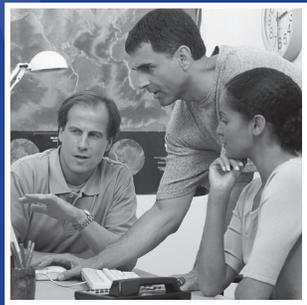


MICHIGAN'S SCHOOL IMPROVEMENT FRAMEWORK: STRATEGY CARDS



 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<h3>Strand I: Teaching for Learning; Curriculum</h3> <p>In what way does the school have current written curriculum documentation for the Michigan Curriculum Framework core areas (ELA, Mathematics, Science, Social Studies, the Arts)?</p> <p>I.1.A.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<h3>Strand I: Teaching for Learning; Curriculum</h3> <p>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?</p> <p>I.1.A.1.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<h3>Strand I: Teaching for Learning; Curriculum</h3> <p>How does the school curriculum align with and reference, the Michigan Curriculum Framework Standards and Benchmarks?</p> <p>I.1.A.2.a</p>



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Strand I: Teaching for Learning; Curriculum

How does the school curriculum align with, and reference, the benchmarks and Content Expectations for ELA, Mathematics, Social Studies, the Arts, Career and Employability Skills, Health Education, Physical Education, Technology, World

I.1.A.2.b



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Strand I: Teaching for Learning; Curriculum

How do you assure the written curriculum in each content area is vertically aligned across grades?

I.1.A.3.a



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Strand I: Teaching for Learning; Curriculum

How do you ensure the written curriculum is horizontally aligned across content at each grade level?

I.1.A.3.b



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Strand I: Teaching for Learning; Curriculum

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

I.1.A.4.a



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Strand I: Teaching for Learning; Curriculum

How does the curriculum design assure all students have access to the general education curriculum?

I.1.A.5.a



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Strand I: Teaching for Learning; Curriculum

How is the curriculum design modified/differentiated to support the needs of all students?

I.1.A.5.b



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Strand I: Teaching for Learning; Curriculum

In what ways are the curriculum clear, concise, and discussed by staff?

I.1.B.1.a



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Strand I: Teaching for Learning; Curriculum

How do teachers know that they are expected to teach in their grade/course?

I.1.B.1.b



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OaklandSchools

Strand I: Teaching for Learning; Curriculum

How do teachers know the curriculum for the grade(s)/ course(s) that precede and follow their current assignment?

I.1.B.1.c



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Strand I: Teaching for Learning; Curriculum

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

I.1.B.2.a



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OaklandSchools

Strand I: Teaching for Learning; Curriculum

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

I.1.B.3.a



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Strand I: Teaching for Learning; Instruction

How are the classroom lessons aligned to the school's/district's written curriculum?

I.2.A.1.a



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Strand I: Teaching for Learning; Instruction

How are the planned instructional processes and practices appropriate for the content?

I.2.A.1.b



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Strand I: Teaching for Learning; Instruction

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

I.2.A.3.a



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Strand I: Teaching for Learning; Instruction

How are the planned instructional processes and practices engaging for all students?

I.2.B.1.a



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Strand I: Teaching for Learning; Instruction

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

I.2.A.3.a



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Strand I: Teaching for Learning; Instruction

How does the classroom instruction implement the district/school curriculum?

I.2.B.1.a



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Strand I: Teaching for Learning; Instruction

How does the best practice inform the delivery of the curriculum?

I.2.B.1.b

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Instruction</p> <p>To what extent is the planned instruction implemented?</p> <p>I.2.B.1.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Instruction</p> <p>How is the research-based instruction practice being used across the curriculum?</p> <p>I.2.B.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Instruction</p> <p>How is the instruction differentiated to meet the needs of individual learners?</p> <p>I.2.B.2.b</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Instruction</p> <p>How are the teaching for learning standards from the Michigan Curriculum Framework implemented?</p> <p>I.2.B.2.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Instruction</p> <p>How do teachers use available technology to support student learning?</p> <p>I.2.B.2.d</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Instruction</p> <p>How does staff integrate technology into curriculum instruction and assessment?</p> <p>I.2.B.2.e</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Instruction</p> <p>How does instructional delivery engage the students?</p> <p>I.2.B.3.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Assessment</p> <p>How are assessments aligned with the curriculum and instruction (written and enacted)?</p> <p>I.3.A.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Assessment</p> <p>To what extent are assessments designed with assessment standards in the Michigan Curriculum Framework?</p> <p>I.3.A.1.b</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Assessment</p> <p>In what ways are assessments reliable? (Are they sources of information?)</p> <p>I.3.A.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Assessment</p> <p>How does the school curriculum align with and reference, the Michigan Curriculum Framework Standards and Benchmarks?</p> <p>I.1.A.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand I: Teaching for Learning; Assessment</p> <p>How do different sources of information (e.g. tests, rubrics, teaches, etc.) produce comprehensive and/or comparable results?</p> <p>I.3.A.2.b</p>



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OaklandSchools

Strand I: Teaching for Learning; Assessment

How are multiple measures used to evaluate student learning (classroom assessments, district assessments, MEAP, student portfolios, behavioral, measures other than achievement, etc.)?

I.3.A.3.a



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OaklandSchools

Strand I: Teaching for Learning; Assessment

How are students enrolled in Pre-Kindergarten through 12th grade assessed?

I.3.A.3.b



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OaklandSchools

Strand I: Teaching for Learning; Assessment

In what ways are assessments results reported to staff in a timely manner and in a form they can use?

I.3.B.1.a



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OaklandSchools

Strand I: Teaching for Learning; Assessment

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

I.3.B.1.b



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OaklandSchools

Strand I: Teaching for Learning; Assessment

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

I.3.B.1.c



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OaklandSchools

Strand I: Teaching for Learning; Assessment

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

I.3.B.2.a



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OaklandSchools

Strand I: Teaching for Learning; Assessment

How is data used to determine/ improve student learning?

I.3.B.2.b



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OaklandSchools

Strand I: Teaching for Learning; Assessment

In what ways are assessment results used to identify needs and assist students?

I.3.B.3.a



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Strand I: Teaching for Learning; Assessment

How do students use data and related staff feedback to monitor and improve their own performance?

I.3.B.3.b



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Strand I: Teaching for Learning; Assessment

In what ways are students re-assessed on skills they have not previously attained?

I.3.B.3.c



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OaklandSchools

Strand II: Leadership; Instructional Leadership

How knowledgeable are school leaders about curriculum?

II.1.A.1.a



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OaklandSchools

Strand II: Leadership; Instructional Leadership

How knowledgeable are school leaders about instruction?

II.1.A.1.b

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand II: Leadership; <i>Instructional Leadership</i></p> <p>How knowledgeable are school leaders about assessment?</p> <p>II.1.A.1.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand II: Leadership; <i>Instructional Leadership</i></p> <p>In what ways do school leaders demonstrate both their understanding and use of multiple types and sources of data in support of student learning?</p> <p>II.1.A.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand II: Leadership; <i>Instructional Leadership</i></p> <p>How do school leaders assure that technology supports curriculum, instruction, and assessment?</p> <p>II.1.A.3.a</p>



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Strand II: Leadership; *Instructional Leadership*

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

II.1.A.4.a



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Strand II: Leadership; *Instructional Leadership*

How do school leaders apply adult learning theory?

II.1.A.5.a



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Strand II: Leadership; *Instructional Leadership*

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

II.1.A.6.a



Strand II: Leadership; *Instructional Leadership*

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



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II.1.A.7.a



Strand II: Leadership; *Instructional Leadership*

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



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II.1.B.1.a



Strand II: Leadership; *Instructional Leadership*

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



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II.1.B.2.a



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Strand II: Leadership; *Instructional Leadership*

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

II.1.B.3.a



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Strand II: Leadership; *Instructional Leadership*

In what ways do leaders clearly communicate expectations?

II.1.B.4.a



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Strand II: Leadership; *Instructional Leadership*

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

II.1.B.5.a



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Strand II: Leadership; *Shared Leadership*

Does a safe and orderly environment exist in the building?

II.2.A.1.a



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OaklandSchools

Strand II: Leadership; *Shared Leadership*

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

II.2.A.1.a



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OaklandSchools

Strand II: Leadership; *Shared Leadership*

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

II.2.A.2.a

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand II: Leadership; <i>Shared Leadership</i></p> <p>In what ways does a culture and climate focused on learner outcomes exist in the school?</p> <p>II.2.A.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand II: Leadership; <i>Shared Leadership</i></p> <p>In what ways do all students have equal access to the curriculum and learning opportunities?</p> <p>II.2.A.3.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand II: Leadership; <i>Shared Leadership</i></p> <p>How do staff engage in dialogue and reflection about teaching for learning?</p> <p>II.2.A.4.a</p>



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Toolkit



OaklandSchools

Strand II: Leadership; *Shared Leadership*

How do staff use data to measure the effectiveness of the school and its processes?

II.2.A.5.a



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OaklandSchools

Strand II: Leadership; *Shared Leadership*

How do staff use data continuously, collaboratively, and effectively to improve teaching for learning?

II.2.A.5.b



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OaklandSchools

Strand II: Leadership; *Shared Leadership*

How do staff engage in making decisions that impact the school community?

II.2.A.6.a



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OaklandSchools

Strand II: Leadership; *Shared Leadership*

How do staff take ownership for the decisions that are made?

II.2.A.6.b



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OaklandSchools

Strand II: Leadership; *Shared Leadership*

How are the vision and mission of the school clearly articulated to all stakeholders?

II.2.B.1.a



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Toolkit



OaklandSchools

Strand II: Leadership; *Shared Leadership*

How do staff communicate high expectations for students?

II.2.B.1.b



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OaklandSchools

Strand II: Leadership; *Shared Leadership*

Is there a school-developed, written plan for continuous improvement?

II.2.B.2.a



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OaklandSchools

Strand II: Leadership; *Shared Leadership*

How do the improvement plan strategies and interventions support the attainment of the school's student goals as identified by data?

II.2.B.2.b



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Strand II: Leadership; *Shared Leadership*

How does the plan meet the requirements of state and federal mandates?

II.2.B.2.c



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Strand II: Leadership; *Shared Leadership*

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

II.2.B.3.a



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Strand II: Leadership; *Shared Leadership*

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

II.2.B.4.a



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Strand II: Leadership; Operational & Resource Management

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

II.3.A.1.a



Strand II: Leadership; Operational & Resource Management

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



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II.3.A.2.a



Strand II: Leadership; Operational & Resource Management

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



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II.3.A.3.a



Strand II: Leadership; Operational & Resource Management

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



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II.3.A.4.a



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Strand II: Leadership; Operational & Resource Management

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

II.3.A.5.a



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Strand II: Leadership; Operational & Resource Management

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

II.3.B.1.a



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Strand II: Leadership; Operational & Resource Management

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

II.3.B.2.a

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand II: Leadership; Operational & Resource Management</p> <p align="center">In what ways do school leaders design, implement, and monitor school-level policies and procedures?</p> <p align="center">II.3.B.3.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand II: Leadership; Operational & Resource Management</p> <p align="center">In what way does the school meet all required state and federal regulations and building maintenance standards?</p> <p align="center">II.3.B.3.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand III: Personnel & Professional Learning Personnel Qualifications</p> <p align="center">How do school leaders assure that all staff hold necessary certification(s) and/or meet applicable requirements?</p> <p align="center">III.1.A.1.a</p>



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Strand III: Personnel & Professional Learning; Personnel Qualifications

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

III.1.A.2.a



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Strand III: Personnel & Professional Learning; Personnel Qualifications

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

III.1.B.1.a



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Strand III: Personnel & Professional Learning; Personnel Qualifications

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

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Personnel Qualifications</p> <p>How does staff establish and use systems to maximize student learning?</p> <p>III.1.B.3.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Personnel Qualifications</p> <p>How do staff utilize strategies to maximize student learning?</p> <p>III.1.B.3.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Personnel Qualifications</p> <p>How do staff collaborate on student learning?</p> <p>III.1.B.4.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Personnel Qualifications</p> <p>How do staff give the needs of students first priority?</p> <p>III.1.B.5.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Personnel Qualifications</p> <p>In what ways does staff possess/use instructional technology skills to support/enhance professional practice?</p> <p>III.1.B.6.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Personnel Qualifications</p> <p>How do staff integrate educational technology into curriculum, instruction and assessment?</p> <p>III.1.B.6.b</p>



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Strand III: Personnel & Professional Learning; Professional Learning

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

III.2.A.1.a



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Strand III: Personnel & Professional Learning; Professional Learning

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

III.2.A.2.a



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Strand III: Personnel & Professional Learning; Professional Learning

How does professional learning use examples of best practice to increase teacher's understanding of how students learn?

III.2.B.1.a

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>How does professional learning model effective constructive strategies to improve student achievement?</p> <p>III.2.B.1.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>How does professional learning model best practice to help teachers better differentiate instruction?</p> <p>III.2.B.1.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>In what ways do teachers have deeper content understanding due to professional learning?</p> <p>III.3.B.2.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>How are new teachers inducted and supported in a manner than helps them be successful?</p> <p>III.2.B.3.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>How are professional learning opportunities provided to meet identified individual/group staff needs?</p> <p>III.2.C.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>How is professional learning aligned with the school improvement plan, Michigan Curriculum Framework and National Staff Development Council Standards?</p> <p>III.3.C.1.b</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>In what ways are professional learning opportunities embedded within the regular work day?</p> <p>III.2.C.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>In what ways are professional learning opportunities structured to meet adult learning needs?</p> <p>III.2.C.2.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>How do teachers/staff apply learning from professional learning?</p> <p>III.2.C.2.c</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>To what extent do colleagues observe one another and provide feedback regarding application of learning?</p> <p>III.2.C.2.d</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>How do colleagues observe one another and provide feedback regarding application of learning?</p> <p>III.2.C.3.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand III: Personnel & Professional Learning; Professional Learning</p> <p>How are student results analyzed to determine the impact of professional learning?</p> <p>III.2.C.3.b</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Parent/Family Involvement</p> <p align="center">How are a variety of communication tools used on a regular basis by the school?</p> <p align="center">IV.1.A.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Parent/Family Involvement</p> <p>How are opportunities provided for direct contact between the school and parent/families that take into consideration a variety of parent needs (e.g., parent’s schedules, transportation, translations, interpretation, and child care?</p> <p align="center">IV.1.A.1.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Parent/Family Involvement</p> <p>How does the school share the board-approved district and school parent involvement plans with parents and families?</p> <p align="center">IV.1.A.1.c</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Parent/Family Involvement</p> <p>How does the communication system address issues of family diversity, including language, culture, economic status, and belief system?</p> <p align="center">IV.1.A.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Parent/Family Involvement</p> <p>In what ways are those who are able to volunteer provided various opportunities to do so?</p> <p align="center">IV.1.B.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Parent/Family Involvement</p> <p>Is there a system in place to identify and utilize parents' interests, talents, and availability?</p> <p align="center">IV.1.B.1.b</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Parent/Family Involvement</p> <p>How does the school create opportunities for parents/families to learn about, and become involved in, curricular and instructional activities in school?</p> <p align="left">IV.1.B.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Parent/Family Involvement</p> <p>How is information provided about how parents/families can foster learning at home by giving appropriate assistance, monitoring homework, and giving feedback to teachers?</p> <p align="left">IV.1.B.2..b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Parent/Family Involvement</p> <p>How does the school engage parents/families in school improvement planning and policy-making?</p> <p align="left">IV.1.B.3.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand IV: School & Community Relations; Parent/Family Involvement</p> <p>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?</p> <p>IV.1.B.3.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand IV: School & Community Relations; Community Involvement</p> <p>How are a variety of communication tools used on a regular basis?</p> <p>IV.2.A.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand IV: School & Community Relations; Community Involvement</p> <p>How does the communication system address issues of community diversity, including: language, culture, economic status, and belief systems?</p> <p>IV.2.A.2.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand IV: School & Community Relations; Community Involvement</p> <p>In what ways does the partnership extend the learning opportunities for students and relate expectations of the workplace?</p> <p>IV.2.B.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand IV: School & Community Relations; Community Involvement</p> <p>In what ways does the school partner with businesses to obtain additional resources to support programs?</p> <p>IV.2.B.1.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand IV: School & Community Relations; Community Involvement</p> <p>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?</p> <p>IV.2.B.2.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Community Involvement</p> <p align="center">In what ways does the school partner with community agencies to coordinate social services for students and families?</p> <p align="center">IV.2.B.3.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Community Involvement</p> <p align="center">How is community input utilized in planning?</p> <p align="center">IV.2.B.4.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p align="center">Strand IV: School & Community Relations; Community Involvement</p> <p align="center">How are community resources used to enhance educational opportunities?</p> <p align="center">IV.2.B.4.b</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand IV: School & Community Relations; Community Involvement</p> <p>How are school resources used to support community programs?</p> <p>IV.2.B.4.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How does the school use data to identify strengths and challenges?</p> <p>V.1.A.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How does the school use data to develop strategies to maintain strengths and address challenges?</p> <p>V.1.A.1.b</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How does the school collect data that shows who is or is not learning and why?</p> <p>V.1.A.1.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How does the school use data to determine the effectiveness of strategies?</p> <p>V.1.A.1.d</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How does the school collect the appropriate data for identified groups and use it in the planning process?</p> <p>V.1.A.1.e</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>To what extent does the school have a process to determine the data to be collected?</p> <p>V.1.A.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How does the school ensure the collection of all needed data?</p> <p>V.1.A.2.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How are multiple types of data collected (e.g., student achievement, demographics, perception, context/process)?</p> <p>V.1.A.3.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How is each type of data collected from multiple sources?</p> <p>V.1.A.4.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How are multiple years of data available from any given source?</p> <p>V.1.A.4.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>In what ways are the data reliable, valid and timely?</p> <p>V.1.A.5.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>In what ways do teachers, students, administrators, parents and community members, have access to the data they need when they need it?</p> <p>V.1.B.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How is data secured so that it is available only to authorized users?</p> <p>V.1.B.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How are data organized, summarized, and formatted for analysis?</p> <p>V.1.C.1.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>Does staff have the skills, knowledge, and disposition to analyze data?</p> <p>V.1.C.1.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>How are opportunities provided by the school/district for collaborative analysis of data?</p> <p>V.1.C.1.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>To what extent are data provided that shows comparison across groups?</p> <p>V.1.C.2.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>To what extent are data provided that shows comparisons over time?</p> <p>V.1.C.2.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Data Management</p> <p>To what extent are multiple types and sources of data provided that show comparison for analysis over time?</p> <p>V.1.C.2.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How well does the data help staff understand comparisons across the groups?</p> <p>V.2.A.1.a</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How well does the data help staff understand comparisons over time?</p> <p>V.2.A.1.b</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How well does the analysis of multiple types and sources of data help staff understand comparisons over time?</p> <p>V.2.A.1.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How are multiple years of data aggregated and disaggregated?</p> <p>V.2.A.1.d</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>In what ways do schools use benchmark data to improve student achievement?</p> <p>V.2.A.1.e</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How do staff discuss the data they have, what it means, and what action it implies?</p> <p>V.2.A.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>Is there a process in place to interpret/explain data that involved multiple members of the school community?</p> <p>V.2.A.2.b</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How have various interpretations and explanations been considered?</p> <p>V.2.A.2.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How does the school share what it has learned from data analysis and interpretation?</p> <p>V.2.B.1.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How does the school determine the audience for its data analysis and interpretation results?</p> <p>V.2.B.1.b</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How does the school use information to build support for decision?</p> <p>V.2.B.1.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How is information derived from the data used to make decisions and determine actions at the classroom and student level?</p> <p>V.2.B.2.a</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<p>Strand V: Data & Information Management; Information Management</p> <p>How is information derived from the data used to make decisions and determine actions at the school level?</p> <p>V.2.B.2.c</p>

 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	<h2 style="text-align: center;">Strand V: Data & Information Management; Information Management</h2> <p style="text-align: center;">How is information derived from the data used to monitor and evaluate the effectiveness of decisions and actions?</p> <p style="text-align: center;">V.2.B.2.c</p>
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	
 <p>SIF Toolkit</p>  <p>OaklandSchools</p>	