



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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GOVERNOR

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STATE SUPERINTENDENT

January 2, 2014

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

A handwritten signature in black ink, appearing to read "M. Flanagan".

SUBJECT: Presentation on Revised School Improvement Framework and District Improvement Framework Documents and Process

The School Improvement Framework (SIF) was approved by the State Board of Education in 2005 and resulted in the development of tools that have been used by schools since then to self-assess the district and school supports for student achievement. Since that time, there have been many changes in the educational landscape, including: 21st Century Skills, an increased emphasis on collaboration, quality instruction, structures of support and technology. The field has told us that our current School Improvement Framework no longer accurately reflects the educational landscape. To address this concern, the Michigan Department of Education (MDE) began a revision process.

Revisions to the SIF include elimination of dated language and repetition, clearer separation of the school and district functions, and the addition of essential missing components. The revised SIF (Attachment A) has been reviewed by many stakeholder groups to date, including all MDE offices, Michigan Assessment Consortium, School Improvement Facilitators Network, Michigan Association of Secondary School Principals, Middle Cities Education Association, Michigan Association of Supervision and Curriculum Development, Michigan Association of State and Federal Program Specialists, MI Continuous School Improvement workgroup and the Michigan Elementary and Middle School Principals Association.

As the district components were removed from the SIF, the research on district support of effective schools was reviewed. As a result, an accompanying District Improvement Framework (DIF) was built (Attachment B). This framework was also reviewed by all MDE offices, the MI Continuous Improvement workgroup, the ISD/ESA Advisory group, the Middle Cities Education Association, Michigan Association of Supervision and Curriculum Development and an invitation has been extended to the Michigan Association of School Administrators.

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Pilot schools and districts will be asked to review the documents related to the SIF and the DIF this fall. Following a period of public comment, MDE staff will return to the State Board of Education seeking approval and adoption of the revised frameworks for both schools and districts.

School Improvement Framework

Strand I: Teaching for Learning

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning, and guide instructional decisions.

STANDARD 1: CURRICULUM

The school has an aligned, coherent plan for curriculum, instruction and assessment that serves as the basis for educators' and students' active involvement in the construction and application of knowledge.

Z. Alignment

- The written curriculum references Michigan's standards as adopted by the State Board of Education.
- The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses.
- Curriculum documents include guidance for accommodations and modifications for all learners.
- A systematic and documented process is used to collaboratively review the written curriculum for alignment to state standards and district curriculum.

B. Coherence

- Curriculum is clearly communicated to all stakeholders in a manner they can understand.
- All educators have a deep and shared understanding of the standards they are to teach, and how they connect to other grades/subjects.
- Student learning outcomes are well defined, monitored, and measured.
- Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
- Instructional staff engages in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades.)

STANDARD 2: INSTRUCTION

A school-wide system is in place for teachers to collaboratively plan, monitor, and refine research based- instructional practices, aligned to the district curriculum and state standards. Instructional practices promote high expectations, engage learners, and support the needs of all students.

C. Instructional Design

- Instruction is collaboratively planned to align to the district's written curriculum.

- Instruction is intentionally designed to align with student learning needs that have been identified through the use of universal screening/ formative assessments.
- Instruction is intentionally designed to incorporate appropriate formative and summative assessments, researched-based practices and rigorous thinking.
- Instruction is intentionally designed to meet the learning needs of students. (e.g., developmental, language, gender, emotional, social...).
- Instruction is intentionally designed to utilize multiple resources, appropriate technology integration, and areas of student interest, to enhance instruction.

D. Effective Instructional Practices

- Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
- Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
- Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
- Teachers exhibit Instructional flexibility and responsiveness that allows for real time adjustments in instruction based on student needs.
- A system of interventions is in place for all students, including developing and advanced students.
- Instruction integrates appropriate technology in order to enhance delivery and engage students.

E. Learning Environment

- The school culture is one of high academic expectations for all.
- High expectations for students are accompanied with appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
- Positive and supportive relationships that model respect, trust and collaboration are intentionally developed, nurtured and sustained throughout the school and classrooms.
- Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for learning.
- School and classroom behavioral expectations are communicated to staff, students and families and enforced consistently to support student success.

F. Reflection

- Educators collaborate to review, reflect and refine their instructional practices based on multiple assessments such as formative and or/ benchmark assessments, observations and student work.
- Educators reflect on the effectiveness of the instructional design, appropriateness of resources, and the research-based strategies, and make necessary adjustments.
- Feedback from adults and students is solicited and reflected upon in order to improve the learning environment to support student success.

STANDARD 3: ASSESSMENT

Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

G. Assessment System

- The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction.
- Assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Classroom assessments are designed to be developmentally appropriate.
- Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Staff members have access to assessment data on a continual basis.
- Assessments support the school's system of tiered interventions.

H. Shared Understanding

- All educators can communicate the appropriate purposes and uses of assessment.
- Assessment results are shared and discussed with staff in a timely manner and useful format.
- Reports of student data are communicated to students and parents in a manner that they can understand.

Z. Data Analysis and Decision-Making

- Educators use an intentional, structured process to use academic and non-academic data to inform instructional decisions.
- Educators use a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs.
- Educators collaboratively analyze assessment data to reach a shared understanding and make changes to instructional practice.
- Assessment data are used to place students, monitor progress and drive timely interventions.

J. Student Involvement in the Assessment Process

- Students understand the criteria and expectations for demonstrating their learning.
- Students receive descriptive feedback based on student performance, as well as guidance on how to improve.
- Students are taught how to self-assess and plan for improvement.
- Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

Strand II: Leadership for Learning

Leaders shape the vision of academic success in the building and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

STANDARD 4: INSTRUCTIONAL LEADERSHIP

Leadership facilitates the development and implementation of a shared vision, guides and supports teaching for learning, and ensures a focus on results.

K. A Vision for Learning

- Leadership collaboratively creates, and communicates a shared vision for learning aligned to the district vision.
- The school's mission and school improvement goals are aligned with the vision for learning.
- The vision includes high expectations of learning for students and educators.
- The vision is understood and supported by students, staff, families and community stakeholders.

L. Guidance and Support for Teaching and Learning

- The improvement process needed to achieve the vision, mission and goals is facilitated by leadership.
- Leadership is knowledgeable about Michigan's state standards and the implications for teaching and learning.
- Leadership is knowledgeable about current research in the areas of curriculum, instruction and assessment practices.
- Leadership identifies supports and facilitates professional learning to develop the capacity for all educators to fully understand the curriculum content, research-based instructional practices and quality assessment practices.
- Leadership monitors and provides feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

M. Results – Focused

- School leadership uses high quality data and current research to drive decisions and measure progress toward school improvement goals.
- Multiple sources of data are used by leadership to monitor and evaluate programs and practices for effectiveness.
- Leadership uses data to hold themselves and others accountable for progress.
- Leadership supports the process/system that allows teams to delve into the implications of data.
- School leadership guides and facilitates a well- defined process to periodically collect, analyze, review and report the results of student assessments.

STANDARD 5: A CLIMATE FOR LEARNING

School leadership creates a climate that ensures success for all students and staff.

N. Safe and Supportive Environment

- School leaders and staff create a safe and supportive learning environment thoroughly established safety and behavioral expectations.
- Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
- Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
- Positive risk-taking by staff and students to achieve established goals is modeled and supported by leadership.
- Leadership clearly communicates and consistently and collaboratively implements rules and procedures for expected behaviors for staff and students.
- Leadership works to intentionally develop relationships that model respect, trust, collaboration and professionalism.
- Leadership supports the development of collegial relationships and high performing teams.

O. Shared Leadership for Learning

- Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
- All educators have the opportunity for leadership roles within the school.
- Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
- Opportunities are provided for students, family and community members to develop leadership capacity and assume leadership responsibilities.

STANDARD 6: ORGANIZATIONAL MANAGEMENT

Leadership plans, allocates resources and implements systems and processes to support teaching and learning.

P. Communication Systems

- Leadership plans, implements, and continuously improves the communication systems to inform, engage, and gather input from students, educators, families and the community.
- Leadership utilizes a variety of appropriate communication tools and approaches.
- Leadership ensures that communication systems address language and other barriers.
- The concerns, requests, and needs of stakeholders are addressed by leadership in a timely and professional manner.

Q. Intentional Practices

- Leadership implements district policies, systems and processes.

- There is a building-wide decision-making process with protocols that is shared and understood by all stakeholders.
- Working collaboratively, school leaders develop, implement and monitor a well-articulated school improvement plan aligned to the established vision, mission and school needs.
- School leadership ensures that the school improvement plan drives school-level processes and practices.
- Leadership purposefully implements the continuous improvement process that connects the school improvement plan, school initiatives and classroom activities.
- Working within district guidelines, leadership identifies, assigns, promotes and retains those with qualifications and proven results in serving the school's mission.
- Leadership assigns and revises roles, responsibilities, and duties in a way that best supports the school improvement plan and meets student needs.
- Leadership effectively manages systems and sub-systems and address barriers to optimize student success. (e.g., data system, transportation, lunch program, volunteers, parent organizations.....).

R. Resource Allocation

- Multiple sources of data to are used by leadership to prioritize resource allocations.
- Leadership seeks, coordinates, and leverage resources (e.g., budget, staff, time,) that align with and support the school improvement plan.
- Students with high needs are a priority when budget and resource allocation decisions are made.
- School leadership ensures on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources.

Strand III: Professional Learning

School staff acquires or enhance the knowledge, skill, attitudes and beliefs necessary to create high levels of learning for all students.

STANDARD 7: PROFESSIONAL LEARNING CULTURE

School staff acquires or enhance the knowledge, skill, attitudes and beliefs necessary to create high levels of learning for all students.

S. Collaborative Teams

- A collaborative culture exists in which staff supports each other through feedback and coaching to implement new learning with the goal of increasing student achievement.
- Structures and systems are in place for collaborative planning time for learning teams.
- Teams utilize protocols and collaboration time effectively.
- Educators collaborate regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.

T. Collective Responsibility

- Educator teams and individuals take active roles in creating and leading professional learning.
- Staff members hold one another accountable for implementing what is learned from professional learning.
- Staff members hold one another accountable for the improved student performance that should result from the implementation of professional learning.

STANDARD 8: PROFESSIONAL LEARNING SYSTEM

Professional learning is systemic, data- driven, differentiated, and aligns with school improvement plans. It is supported by the school and district and occurs within a collaborative culture.

U. Purposeful Planning

- **Student** outcome, demographic, process and perception data are used to identify and align professional learning priorities.
- **Educator** outcome, demographic, process and perceptual data are used to identify and align professional learning priorities.
- **Professional learning** outcomes are developed specifically to address school improvement strategy areas.
- Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
- The planning process includes support systems to ensure implementation of professional learning.
- Professional learning is differentiated to meet the individual needs of staff.
- Professional learning is designed to include a process to monitor and evaluate implementation and impact.

V. Impact of Professional Learning

- Staff understand and can articulate the professional learning outcomes and expectations.
- Staff implement skills learned in professional learning, as intended.
- Staff receive feedback and support to fully implement new learning.
- Leadership evaluates the extent to which professional learning impacts adult instructional practices.
- Leadership evaluates the impact of changed adult instructional practices on student achievement.
- Sufficient resources exist to ensure fidelity of implementation of the professional learning.

Strand IV: School, Family and Community Relations

All staff actively maintain purposeful and positive relationships with families and the community to support student learning.

STANDARD 9: COMMUNICATION

The school uses a variety of approaches to ensure that communications are two-way, ongoing, meaningful, and culturally responsive.

W. Approaches and Tools

- The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent conferences at varying times and informational sessions at varying times and in varying modes.
- Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.

X. Cultural Responsiveness

- The school arranges flexible meetings and formats to address family and community needs.
- School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, cultural traditions, non-traditional configurations and belief systems.

STANDARD 10: ENGAGEMENT

The school partners with families and community organizations to strengthen student, educators, family, and community learning.

Y. Learning Opportunities

- Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs. (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework...).
- Families, students and community members actively participate as integral members of the school improvement process.
- Families and community members participate actively on committees to provide input on decisions that support student success.

Z. Partnerships

There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success.

- Families and community members are involved in the development of the district and school-level parent involvement plans.
- The school partners with community agencies to coordinate social services for schools and families and/ or to provide programs based on identified needs.
- The school extends opportunities for student and family learning by partnering with agencies, business and/or organizations (e.g., local libraries, community colleges, businesses, museums, parks, camps, virtual/online, and other venues.)



District Improvement Framework

Strand I: Teaching for Learning

The district leadership focuses on quality teaching and learning that promotes student achievement for all as its primary purpose. It ensures an aligned system of curriculum, instruction and assessment that meets state standards and addresses a commitment to equity and diversity.

STANDARD 1: CURRICULUM

The district leadership has a coherent plan for curriculum, aligned with instruction and assessment, focused on increasing student achievement that aligns with Michigan's current standards endorsed by the State Board of Education.

A. Establish and Ensure Support for Curriculum

- The district has documentation that all schools' written curriculum are aligned with Michigan's standards as adopted by the State Board of Education.
- The district ensures that all curriculum are aligned both horizontally (within the grade or subject) and vertically (across grades).
- The district ensures that all students have opportunity to learn the curriculum in multiple delivery options, and educators have access to all guidelines for accommodations and modifications.
- The district provides sufficient training for staff to implement the district curriculum, assessments and instruction.
- The district utilizes a systematic and documented process, cycle and timeline to collaboratively review alignment of district curriculum to state standards.
- The district clearly communicates the expectations and outcomes for curriculum to all stakeholders (students, staff, parents, community members, partnering agencies, etc.)
- The district monitors for alignment of curriculum and fidelity of implementation at all levels.

STANDARD 2: INSTRUCTION

The district leadership provides direction, expectations, resources, and monitoring of instructional practices to ensure quality instruction in support of student achievement.

B. Establish and Ensure Support for Instruction

- The district monitors and provides direction on effective instructional practices and school/district processes (i.e. collaborative time, student supports, culture/climate interventions) for their impact on student achievement and educator effectiveness.
- The district supports effective instructional design at every school through district systems and resource allocations (time, finances, materials, equipment, personnel).

- The district supports quality instruction through the provisions of instructional materials and resources that are research-based and aligned to state standards and district curriculum.
- The district provides technology access and support that enhances instruction and serves as a resource tool for educators' planning, and effective instructional delivery.
- The district clearly communicates the expectations and outcomes for quality instruction to all stakeholders.
- The district monitors for alignment and fidelity of quality instructional delivery.

STANDARD 3: ASSESSMENT

The district leadership implements and ensures quality assessments as a critical attribute of effective teaching and learning, and maintains a balanced system to validate uniform and comprehensive assessment practices. The district uses assessment data to inform instructional decisions that impact learning.

C. Establish and Ensure Support for Assessment

- The district coordinates the implementation of state assessment and accountability programs and provides timely feedback about student outcomes.
- The district creates, documents, implements and monitors a balanced assessment system aligned to state standards and the district curriculum.
- The district ensures that multiple sources of data are available and used to identify gaps between student groups and/or within the curriculum in every school.
- The district ensures that all educators, administrators and support staff are assessment literate (knowledgeable about the components and uses of high quality assessments).
- The district systematically analyzes school level assessment results, patterns, and trends, and provides feedback and support to building educators that impact instructional decision-making and the alignment of school and district improvement planning.
- The district clearly communicates the expectations and outcomes for assessment to all stakeholders.
- The district provides technology access and support that enhances instruction and serves as a resource tool for a balanced assessment system, monitoring of student progress and communicating information about students.

Strand II: Leadership for Learning

The district leadership collaboratively creates, communicates, and implements a shared vision; provides organizational support and resources to enhance curriculum, instruction and assessment practices and promotes leadership growth and establishes and models a climate for learning.

STANDARD 4: INSTRUCTIONAL LEADERSHIP

The district collaborates with stakeholders to develop a vision for academic success; and develops policies, practices and systems to establish and support the instructional leaders to implement that vision.

D. Establish and Ensure Support for Instructional Leadership

- The district collaboratively creates, communicates and sustains a shared vision that is embedded into policies and practices.
- The district communicates through words and actions to all stakeholder groups that its primary focus is success for all students.
- The district ensures that district and building leadership has the skills, support and resources needed to provide direction and guidance related to effective curriculum, instruction and assessment practices aimed at increasing student achievement.
- The district strategically and intentionally develops instructional leadership capacity within the system.
- District leadership works with school leadership to align the school improvement plans with the district improvement plans.
- Multiple sources of data are used at the district level to monitor and evaluate its systems and practices for effectiveness.
- The district ensures that schools have access to and use high quality data and current research to drive decisions and measure progress towards school improvement goals.

STANDARD 5: A CLIMATE FOR LEARNING

The district leadership collaboratively creates, communicates and sustains a climate for learning.

E. Establish and Ensure Support for a Climate for Learning

- The district intentionally models and focuses on creating a culture of mutual respect, collaboration and high expectations for all.
- The district creates structures and processes that support continuous, collaborative learning for the adults in the system.
- The district supports the growth of leaders in all stakeholder groups: staff, student, parent and community through a variety of methods.
- Systems and structures are in place to meet the varied needs of students who require specific types of assistance; the delivery of this assistance is monitored for timeliness.
- The district provides organizational policy and procedures for effective, supportive, emotionally and physically safe learning environments.

STANDARD 6: ORGANIZATIONAL MANAGEMENT

The district leadership organizes and manages systems and resources to support teaching and learning.

F. Establish and Ensure Support for Organizational Management

- The district has systems in place to actively attract, recruit, and retain high quality educators.

- The district ensures that fiscal, academic and human resources are allocated to support increased student success.
- There is a district-wide management system used to collect and share data across the schools.
- The district has a system in place for continued use of multiple sources and types of data to strategically guide district planning.
- The district has a system in place to plan, monitor and evaluate programs, initiatives and strategies.

Strand III: Professional Learning

The district leadership develops and implements a professional learning system to ensure that all staff members have the necessary skills, knowledge and dispositions to meet students' needs.

STANDARD 7: PROFESSIONAL LEARNING CULTURE

The district leadership supports a culture of collaborative professional learning and collective responsibility for continuous improvement for all staff.

G. Establish and Ensure Support for a Professional Learning Culture

- The district ensures that there is a system in place for collaborative learning at all levels.
- The district supports effective professional learning at every building that meets the needs of all learners through district systems and resource allocations (time, finances, materials, equipment, personnel).
- A collaborative culture exists within all buildings in the district in which staff support one other through feedback and coaching to implement new learning.
- District personnel engage in new learning and ensure its effective implementation through ongoing monitoring and evaluation.
- District personnel build their own skills and abilities in how to effectively manage their systems and resources in support of teaching and learning through appropriate professional learning,

STANDARD 8: PROFESSIONAL LEARNING SYSTEM

The district leadership has operationalized a quality system for professional learning focused on long term planning for continuous improvement and professional growth that is on-going job-embedded and aligned to student needs.

H. Establish and Ensure Support for a Professional Learning System

- The district develops a three to five year improvement plan that identifies priorities for professional learning based on a comprehensive assessment of student and educator learning needs to ensure educator effectiveness.
- The district ensures that professional learning is on-going, job-embedded, data-driven and collaboratively designed.
- The district aligns resources to support effective professional learning.
- The district creates structures, processes and procedures to support building and classroom level implementation of effective professional learning.

- The district evaluates the effectiveness of professional learning in improving teacher practice by collecting evidence of the change in instructional practice and the impact on student achievement.
- The district supports effective professional learning at every school that meets the differentiated needs of all learners through district systems and resource allocations (time, finances, materials, equipment, personnel).

Strand IV: School, Family and Community Relations

The district leadership uses effective strategies to communicate, engage and collaborate with families and the community to support student learning.

STANDARD 9: COMMUNICATION

The district leadership engages with family and community members using an effective two-way communication system to share and gather information from multiple stakeholders to improve services and programs.

I. Establish and Ensure Support for Communication

- The district communication plan ensures that all district and school communications are responsive to diversity in language, cultural traditions and belief systems.
- The district monitors its communication plan on an ongoing basis and evaluates its effectiveness at least annually.
- The district actively informs family and community members using an effective communication system.
- The district provides families and the community with information such as policies, procedures, events, assessment results, curriculum, instruction and assessment practices.
- The district gathers data from family and community members on a regular and systematic basis to measure the effectiveness of programs and processes that support student learning
- The district communicates how the information gathered from stakeholders is used in its decision-making processes.

STANDARD 10: ENGAGEMENT

The district leadership works collaboratively with families and community members to engage in meaningful activities and decision-making, that strengthens student, staff, family and community learning.

J. Establish and Ensure Support for Engagement

- In collaboration with schools, families and the community, the district provides both academic and non-academic programs that support student success.
- The district provides opportunities for family and community members to participate in district-wide school improvement and decision-making processes.
- The district supports building-level volunteer efforts through training and appropriate screening.

- The district ensures that individual schools provide both academic and non-academic volunteer opportunities at varying times.
- The district establishes, monitors and evaluates strategic partnerships with community organizations to maximize resources and create collaborative relationships that support student success.