



DISTRICT IMPROVEMENT FRAMEWORK 2.0

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District Improvement Framework 2.0



**Strand 1:
Teaching
for Learning**

STANDARDS

1. Curriculum
2. Instruction
3. Assessment



**Strand 2:
Leadership
for Learning**

STANDARDS

4. Instructional Leadership
5. A Culture for Learning
6. Organizational Management



**Strand 3:
Professional
Learning Culture**

STANDARDS

7. Professional Learning Culture
8. Professional Learning System



**Strand 4:
School, Family and
Community Relations**

STANDARDS

9. Communication
10. Engagement



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 standards as adopted by the State Board of Education.

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 the curriculum is aligned both horizontally (within the grade or subject) and vertically (across grades).
- The district ensures that instructional staff has access to guidelines for student accommodations and modifications to the curriculum.
- 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 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.

Establish and Ensure Support for Instruction

- The district provides direction on effective instructional practices and school/district processes (e.g. collaborative time, student supports and interventions, culture/climate interventions) and monitors 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 provides 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 planning and effective instructional delivery.
- The district clearly communicates the expectations and outcomes for quality instruction to stakeholders.

Standard 3: Assessment

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

Establish and Ensure Support for Assessment

- The district coordinates the implementation of state assessments and accountability.
- 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 administrators and instructional staff are assessment literate (knowledgeable about the components and uses of high quality assessments).
- The district systematically analyzes district and school level assessment results, patterns, and trends, and provides feedback and support to school educators that impact instructional decision-making and the alignment of school and district improvement planning.
- The district clearly communicates the expectations and outcomes for assessments to stakeholders.
- The district provides technology access and support that serves as a resource tool for a balanced assessment system, monitoring of student progress and communicating information about students.
- The district supports a structure for instructional staff to collaboratively analyze student data in order to make placement decisions for interventions.



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; 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 identify and support the school instructional leaders in the implementation of that vision.

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 stakeholders that its primary focus is success for all students.
- The district ensures that instructional leaders have the skills, support and resources needed to provide direction and guidance for 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 leaders to align the district improvement plan with the school improvement plans.
- District leaders use data to hold themselves and school leaders accountable for progress at all levels.

Standard 5: A Culture for Learning

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

Establish and Ensure Support for a Culture for Learning

- The district intentionally models and focuses on creating a culture of mutual respect, collaboration and high expectations for all.
- Systems and structures are in place to meet the varied needs of students who require specific types of assistance; this assistance is monitored for timeliness and effectiveness.
- The district provides organizational policies and procedures for effective, supportive, emotionally and physically safe learning environments.
- 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 stakeholder groups (staff, student, parent and community) through a variety of methods.

Standard 6: Organizational Management

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

Establish and Ensure Support for Organizational Management

- The district ensures communication systems at all levels address diversity in language and culture.
- The district aligns its improvement plan to the goals and plans of its schools.
- The district has systems in place to actively attract, recruit, select and retain high quality staff.
- The district ensures that fiscal, academic and human resources are allocated to support increased student success.
- There is a district-wide electronic data system used to collect and share data across the schools.
- The district has processes in place for use of multiple sources and types of data to strategically guide district and school 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 instructional staff have the necessary knowledge, skills and abilities to support the learning outcomes of all students.

Standard 7: Professional Learning Culture

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

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 school that meets the needs of all learners through district systems and resource allocations (time, finances, materials, equipment, personnel).
- A collaborative culture exists within all schools in the district in which staff support one other through feedback and instructional 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 ongoing, job-embedded and aligned to student needs.

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 ongoing, job-embedded, data-driven and collaboratively designed.
- The district creates structures, processes and procedures to support school and classroom level implementation of effective professional learning.
- The district ensures that school leaders evaluate 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 that meets the differentiated needs of all learners through district systems and resource allocations (time, finances, materials, equipment, and 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

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

Establish and Ensure Support for Communication

- The district communication plan ensures that 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 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 to improve services and programs.

Standard 10: Engagement

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

Establish and Ensure Support for Engagement

- The district provides opportunities for family and community members to participate in district-wide improvement and decision-making processes.
- The district supports school-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.
- In collaboration with schools, families and the community, the district provides both academic and non-academic programs that support the learning of stakeholders.
- The district establishes, monitors, and evaluates strategic partnerships with community organizations to maximize resources to support the identified needs of stakeholders.