these points of emphasis of the goal. |
| Evaluation of School Improvement Plan Annually | Improvement plan evaluation is carefully collecting information about the strategies and actions contained in a plan or some aspect of the plan, in order to make necessary decisions about effectiveness of those strategies and action on improvement of student achievement. The improvement plan evaluation can take place in the spring or fall, but should be done each school year in order to amend the improvement plan to ensure greater student achievement. |
| Evaluation Process | See Assessment System. |
| External Accountability | Standards imposed from outside sources on an organization. |
| Facilitate | To make easier, help bring about. |
| FAPE (Free Appropriate Public Education) | Entitlement of all students with disabilities as defined by the Individuals with Disabilities Education Act. |
| Flexibility | Refers to a new way of funding public education. The <i>No Child Left Behind</i> Act gives states and school districts unprecedented authority in the use of federal education dollars in exchange for strong accountability for results. |
| Formal Assessment | This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme, by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme. |
| Gap Analysis | An analysis of the gap between where you are and where you want to be - a deficiency assessment. |
| Goal (academic) | Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives. |
| Grade Level Content Expectation (GLCE) | Outline of learning expectations that are used to drive grade level assessments based on state standards and benchmarks. |
| Highly Qualified Teacher | A requirement that all teachers in Michigan meet specific guidelines, as outlined in NCLB and PA25, to be considered highly qualified. Visit http://www.michigan.gov/opps to review current information. Once demonstrated and documented that a teacher meets all the requirements, a teacher gains Highly Qualified Status for the position in which they are assigned to teach. |
| Homeless | According to the McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11435(2), "Sec. 725. Definitions – For purpose of this subtitle - ... (2) The term 'homeless children and youths' – (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); |

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| | and (B) includes – (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C)); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).” |
| Horizontally Aligned | Compatible across grade or subject. |
| Identified for Improvement | Schools that are in Phase 1 of NCLB School Improvement. See MDE Adequate Yearly Progress Report for specific requirements under Phase 1. |
| IDEA (Individuals with Disabilities Education Act) | The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. |
| Immigrant | Immigrant students are children and youth who are: age 3 through 21; not born in any state; and who have not been attending one or more schools in one or more states for more than three full academic years. |
| Implementation of Restructuring Plan | Schools that are in Phase 5 of NCLB School Improvement. |
| Indicator | Descriptive statements that define benchmarks contained in the District’s School Improvement Rubrics. |
| Individualized Educational Program (IEP) | A written plan for each child with a disability that is developed reviewed and revised at least annually that guarantees a free appropriate public education. |
| Informal Assessment | This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme. Notes or checklists to record their observations from student-teacher conferences or informal classroom interactions can also be informal assessments. |
| Instruction | The decisions and actions of teachers before, during, and after teaching to increase the probability of student learning. |
| Instructional Activities | Learning activities which support classroom instruction. |

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| Instructional Delivery | The method used to convey information/message focused on increasing students' acquisition of knowledge and skills. |
| Instructional Leadership | School leaders create and sustain a context for learning that puts students' learning first. |
| Instructional Support | Leaders set high expectations, communicate, monitor, support, and make adjustments to enhance instruction based on student achievement data and information. |
| Instructional Staff | Instructional includes classroom teachers and other certified personnel who are directly involved in the delivery of instruction. |
| Instructional Technology | Incorporating effective technology strategies to enhance teaching and learning. |
| Instructional Time | Instructional time refers to the portion of the school day that is allocated to instruction. The total quantity and quality of time spent or dedicated to instruction, within or across days. The instructional time includes all time spent teaching and all time spent responding. |
| Intentional Processes | Thoughtful, deliberate step-by-step processes designed to explicitly carry out a goal. |
| Internal Accountability | Practices and Protocols created by the organization to hold themselves accountable using their own internal standards. |
| Job Embedded | Learning that occurs while teachers and administrators engage in daily work. While performing their jobs, participants learn by doing, reflect on their experiences and have shared dialog about their insights. |
| Key Characteristic | Descriptive statements that define the benchmarks contained in the School Improvement Framework. |
| Leadership | Leadership means shared or distributed leadership. It is not limited to the titled leader of a school. It refers to those individuals who are recognized as carrying out leadership activity focused on school improvement. (Also referred to as Distributive Leadership). |
| Learning Community | A professional community of learners, in which the teachers, administrators, and support staff in a school continuously seek knowledge and share learning and then act on what they learn to improve and enrich their effectiveness as content providers and instructional coaches. |
| Learning Focused | Focused on the process of students acquiring knowledge, skills, attitudes, or values, through study. |
| Learning Style | A learning style is the method of learning, particular to an individual, that is presumed to allow that individual to learn best. It has been proposed that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. |
| Limited English Proficient (LEP) | Students who: are born outside the United States or whose native language is other than English; are ages 3 through 21 enrolled in elementary or secondary schools; have difficulty speaking, understanding, reading, or writing English; are Native Americans or are Alaska Natives; or are migratory students whose language is not English. |

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| Local Education Agency (LEA) | A public board of education or other public authority within a State, which maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. |
| Longitudinal Data | Data/information about school, and students, that is collected over multiple years for comparison purposes. |
| Maintenance Activity | An activity that you continue to fund even though current student achievement data does not support it as a need. To discontinue activity would likely result in the academic need recurring. |
| Maintenance Goal | A goal that current data does not indicate is an area of need, but one that requires continued resource support to ensure that current levels of achievement are maintained and/or improved. |
| Mi-Access | Michigan's alternate assessment program for students with moderate to significant impairments. |
| Mi-CIS | (Michigan Compliance Information System) A data collection system that compiles Special Education student and personnel data submitted by LEAs and ISDs throughout the state. |
| MME | The Michigan Merit Examination (MME) assesses students in grade 11 and eligible students in grade 12 based on Michigan high school standards. It is administered each spring, and consists of three components: ACT Plus Writing® college entrance examination Work Keys® job skills assessments in reading, mathematics, and "locating information", and Michigan-developed assessments in mathematics, science, and social studies. |
| MEAP | Michigan Educational Assessment Program (MEAP) assesses students in grades 3-9 based on Michigan Curriculum Framework. |
| MEGS | Michigan Electronic Grants System. Federal grant applications are listed for districts to apply for funding to support their school improvement plan. |
| Michigan Curriculum Framework (MCF) | The Michigan Curriculum Framework is a resource for helping Michigan's public and private schools design, implement, and assess their core content area curricula. The content standards identified in this document are presented as models for the development of local district curriculum by the Michigan State Board of Education and the Michigan Department of Education. They represent rigorous expectations for student performance, and describe the knowledge and abilities needed to be successful in today's society. When content, instruction, and local and state assessments are aligned, they become powerful forces that contribute to the success of student achievement. |
| Mission Statement | A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the school/district with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making. |
| Model | One serving as an example to be imitated or compared. |
| Multiple Measures of Data | Data that comes from multiple sources, such as: Demographic, Perception, student learning, and school system processes. |

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| Multiple Sources of Data | Data that is derived from more than one source of data/information. See Assessment System, Data-Based Decision Making, and Triangulation. |
| National Assessment of Educational Progress (NAEP) | An independent benchmark, NAEP is the only national continuing assessment of what American students know and can do in various subject areas. Since 1969, The National Center for Education Statistics has conducted NAEP assessments in reading, mathematics, science, writing, U.S. history, geography, civics, and the arts. |
| No Child Left Behind Act of 2001 (NCLB) | No Child Left Behind (NCLB). This law redefines the federal role in K-12 education and is aimed at closing the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principals: stronger accountability for results; increased flexibility and local control; expanded options for parents; and an emphasis on teaching methods that have proven to work. See www.nochildleftbehind.gov |
| NCA – North Central Accreditation Association | Membership based accreditation program. Provides support in School Improvement Processes. |
| Objective | Linked to goals. They identify the knowledge, skills, outcomes and results that are measurable, observable and quantifiable. |
| S.M.A.R.T. Objectives | Specific: Who? What? Where? Measurable: How will the goals be measured? Attainable: Is the goal realistic, yet challenging? Results-oriented: Is the goal consistent with other goals established and fits with immediate and long range plans? Time-bound: Is it trackable and does it allow for monitoring of progress? |
| Operational & Resource Management | School leaders organize and manage the school to support teaching and learning. |
| Opportunities for Structured Job Learning | See Job-embedded Learning. |
| Outcome Indicators | Outcome data tells us what the students learned; and what they achieved. Outcome data paints the performance picture. These are the kinds of data that tell us what percentage of students passed the state writing test, and the percentage of students receiving E/F's in their classes, etc. These data pieces tell you how student achievement is going. This is the type of data that indicates whether or not there is quality in your classroom, school, or district. Data that reports the outcomes or performance of the achievement results of students. |
| Outside Expert | Individual who has specific knowledge, skills, and abilities that are external to the organization. |
| Pedagogy | Generally refers to strategies of instruction, or a style of instruction. |
| Peer Tutoring | Tutoring between two students, in which one student is an expert and the other is a novice. |
| REP | Michigan Local Education Agency (LEA) Highly Qualified Teacher Report & Assurances |
| Perception Data | Information collected that will indicate how stakeholders feel about something – data is usually gathered through survey/interview format. |
| Personal Curriculum | A document process that modifies certain requirements of the Michigan Merit Curriculum. |

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| Planning for Restructuring | Schools that are in Phase 4 of NCLB School Improvement. |
| Parent Involvement Strategies | Activities/interventions that allow for the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives. |
| Planning Team and Roster | Roster is the list of team members. The principal, a school leader, or a district official usually convenes a small representative group from the school to begin preplanning. The team should include widely respected individuals who know and have the confidence of the school's various constituency groups. This group, and the planners it appoints, should be committed to the concept of whole-school reform and should recognize the possibilities for children. Usually, the preplanning group includes the principal or his or her designee; teachers; parents and/or community leaders; and if appropriate, students (secondary level). |
| Professional Development/Learning | A process designed to enhance or improve specific professional competencies or the overall competence of a teacher. |
| Professional Learning Community | Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit. |
| Process Indicators (Process Data) | Process data is power data. This is the type of data that gives you clues to why students achieved at the level they did. If student achievement in writing is low, you might look at data that tells you the types of writing that students do, or the percentage of time they spend writing, or the results of an alignment report of the school writing curriculum to that of the state's curriculum. You'll most likely choose to look at a variety of process data. This is important data to review because this is the data that is at the heart of change in the classroom, school, or district. This is the data that impacts outcome/performance data. Data pieces that get at the essence of change because they represent whatever is producing the outcome data/indicators. Examples of process indicators include curriculum alignment results, percentage of teachers trained in a specialized strategy, amount of time students spend learning, and more. |
| Public Act 25 | A set of education initiatives intended to improve the educational programs and outcomes for all students in Michigan schools by requiring all schools to engage in a process of planning for continuous school improvement. |
| Public School Choice | Students in failing schools will have the option to transfer to better public schools in their districts. The school districts will be required to provide transportation to the students. Priority will be given to low-income students. |
| Reflection & Refinement | Analysis and evaluation of practices for the purpose of improvement. |
| Reliability (Assessment) | The degree to which an assessment or instrument consistently measures an attribute such as a skill, disposition, knowledge. |

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| Remedial Strategies | Low achieving and under-served. |
| Resource Integration | Coordination and use of Federal, State, and local services and programs to support school improvement goals, strategies and action steps. |
| Response to Intervention | Refers to the use of ongoing whole-population student performance data to provide a comparative basis to identify students in need of remedial, differentiated or more intense instruction. |
| Results Driven Instruction | Instruction informed by student achievement data and focused on results. |
| Retrievable Data | Data that is useful and accessible. |
| Revised Activity | A change to any planned activity that supports an established strategy. Change may be a result of data/information review, peer review, NCLB required change, loss/lock of funding resources, lack of staffing or any other barriers to successful implementation, etc. |
| Revised Goal | Revised Goals indicate changes from original goals as stated in the submitted plan. |
| Role of Adult and Community Education, Libraries and Community Colleges | The school improvement plan addresses how the school and district utilize/leverage/partner with adult and community education, libraries, and local community college. |
| Rubric | An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A method of measuring quality using a set of criteria with associated levels of performance. |
| S.M.A.R.T. Objectives | Specific: Who? What? Where? Measurable: How will the goals be measured? Attainable: Is the goal realistic, yet challenging? Results-oriented: Is the goal consistent with other goals established and fits with immediate and long rang plans? Time-bound: Is it trackable and does it allow for monitoring of progress? |
| Scaffolding | An instructional technique by which the teacher breaks a complex task into smaller tasks, builds on students' prior knowledge, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance. |
| School Culture & Climate | School culture and climate refers to the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways. |
| School Improvement | A continuous, collaborative process through which staff/stakeholders identify strengths and weaknesses of the entire school operation, and use that information as a basis for making positive changes in deliberate, cohesive, observable and measurable student outcomes. (Also see Goals and Strategies). |
| School Improvement Plan | A document that provides for an identification of organization system and student academic performance goals, assessments aligned with each goal; the strategies and interventions for each goal, |

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| | and the action plan with specific actions; and timelines for the implementation of the school improvement process, with an annual update based on data. See Michigan Compiled Law (MCL) 380.1277 for details regarding the requirements. Visit http://www.legislature.mi.gov for more information. |
| School Improvement Team | The job of this team is to develop, implement and monitor the school's improvement plan. The team is comprised of a representative group of people from the school and community. Each school improvement team has a chairperson or co-chairs assigned to coordinate the activities of the committee. The committee ensures that all components of the process are addressed and that tasks are completed in a timely fashion. Specific membership requirements can be found in MCL 380.1277. For Title I schools, parents of Title I students and Title I staff will need to be represented on the school improvement team/steering committee. |
| School Profile | A school profile is a summary of information that describes the students within a specific school. The profile enables the school to identify student strengths and needs. It is the source from which student performance goals emerge, and provides baseline information related to student performance that can later be used in determining the success of the school's improvement plan. |
| Scientific-Based Research | Scientific method is a body of techniques for investigating phenomena and acquiring new knowledge, as well as for correcting and integrating previous knowledge. It is based on gathering observable, empirical, measurable evidence, subject to specific principles of reasoning. |
| Shared Leadership | A condition in which structures and processes exist to support leadership in which all staff have ownership and responsibility decisions about student learning. |
| Site-Based Decision Making | An approach to running a school involving the staff in all important decisions. This includes curriculum, schedules, finances, facilities, and resources. |
| Social Economic Status (SES) | Refers to the income level of the student's family. |
| SPP (State Performance Plan) | The plan evaluating the state's efforts to implement IDEA according to the 20 proscribed indicators of the Federal Government. |
| Staff Development | See Professional Development/Learning. |
| Staff Development - Aligned | A planned program of learning for staff that is directly related to the goals, strategies, and interventions in the school improvement plan. The program includes, but is not limited to, seminars, workshops, and staff meeting and learning activities that can take place in classrooms. |
| Staff Development - Job Embedded | Learning that occurs while teachers and administrators engage in their daily work. While simultaneously performing their job duties, participants learn by doing, reflecting on their experiences, and then generating and sharing new insights and learning with one another. |
| Stakeholder | An individual or group with an interest in the success of students and the school/district in delivering intended results and maintaining the viability of the school/district's services. Stakeholders influence the system, programs, and services. Staffs, parents, students, business community members and staff of educational institutions are examples. |

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| Standard | A basis of comparison; an approved model that contains uniformity in a measure . |
| Standards Alignment | The process of assuring curriculum is aligned with state standards and content expectations. |
| State Educational Agency (SEA) | The agency primarily responsible for the State supervision of public elementary and secondary schools. |
| Strand | Clusters of related content standards often representing disciplines (geometry, physical science, or history), or a cross-cutting theme (inquiry). |
| Strategy/Intervention | Specific, planned, research-based programs and instructional actions that focus on maximizing each student’s growth and individual success. Something that is done to or with students to develop a specific result with students. Strategies are also a means to an end, specifically something to be done to accomplish the goal and objective. |
| Structured On-The-Job Learning | Structured learning experiences such as mentorships, internships, job shadowing, project-based learning, and field trips, to help students connect the knowledge and skills they learn in school to real-world contexts through applied academics and contextual teaching. |
| Student-Centered | Approach to instruction focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. |
| Student Engagement | Students are actively interested and involved in learning. |
| Student Portfolios | A personal collection of information describing and documenting a student’s achievements, learning, and goals. |
| Sub Goals | Incremental objectives to reach main goal. |
| Supplant | Substituting or replacing funds from non-federal sources (state/local) for existing programs or previously existing instructional programs, or non-instructional services. Substituting or replacing funds from other federal/state funds required by law for specific categories of students. |
| Supplement | Provide services and resources beyond the basic educational program. Implies – in addition to – over and above. |
| Supplementary Aids and Services | Aids, services and other supports that are provided in regular education classes, other education related settings, and in extracurricular and non-academic settings, to enable children with disabilities to be educated with non-disabled to the maximum extent appropriate. |
| Supplemental Educational Services | Tutoring or academic assistance that is provided to eligible students from a state approved provider. Parents can choose the appropriate services for their child from a list of approved providers. The school district will purchase the services. A condition of School Improvement Phases. |
| Support Professionals | Certified teachers who support classroom instruction, e.g. social workers, content area specialists, etc. |
| System Processes & Protocols of Practices | The ways in which an educational environment conducts it work. The policies, procedures and methods in which staff functions to support student academic achievement. |
| Target Student | See eligible student. |
| Teacher Involvement in | See Site-Based Decision Making. |

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| Assessment Decisions/Selections | |
| Teacher Quality | To ensure that every classroom has a highly qualified teacher, states and districts around the country are using innovative programs to address immediate and long-term needs, including alternative recruitment strategies, new approaches to professional development, financial incentive programs, partnerships with local universities, and much more. |
| Technical Assistance | Provision of support in specific areas by someone who is highly trained in that specific area. |
| Technology Integration | The use of computers to support the planning and delivery of teaching and learning activities. |
| Title I | The first section of the ESEA, Title I refers to programs aimed at America's most disadvantaged students. Title I, Part A provides assistance to improve the teaching and learning of children to meet challenging State academic content and performance standards. Title I reaches about 12.5 million students enrolled in both public and private schools. |
| Transfer Option | Refers to the parent/legal guardian's right to transfer an eligible student from a failing school to another school within the district that is not failing (AYP). |
| Transferability | A new ESEA flexibility authority that allows states and local educational agencies (LEAs) to transfer a portion of the funds they receive under certain Federal programs to other programs that most effectively address their unique needs to certain activities under Title I. |
| Transition Plans | Action plan and strategies to address the transition of children from preschool to kindergarten, into special education, and from grade to grade and from grade level to grade level. |
| Triangulation | Comparison of multiple data sources to determine strengths and weaknesses of a school's performance. Triangulation assures that school improvement decisions will not be made from a single assessment. |
| Utilization of Community Resources and Volunteers | See Community Involvement. |
| Validity (Assessment) | The degree to which an assessment accurately measures intended attributes, such as content knowledge, skill, or disposition. |
| Vertically Aligned | Curriculum is aligned between grade levels to reduce redundancy and gaps in instruction. |
| Vision | A statement that describes what the school hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization. |
| Volunteers | People who perform or offer to perform a service without pay or fiscal compensation. |
| | Terms specific to the Web Site for completion of a Comprehensive Needs Assessment (CNA) |
| CNA Open Date | The date that the Comprehensive Needs Assessment (CNA) screens are made available for submittal by schools. Currently defined to be on or around September 15 th . |
| CNA Due Date | The date by which the CNA must be submitted by the schools each year. Currently defined to be March |

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| | 15 th unless the 15 th is a weekend date, in which case it changes to the Monday following the weekend. |
| CNA Status | The status of a CNA report at any given time. Valid status values are Open, In Progress, Submitted, Returned, Report Review In Progress, and Transmitted. |
| Open Status | The status of a CNA report after it has been opened but before it has been saved in progress or submitted. |
| In Progress Status | The status of a CNA report after it has been saved in progress by a school. |
| Submitted Status | The status of a CNA report after it has been submitted by a school, but before it has been reviewed by the district. |
| Returned Status | The status of a CNA report after it has been returned for revisions by the district. |
| Report Review In Progress | The status of a CNA report after it has been marked as under review by the district. |
| Transmitted Status | The status of a CNA report after it has been accepted by the district and transmitted to the state. |
| LEA | Local Educational Agency (includes ISDs and RESAs). |