



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

# 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

## 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 Navigation:**

#### **↗ TEACHING FOR LEARNING**

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



# STRAND II: LEADERSHIP

## FRAMEWORK

### STRAND II: LEADERSHIP

#### STANDARD 1: INSTRUCTIONAL LEADERSHIP

#### BENCHMARK A: EDUCATIONAL PROGRAM

#### BENCHMARK B: INSTRUCTIONAL SUPPORT

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 Navigation:

- TEACHING FOR LEARNING

### ➤ LEADERSHIP

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

# STRAND II: LEADERSHIP

## FRAMEWORK

### STRAND II: LEADERSHIP

#### STANDARD 2: SHARED LEADERSHIP

##### BENCHMARK A: SCHOOL CULTURE & CLIMATE

##### BENCHMARK B: CONTINUOUS IMPROVEMENT

## 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 Navigation:**

- TEACHING FOR LEARNING

#### **➤ LEADERSHIP**

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



# 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

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 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 2:**  
PROFESSIONAL LEARNING

**BENCHMARK A:**  
COLLABORATION

**BENCHMARK B:**  
CONTENT & PEDAGOGY

**BENCHMARK C:**  
ALIGNMENT

### Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- **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?
- How does the school engage parents/families in understanding lifelong needs and consequences of a student's academic plan K-12, and how best to make decisions for that plan for their students?

# 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

### **7 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?



# FRAMEWORK GLOSSARY

**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.

**Action Plan** - A strategy for achieving a objective.

**Activity** - An educational practice designed to stimulate learning by firsthand experience.

**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.

**Analysis & Interpretation** - The study or determination of the nature and relationship of the parts. Highest level of learning for student success.

**Applies Curriculum Content** - Curriculum content is taught in the courses offered by an educational institution.

**Articulated Design** - Clearly defined and agreed upon curriculum and transfer of credit.

**Assessment** - Instruments used to collect data and evaluate student performance. In order to capture a complete and accurate picture of student achievement, a variety of, or 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.”

**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.

**Assessment (Summative)** - Assessment that summarizes what students have learned at the conclusion of an instructional segment. They tend to be evaluative in nature. Examples include tests, final exams, and culminating projects.

**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.

**Change Agent** - An individual’s actions or manner resulting in social, cultural, or behavioral change.

**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 academic press, and any extra-classroom 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 work together.

**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.

**Communication 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.

**Consistency/Reliability (Assessment)** - See definition on 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.

# FRAMEWORK GLOSSARY

**Content Validity (Assessment)** - Assessments are aligned with written and enacted curriculum.

**Continuous Improvement** - A process by which staff engages in collaborative inquiry, focused on consistent assessments, monitoring, adjusting, implementing, and evaluating to increase student achievement.

**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.

**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.

**Culture** - Atmosphere, climate, environment, belief systems, attitudes. The way things are done.

**Data** - Factual information, especially information organized for analysis or used to reason or make decisions.

**Data-Based Decision Making** - Analyzing existing sources of information such as: class and school; attendance; grades; test scores; and other data including portfolios, surveys, interviews to make decisions. The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.

**Data Driven Culture** - When the atmosphere and culture within a building or district is driven and supported by data.

**Delivered Curriculum** - Curriculum that is being taught in the classroom.

**Developmental Appropriateness** - Curriculum is appropriate for the level and needs of all students.

**Deploy** - To put into action or implement.

**Disaggregation** - 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.

**Differentiated Instruction** - Planning for teaching and learning in ways that are designed to meet the needs of learners at differing levels of the learning continuum.

**Dispositions** - Attitudes, aptitudes.

**Diversity** - Diversity as differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

**EducationYES!** - Education Yardstick for Excellent Schools is the State of Michigan accreditation program for public schools and public school academies.

**Enacted Curriculum** - See definition for Delivered Curriculum.

**Enhance Professional Practice** - Improve staff efficiency and effectiveness.

**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.

**Facilitate** - To make easier; help bring about.

**Gap Analysis** - An analysis of the gap between requirements that are met and not met; a deficiency assessment.

**Goal Essence** - Defines what a school will work on to improve student achievement or clearly describes the points of emphasis related to the goal. Strategies/interventions and activities address the identified gaps in learning outlined in the essence of the goal.

**Goals** - Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives.

# FRAMEWORK GLOSSARY

**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 the Michigan Department of Education, to be considered highly qualified. Visit [www.michigan.gov/opps](http://www.michigan.gov/opps) to review current information.

**Horizontally Aligned** - Compatible across grade or subject.

**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.

**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.

**Intentional Processes** - Thoughtful, deliberate, step-by-step processes designed to explicitly carry out a goal.

**Instructional Support** - Leaders set high expectations, communicate, monitor, support, and make adjustments to enhance instruction based on student achievement data and information.

**Instructional Technology** - Incorporating effective technology strategies to enhance teaching and learning.

**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.

**Learning Community** - A professional community of learners in which the teachers, administrators and support staff in a school continuously seek 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.

**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 that identifies the priorities and educational beliefs of the school or district.

**Model** - One serving as an example to be imitated or compared.

**No Child Left Behind Act of 2001 (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](http://www.nochildleftbehind.gov)).

**Operational & Resource Management** - School leaders organize and manage the school to support teaching and learning.

**Professional Development/Learning** - A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.

**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.

**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.

**Results Driven Instruction** - Instruction informed by data and focused on results.

**Retrievable Data** - Data that is useful and accessible.

**Rubric** - An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria.

**Scaffolding** - An instructional technique in which the teacher breaks a complex task into smaller tasks, builds on student's 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.

# FRAMEWORK GLOSSARY

**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 collaborative process through which staff identifies strengths and weaknesses of the entire school operation and uses that information as a basis for making positive changes in deliberate, cohesive, observable and measurable student outcomes.

**School Improvement Plan** - A tool for creating and managing change. This written plan identifies student performance goals, supports data for the goal, assessments, research, strategies/interventions, professional development, resources, timeline, and persons responsible for implementing the actions identified with the plan. 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.

**Shared Leadership** - A condition in which structures and processes exist to support leadership in which all staff has ownership and responsibility for 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.

**S.M.A.R.T. Goals** - Specific, Measurable, Attainable, Realistic, Timely goals.

**Standards Alignment** - The process of assuring curriculum is aligned with state standards and content expectations.

**Strand** - Clusters of related content standards often representing disciplines (geometry, physical science, or history), or a cross-cutting theme (inquiry).

**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.

**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 kind of system that will be needed to deliver the mission of the organization.

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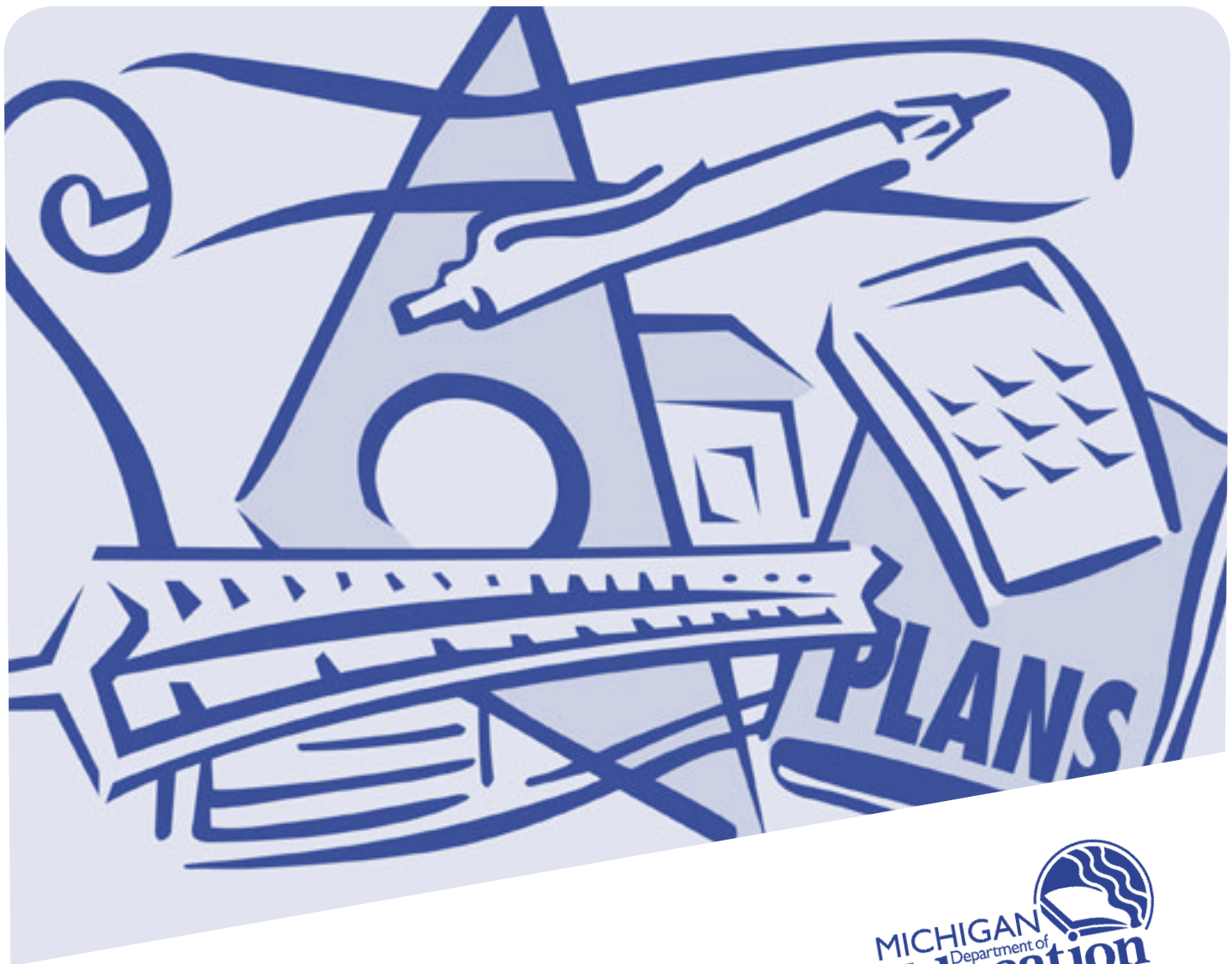
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**Michigan Department of Education**  
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[www.michigan.gov/osi](http://www.michigan.gov/osi)

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