Minnesota Department of Education

SYSTEMIC HIGH SCHOOL REDESIGN: BUILDING A MINNESOTA MODEL FRAMEWORK

The intent of the Systemic High School Redesign: Building a Minnesota Model Framework is to assist high schools in achieving the vision that Minnesota's investment in education will help all students achieve, at a minimum, a P-14 education that will enable them to develop a strong work ethic, gain competitive employment, pursue lifelong learning, become engaged citizens for the 21st century, and enhance their quality of life by providing research-based information and resources to support the five core components of the initiative.

Core components include:

- Rigorous and relevant course-taking for all students, especially at transition points.
- Personalized learning environment for each student, with the support of parents and other adult mentors.
- Multiple pathways to postsecondary training or college to achieve a minimum K-14 education.
- High-quality teacher and principal leadership.
- Student assessment and program evaluation data used to continuously improve school climate, organization, management, curricula and instruction.

Systemic High School Redesign: Building a Minnesota Model Framework is available online for all high schools to assist with their high school improvement initiatives. The framework lists ideal characteristics of the research-based five core components for high school improvement. For each of the characteristics, the framework provides lists of possible tools to measure these characteristics, potential strategies for implementation, possible resources to explore, and advisor guidance. Supporting individual high school improvement plans is a priority, yet one redesign model does not fit all schools. We recognize how challenging it is to redesign a complex high school to educate all students for a growing global economy.

Systemic High School Redesign: Building a Minnesota Model Framework was developed by the Minnesota Department of Education in conjunction with North Central Comprehensive Center (NCCC)/Mid-Continent Research for Education and Learning (McREL) during the first two years of the pilot initiative. Principals involved in the pilot also contributed to the Framework.

Minnesota Core Components of Successful High Schools

Summary of Core Components and Characteristics

Component One: Rigorous and relevant course-taking for all students, especially at transition points

1.1 All students are engaged in a rigorous, standards-based core academic curriculum

1.2 All students experience accelerated learning opportunities

1.3 Curriculum is connected to real-world contexts that build on student interests, needs and community resources

1.4 Structures/programs are in place to ensure that students stay on track for graduation

1.5 All students experience instruction that motivates and challenges them in every classroom

Component Two: A personalized learning environment for each student with the support of parents and other adult mentors

2.1 The school intentionally fosters positive relationships among all stakeholders (staff, students, parents, community)

2.2 Structures, behaviors, and activities are in place to connect all students to adults within the school and within the community

2.3 Instruction addresses students' interests, learning styles, aptitudes and choices

2.4 Students are involved in decision-making about their academic development

2.5 The school provides students with opportunities for leadership and service in the school and the community

Component Three: Multiple pathways to postsecondary training or college to achieve at least a K-14 education

3.1 Partnerships between the school and postsecondary institutions provide a variety of options for postsecondary education

3.2 Programs that support post-secondary access are available for all students

3.3 Rigorous career and technical (CTE) courses are offered in high-demand fields, leading to certification or other industry-recognized credentials

3.4 Students are actively involved in early and ongoing academic and career guidance and planning

3.5 Partnerships that create opportunities for students to pursue work-based learning and internships exist between the school and area businesses

Component Four: High-quality teacher and principal leadership

4.1 Principal is an advocate and spokesperson for the school's continuous improvement efforts

4.2 The principal and teacher leaders monitor all aspects of the school's continuous improvement efforts

4.3 Structures are in place that provide all staff with opportunities to influence and exercise leadership, school activities, and policies

4.4 The principal and teacher leaders foster a culture of collective and collaborative responsibility for student success among all staff

4.5 The principal understands the change process and anticipates and manages the effects of change on stakeholders

Component Five: Use data for improvement

5.1 All staff use data to improve curriculum and instruction

5.2 All staff use data to improve school culture, organization and management

5.3 The school uses a systematic, data-driven school improvement planning process

5.4 Staff assess and report the impact of improvement policies and practices on all student populations to stakeholders

Component One: Rigorous and relevant course-taking for all students, especially at transition points

The Ideal	Where are we?		How do we get from the present to the ideal?		
	Possible Tools to Measure		Potential Strategies	Possible Resources	Advisor Guidance
1.1 **All students are engaged in a rigorous, standards-based core academic curriculum**	**Aspect A** *All Students* • Transcripts by subgroups • Course enrollment figures/transcripts • State assessment results by subgroup • Schools will have an improvement goal to this effect • Dual report card data • Screening data (curriculum-based measures, referral rates)	**Aspect B** *Rigorous Core Academic Curriculum* • Curriculum maps to assure curriculum is aligned with standards • Principal observations/ • walkthroughs • Course Audit form to measure rigor, relevancy, standards • Lesson plans specifying objectives • Learning Targets • Observation • tool • Instructional fidelity checklists • School Evaluation Tool (SET)	• Reading and writing in the content areas • Standards are embedded in the enacted curriculum • Curriculum mapping • Increased credit requirements • Allow all students to participate in honors classes • Articulation Agreements • Renaissance Program • Middle Years IB program for ALL students • Adopt a policy that requires students to have all credits before being classified as a particular grade • 9th grade honors classes • Replace remedial classes with instructional supports designed with 80-15-	• SciMathMN is an online resource to assist with math and science • Getting Results with Curriculum Mapping; Dr. Heidi Hayes Jacobs, ASCD 2004 • Reading Next. • Writing Next. • Teachscape observation tools • Power Walkthrough software • Atlas Curriculum Mapping • Surveys of Enacted Curriculum • National Center on Response to Intervention	Questions to ask: 1. How aligned is the instruction with standards and articulated outcomes? 2. How aligned is the instruction with the assessments? 3. What tool(s) do you use to measure alignment? 4. Do you gather observable and measurable information, on a day-to-day basis, of the desired outcomes of instruction (walk-through)? 5. How do we know that all staff share a common definition of what a rigorous curriculum is? 6. Can students, teachers and school staff communicate learning targets regularly in a way that is meaningful? 7. How do we know that

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			5 ratio in mind • Use PLAN results to be sure students are taking appropriate classes • Method for assessing effectiveness and implementation integrity established and implemented on routine basis • Skills instruction embedded within curriculum maps, course syllabi, unit lessons • Content Literacy Continuum (CLC)		our curriculum, instruction, intervention and assessments are aligned with standards? 8. How do we provide the academic rigor necessary to help students meet the 21st Century challenges?

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1.2 **All students experience accelerated learning opportunities**	**Aspect A** *All Students* • Course enrollment figures by subgroups • Schools will have an improvement goal to this effect • Other program and perceptual data	**Aspect B** *Accelerated Learning Opportunities* • Scores on AP/IB assessments by subgroup • Course grades by subgroup • Course/program test results • CLEP (College Level Examination Program) • Extent of achievement gap • Greater percentage of students in AP/IB classes including identified subgroups	• College in the Schools • Postsecondary Enrollment Options • AP courses offered • IB courses offered • Honors courses offered • Specialized courses • CTE course sequences leading to advanced learning • STEM course sequences leading to advanced learning • Algebra for All • Get Ready, Get Credit; CLEP • Online learning • Increased credit requirements	• Sullivan, C. (2004). College readiness for all: A framework for action. Boston, MA: Pathways to College Network. • Martinez, Dr. Monica. (2005). The link between high school reform and college access and success for low-income and minority youth.	Questions to ask: 1. To what extent do students have opportunities to take courses that may lead them to preparedness for postsecondary options? 2. To what extend are students instructed in skills that 3. Who is making decisions about how students are placed in courses? 4. What are the criteria for placement in courses? What are the exceptions to these criteria? 5. How do we know that students are in courses that challenge them appropriately?

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1.3 **Curriculum is connected to real-world contexts that build on student interests, needs and community resources**	**Aspect A** *Real World Context* • Survey of students about the extent to which the curriculum is connected to real-world contexts • Analysis of curriculum to determine extent to which real-world contexts are used in examples, problems, explanations, etc.	**Aspect B** *Building on interest/needs/ resources* • Survey or interviews of students about the extent to which the curriculum reflects their interests and needs • Analysis of curriculum to determine extent to which the curriculum reflects student interests and needs	• Provide teachers with information and professional development about problem-based learning • Learn about and implement contextual teaching and learning strategies • Use Integrated Thematic Instruction • Establish internship programs with area businesses	• Breaking Ranks II. 124. Recommendation 22. • Strong, Silver, & Perini. (2001). Teaching what matters most: Standards and strategies for raising student achievement. 94-118 (section on authentic curriculum and learning). • Website that provides information about problem-based learning • Website with information and resources related to contextual teaching and learning • Integrated Thematic Instruction Website	Questions to ask: 1. To what extent do teachers understand how to develop lessons that incorporate real-world contexts? 2. What opportunities do students have to learn in real-world contexts? 3. What opportunities exist to collaborate with businesses to develop apprenticeships and other real-world contexts for learning? 4. How do teachers gather information about students' interests and needs? 5. What community resources are available to support student learning in real-world contexts?

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1.4 **Structures/ programs are in place to ensure that students stay on track for graduation**	**Aspect A** *On-Time Graduation* • Graduation rate • Dropout rate • Course failure rates • Office discipline referrals • Attendance • Screening data • Progress monitoring data/formative assessments linked passing end-of-course assessments • Social Competence demonstration (rubrics, observation in walk-throughs) • Referral rates, suspension rates used for Big 5 graphs (referrals by day/month, type, and location) • "F" Student Intervention Tracking Tool	• Dropout prevention strategies • Credit recovery programs and policies • Counseling programs/services • Student advisories • Teams analyze data in structured collaborative discussions designed to inform instructional decisions • Progress reports/dashboard of indicators every 2-3 weeks for lowest 20 percent of students • Double dose classes (intervention power hour) • Adopt-a-kid Program • Parent Portal for access to student grades and attendance • 4-6 year personal planning and progress tool (academic, volunteer, etc.)	• National Dropout Prevention Centers • U.S. Department of Education's School Dropout Prevention Program • 15 effective dropout prevention strategies • DuFour, R. (2004). Whatever it takes. • Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. • Navigation 101 Advisory Curriculum (2007).	Questions to ask: 1. What strategies are used to track students' progress toward graduation? 2. How has our graduation rate changed over the last 5 years? 3. What do exit interviews with dropouts reveal about our structures and programs for keeping students on track for graduation? 4. How will staff access and use a dashboard of progress indicators? 5. What systemic supports are required to provide interventions given performance on screening and progress indicators? 6. How are students targeted for intervention and how successful are programs in supporting them to catch-up/stay on track?

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		• Content Literacy Continuum • School-wide system of Interventions (80:15:5) for behavior, academics, Social-emotional competence, physical health • Screening/benchmark data gathered and consumed 3 times per year • Decision rules for providing, changing, discontinuing interventions • Interventions designed to accelerate acquisition of skills for those needing to catch-up		7. How is progress in those programs monitored? 8. What support structures are needed to identify, modify, or create programs to address emerging and ongoing students needs?

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1.5 **All students experience instruction that motivates and challenges them in every classroom**	**Aspect A** *All Students* • Transcripts by subgroups • Course enrollment figures/transcripts	**Aspect B** *High Level Engaging Instruction* • Survey on School Level practices and Motivation from What Works in Schools figure 17.1 page 161 • Classroom observation data • Analysis of curriculum (e.g., level of difficulty of problems used in various classes) • Percent of eye-to-eye instruction or time students are actively working with content/skills	• Provide teachers with professional development on strategies for addressing student motivation • Use student self-assessment methods • Involve students in designing their learning experiences • Help students understand how motivation affects learning • Teach students how to set goals for academic achievement • Use Classroom Response Systems (clickers) and other technology tools to engage students	• Marzano, R. (2003). *What works in schools.* • Marzano, R. (2006). *Classroom assessment and grading that work*. • Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. • Walsh & Sattes. (2000). *Inside school improvement: Creating high-performing learning communities*. Chapter 4: "Enabling SMART Learners."169-233. "Data in a Day activity." Appendix C. • Strong, Silver, & Perini. (2001). Teaching what matters most: Standards and strategies for raising student achievement. 70-93.	Questions to ask: 1. To what extent do lessons reflect what we know about what motivates students to learn? 2. What do we know about student motivation? 3. What do we believe about the student's role in instruction? 4. What actions could we take to move from focusing on instruction to focusing on learning? 5. What is our process for determining whether our courses are challenging enough for different groups of students?

Component Two: Rigorous and relevant course-taking for all students, especially at transition points

The Ideal	Where are we?	How do we get from the present to the ideal?		
	Possible Tools to Measure	**Potential Strategies**	**Possible Resources**	**Advisor Guidance**
2.1 **The school intentionally fosters positive relationships among all stakeholders (staff, students, parents, community)**	**Aspect A** *Intentionally Fosters Relationships w/stakeholders* • Record of community involvement CASEL p. 245 • Survey adopted from Joyce Epstein and the Center on School, Family, and Community Partnerships at John Hopkins University, pages 153-163: View Family Involvement Toolkit • School climate measures- standardized or school-built surveys measuring stakeholders' perceptions of the quality of relationships between and among groups • School Evaluation Tool (SET)	• Community members and parents are strongly encouraged to participate in school activities in a wide variety of ways • Creation of a mentorship program with stakeholders to provide a service to the children • A well-defined outreach program is part of the school improvement plan • Measure critical features of environment and how staff support positive behavior • Evaluate behavioral data for problem solving according to 80:15:5 guideline	• CASEL Toolkit: Tool 38 and 39. 257-268. • Fulop, Mark. (2003). Mentoring program development: A start-up toolkit. National Mentoring Center. • Mentoring Partnership of Minnesota. • Map your future: Design your postsecondary plan with a mentor • What do we mean by family and community connections with schools? • National Center on Positive Behavioral Supports	Questions to ask: 1. What avenues exist to encourage community members to become a part of the school community? 2. Do stakeholders participate in both academic and non-academic aspects of the school? 3. Has the school previously collected data regarding the quality of relationships? 4. What do referral and suspension rates, results of SET, and frequent offender data tell us about the school climate and effectiveness of intervention supports?

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2.2 **Structures, behaviors, and activities are in place to connect all students to adults within the school and within the community**	**Aspect A** *All Students* • Individual "maps" showing connections between students and adults in the school	**Aspect B** *Connection of adults to students* • Teacher/adult record of time spent with students • Comprehensive listing of efforts made in this area	• Advisory structures which support personalized learning • One-to-one high-quality advisories which occur frequently • Time allotted to ensure teachers have opportunities to meet with students • Check and Connect • Check-in/Check-out • School-wide system for acknowledging desired behaviors, progress is monitored for students with increasing difficulty and receiving more intensive supports	• Freshman Advisory/4 year advisory examples and procedures from Smart and Good High Schools. 162-164. • Freshman Academies. • "Advisories. Appendix 3." Breaking Ranks II. 175. • Osofsky, D., Sinner, G., & Wolk, D. (2003). Changing systems to personalize learning: The power of advisories. Providence, RI: Education Alliance at Brown University. • Poliner, Rachel A. & Lieber, Carol Miller. (2004). The advisory guide: Designing and implementing effective advisory programs in secondary schools. ESR.	Questions to ask: 1. How do you ensure students have meaningful personal connections with staff each day? 2. Does the schedule in your school support these connections?

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2.3 **Instruction addresses students' interests, learning styles, aptitudes and choices**	**Aspect A** *Student Interest and Choice* • Administrator walkthroughs produce documentation of engaging instruction • Frequency of student to teacher response • School-built surveys measure student perceptions regarding the level of interest and choice regarding the work they do • Exit interviews of graduating class • Frequency/ opportunities for student choice in demonstration of knowledge • Observation and self-evaluation of skills rubrics	**Aspect B** *Student Aptitudes* • Administrator walkthroughs produce documentation of lessons designed to address student aptitudes • Analyze curriculum for culturally appropriate/responsive practices	• Aptitude tests used in career/academic guidance conversations • Students take interest inventories and use them in career/academic guidance conversations • School-wide attention is focused on the quality of lesson design and implementation • Social-emotional competence curriculum developed and taught within content courses, e.g. skills for cooperative learning • Self-regulation training • Perspective taking • Problem-solving strategy instruction	• Jenkins, J. & Keefe, J.W. (2002). "Two schools: Two approaches to learning." Phi Delta Kappan, 83(6), 449-457. • "The Personalized Learning Plan. Appendix 2, 169." Breaking Ranks II. • Clarke, J.H. (2003). Changing systems to personalize learning: Introduction to the personalization workshops. Providence, RI: Education Alliance at Brown University. • Principals' Partnership. Personalized learning in the high school. • School Redesign Network. *The case for personalization resources*. • CASEL	Questions to ask: 1. To what extent do students have choice in their academic planning? 2. How do teachers take learning styles into consideration in lesson design? 3. Do administrators focus on lesson design in professional development and teacher accountability?

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2.4 **Students are involved in decision-making about their academic development**	**Aspect A** *Self-directed learners* • School-built surveys and observation tools collect data regarding the degree to which students direct their own learning	• Intentional teaching of meta-cognitive skills • Use of self-assessment strategies • Self-regulation skills • Teacher modeling of thinking skills (think alouds) • Developing a future orientation • Freshman transition programs • Students set progress goals and discuss progress monitoring graphs with teachers	• Marzano and Pickering. (1997). Dimensions of Learning, Dimension 1 and 5. • Navigation 101. (2007). • MCIS. • Gibson, Clark J. (2000). Growing toward systemic change: Developing personal learning plans at Montpelier High School. Northwest and Islands Regional Educational Laboratory: Rhode Island. • DiMartino, J., Clarke, J., & Wolk, D. (Eds.). (2003). Personalized learning: Preparing high school students to create their futures. Lanham, MD: Scarecrow Press. • Link Crew.	Questions to ask: 1. How are students actively involved in academic planning? 2. How are students actively involved in monitoring their progress towards goals?

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	Possible Tools to Measure	**Potential Strategies**	**Possible Resources**	**Advisor Guidance**
2.5 **The school provides students with opportunities for leadership and service in the school and the community**	**Aspect A** *Opportunities for Leadership* • A list of potential tools to monitor meaningful student involvement in decision-making	• Students are involved in school decision-making processes. • Older students mentor younger ones. • Service learning projects	• Sound out: Promoting student voice in school. • Dachnowicz, Eileen. (2004). Living a life of consequence": How service learning and character education transformed a high school. Verona, N.J.: PD2. • Service Learning. • Kay, Cathryn Berger. (2004). The complete guide to service-learning. Free Spirit Publishing. • Payne, David A. (2000). Evaluating service-learning activities and programs. Scarecrow Ed. • Corporation for National and Community Service.	Questions to ask: 1. How do the students exercise leadership in the school? 2. Do students have input into policy decisions at the site? 3. Does the school have a service learning component?

Component Three: Multiple pathways to postsecondary training or college to achieve at least a K-14 education

The Ideal	Where are we?		How do we get from the present to the ideal?		
	Possible Tools to Measure		Potential Strategies	Possible Resources	Advisor Guidance
3.1 **Partnerships between the school and postsecondary institutions provide a variety of options for postsecondary education**	**Aspect A** *Existence of Partnerships* • Specific program data to reflect record of partnership as well as description of what the partnership relationship entails.	**Aspect B** *Variety of options* • Equal access to the students from: 4 year college/university institutions, community/vocational colleges, military as measured by enrollment data	• Dual credit for postsecondary • Early College • Middle College • CLEP • AP/IB • Test Out • Articulation agreements • Restructured senior year • Aligned policies	• Advanced Placement (AP), International Baccalaureate (IB), Collage Level Examination Program (CLEP) • Early College • Bailey, Thomas & Mechur Karp, Melinda. (2003). Promoting college access and success: A review of credit-based transition programs. • CASEL toolkit 38. Pages 257 to 259. • Jobs for the Future • Career and Technical Education.	Questions to ask: 1. How are students gaining exposure and acceptance to post-secondary institutions? 2. Do you track student progress after graduation? If so, how many students continue in postsecondary institution, and where do they attend? 3. What efforts are being made to expand or enhance current partnerships?

The Ideal	Where are we?		How do we get from the present to the ideal?		
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3.2 **Programs that support post-secondary access are available for all students**	**Aspect A** *All Students* • Course enrollment figures by subgroups • Schools will have an improvement goal to this effect.	**Aspect B** *College Access Programs* • Percentage of students enrolled in college access programs • Percentage of students enrolled in post-secondary institutions	• Gear Up • AVID • America's Choice: Coalition of Essential Schools • First Things First • Talent Development High School model • High Schools That Work	• Advancement via Individual Determination (AVID). • Gear Up. • Martinez, Dr. Monica. (2005); The link between high school reform and college access and success for low-income and minority youth.	Questions to ask: 1. How many of the students at your site attend a postsecondary institution? 2. Are there differences between demographic subgroups? 3. How do you ensure every student is aware and has the tools available to pursue a postsecondary learning experience? 4. What strategies are in place to prepare students for postsecondary opportunities? 5. How are parents informed of opportunities?

The Ideal	Where are we?			How do we get from the present to the ideal?		
	Possible Tools to Measure			Potential Strategies	Possible Resources	Advisor Guidance
3.3 **Rigorous career and technical (CTE) courses are offered in high-demand fields, leading to certification or other industry-recognized credentials.**	***Aspect A*** *Courses offered* • Transcripts by subgroups • Course enrollment figures/ transcripts	***Aspect B*** *Rigorous-Credential and/or certification* • Transcripts reflecting grades issued from higher education institution • Number of students receiving certification and/or credentials	***Aspect C*** *High Demand Fields* • Alignment of course offerings with high demand fields	• STEM-related disciplines integrated with CTE • Project Lead the Way • Pro/ENGINEER Software from Parametric Technology Corporation (PTC).	• Career Academy Support Network. (2005). Scheduling guide for career academies. • Project Lead the Way. • Stone, James R. III., and Alfeld, Corinne. (n.d.). Building academic skills in context: Testing the value of enhanced math learning in CTE. National Research Center for Career & Technical Education University of Minnesota. • Association for Career and Technical Education. (2006, January). Reinventing the American high school for the 21St century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education.	Questions to ask: 1. What standards do the CTE courses align their curriculum to? 2. How often are the courses offered and/or re-visited to ensure relevance in the current economy?

The Ideal	Where are we?			How do we get from the present to the ideal?		
	Possible Tools to Measure			Potential Strategies	Possible Resources	Advisor Guidance
3.4 **Students are actively involved in early and ongoing academic and career guidance and planning**	***Aspect A*** *All Students* • Student records reflect academic and career guidance activities	***Aspect B*** *Early-Ongoing* • Percentage of students who received guidance tracked through course of study	***Aspect C*** *Career Guidance/ planning* • Career guidance is well defined and systematically implemented	• All students have an academic/ career plan • Advisory structures are in place • College visits • EPAS planning sheets	• Dedmond, Rebecca A. (2005, November). A personalized plan for life. • Small Schools Project. Advisories. • MacLaury, Susan. (2002). Student advisories in grades 5-12: A facilitator's guide. Norwood, MA: Christopher-Gordon Publishers. • Gibson, D. & Clarke, J. (2000). Growing toward systemic change: Developing personal learning plans at Montpelier High School. Northwest and Islands Regional Educational Laboratory: Rhode Island.	Questions to ask: 1. To what extent do the students meet with their counselors and/or advisors to discuss future opportunities? 2. How do you determine the effectiveness of your guidance and planning activities? 3. How are students learning to use information to make decisions about their own education?

The Ideal	Where are we?		How do we get from the present to the ideal?		
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3.5 **Partnerships that create opportunities for students to pursue work-based learning and internships exist between the school and area businesses**	***Aspect A*** *Work-based learning opportunities* • A record of the partnerships between school and area businesses • Students' work-based training plans	***Aspect B*** *Partnerships with businesses* • A record of the partnerships between school and area businesses • Students' work-based training plans	• Assist the student in career exploration and selection of a career major • Provide a planned program of job training and work experience for a student • Integrate academic and vocational curricula • Teach job skills that relate to the student's career major • E-mentoring	• National Center on Secondary Education and Transition. (2005, February). Essential tools • CASEL toolkit 38 page 257 to 259 • Developing Work-Based Learning Opportunities. • National Academy Foundation helps build partnerships between schools and businesses. • Evolution of school to work programs.	Questions to ask: 1. What businesses in the community does the school have a relationship with? 2. What is the extent of that relationship? 3. What is the connection between work and school? 4. How do you ensure the programs are meaningful?

Component Four: High-quality teacher and principal leadership

The Ideal	Where are we?	How do we get from the present to the ideal?		
	Possible Tools to Measure	**Potential Strategies**	**Possible Resources**	**Advisor Guidance**
4.1 **Principal is an advocate and spokesperson for the school's continuous improvement efforts**	***Aspect A*** *Spokesperson and advocate to broader community* • Percent of community stakeholders who can identify improvement efforts as being relevant and express support for change efforts • Percent of community members engaged with the school who use similar language to reinforce desired behaviors and/or expectations • Frequency of communication efforts to the broader community. • Survey from the community regarding understanding of efforts of school • Frequency of presentations that use data to describe outcomes and progress connected with change efforts • Extent to which data on progress posted in a public place	• Principal advocates district policies (e.g., flexible use of resources) that support the success of the redesign plan • A communication plan for building awareness, consensus, and communicating progress to the broader community • Facilitated conversations with stakeholders to communicate and problem solve areas of concern • Improvement strategies and efforts are integrated with other district initiatives	• Elmore, R. (2000). Building a new structure for school leadership. The Albert Shanker Institute. • Marzano, R., Waters T., & McNulty, Brian A. (2005). School leadership that works. ASCD. • Tucker, M. & Codding, J. (2002).The principal challenge. John Wiley & Sons. • Kouzes, J. & Posner, B. (2002). Leadership challenge. Third Edition. Jossey-Bass. • CASEL took kit 39. 262-267.	Questions to ask: 1. What avenues exist to communicate school initiatives to stakeholders? 2. Are there ways in which community members can ask questions as well as engage in developing and supporting change efforts (e.g. forums)? 3. Are the activities the principal chooses effective?

The Ideal	Where are we?	How do we get from the present to the ideal?		
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4.2 **The principal and teacher leaders monitor all aspects of the school's continuous improvement efforts**	***Aspect A*** *Monitoring* • Frequency of evaluations • Quantitative analysis of walkthrough observation data, attendance in professional development • Survey from staff members regarding alignment of professional development funds • Quantitative analysis of screening/benchmark data consumed on regular basis (e.g. 3x's per year) • Minutes from data meetings or observation checklist that problem-solving process was followed • Evaluation of usefulness of information • Fidelity of implementation measures used to track implementation progress (e.g. SET)	• Instructional staff, building leadership, and administrators consistently follow a problem-solving framework • School leaders define effective instruction, and monitor and provide feedback on classroom practice • High-quality professional development aligned with the redesign plan • School leaders allocate resources to support the redesign efforts (e.g., flexible use of time, alignment of discretionary funds) • Teams consistently follow data-driven decision-making and problem solving process for making educational and resource decisions • Systems in place to verify curriculum and interventions implemented with fidelity	• Useful page for the development as well as practical advice on conducting walkthroughs: • How to Conduct Effective Walkthroughs. (2006). Videotape 25, ASCD. • School Evaluation Tool (School wide PBIS fidelity measure)	Questions to ask: 1. How does the leadership team measure and use progress of implementation data in decision making? 2. How is data used to target improvement efforts 80:15:5? 3. Are monitoring and accountability measures in place to accurately gauge implementation? 4. How does the leadership communicate progress in implementation? 5. What are the tools available to the leadership team to ensure progress in implementation? 6. What are the ramifications for staff that choose not to implement initiatives?

The Ideal	Where are we?	How do we get from the present to the ideal?		
	Possible Tools to Measure	**Potential Strategies**	**Possible Resources**	**Advisor Guidance**
4.3 **Structures are in place that provide all staff with opportunities to influence and exercise leadership, school activities and policies**	***Aspect A*** *Staff with influential capabilities* • Frequency and attendance records of leadership team meetings. • Record of actions stemming from leadership team loops and rapid cycle problem-solving • Survey results of staff not on leadership teams to monitor awareness of actions and perception of their level of participation	• Site leadership team • Establish rapid cycle problem-solving and communication feedback loops • A collaborative model which solicits input from and facilitates discussions among stakeholders to build consensus	• "Leadership Capacity School Survey." Making School Improvement Happen with What Works in Schools. pp. 277-279. • McKeever. (2003). 9 Lessons of Successful Leadership Teams. WestEd. • Danielson, Charlotte. (2006). Teacher leadership that strengthens professional practice. Alexandria, VA:ASCD.	Questions to ask: 1. To what extent do teachers provide input regarding school activities and policies? 2. How is input gathered from staff before major decisions? 3. How is staff leadership fostered from the administration?

The Ideal	Where are we?		How do we get from the present to the ideal?		
	Possible Tools to Measure		Potential Strategies	Possible Resources	Advisor Guidance
4.4 **The principal and teacher leaders foster a culture of collective and collaborative responsibility for student success among all staff**	***Aspect A*** *All Staff* • Staff survey to measure congruence regarding practices/belief • Meeting minutes	***Aspect B*** *Collective and Collaborative Responsibilities* • Mission statement • Organizational principles • Surveys • Daily communication • Survey on School Level factors from What Works in Schools figure 17.1 page 161 • Quantitative analysis of fidelity to problem-solving and data-driven decision making frameworks	• Staff hold themselves accountable for individual student achievement and achievement of the school as a whole • Interdisciplinary teams • Cross-grade level teams • "Whatever it takes" attitude • All staff have access to professional development opportunities (including specialists in targeted areas) • Infrastructure supports use of time for collaboration • Professional Learning Communities • Problem-solving teams have frameworks to follow • Framework for rapid cycle problem-solving at teacher through building leadership levels	• Marzano, R. (2003). What Works in Schools. Chapter 7. 60-67. • DuFour, R. (2004). Whatever it takes. 249-253. • Brown, John L. (2004). "Leadership capacity school survey." Making school improvement happen with what works in schools. ASCD. 277-279. • Ferrance, Eileen. (2000). Themes in education: Action research. Northeast and Islands Regional Educational Laboratory. • Killian, Joellen, & Cindy Harrison. (2006). Taking the lead: New roles for teachers and school-based coaches. Oxford, OH: NSDC. • Building a Committed Team.	Questions to ask: 1. How much time is set aside for collaborating among teammates? What are outcomes of collaboration time? 2. To what extent is student achievement/performance improving as a result? 3. What infrastructure and supports are in place to purposefully promote a culture of collaboration? 4. Are structures set up to facilitate conversations and are agendas monitored? 5. How are student successes celebrated? 6. Do teams have opportunities to collaborate with each other?

The Ideal	Where are we?	How do we get from the present to the ideal?		
	Possible Tools to Measure	**Potential Strategies**	**Possible Resources**	**Advisor Guidance**
4.5 **The principal understands the change process and anticipates and manages the effects of change on stakeholders**	*Aspect A* *Managing Change* • Staff surveys reflecting effects of change efforts on stakeholders. • McREL's Profile 360	• Assign members of the leadership team responsibilities to assist with culture, input, communication and order based on McREL's research from School Leadership that Works • Development of a transition support team	• McREL. Balanced Leadership: Managing Change. • Bridges, William. (2003). Managing transitions: Making the most of change. Perseus Books. • Fullan, Michael. (2005). Leadership & sustainability: Systems thinkers in action. Thousand Oaks, CA: Corwin Press. • Johnson and Donaldson. (2007, September). "Overcoming the obstacles to leadership." Education Leadership. 8-13. • Leithwood, Kenneth, Seashore Louis, Karen, Anderson, Stephen, & Wahlstrom, Kyla. (2004). How leadership influences student learning. CAREI.	• Ensure leaders have a firm understanding of the magnitude of the change on the stakeholders and provide guidance on how to best manage it through use of holding environments and other proactive measures. Questions to ask: 1. How has this change been framed for the stakeholders? 2. Who is responsible for assisting the stakeholders in this transition?

Component Five: Use data for improvement

The Ideal	Where are we?	How do we get from the present to the ideal?		
	Possible Tools to Measure	**Potential Strategies**	**Possible Resources**	**Advisor Guidance**
5.1 **The school uses a systematic, data-driven school improvement planning process**	**Aspect A** *Systematic data improvement* • Readiness survey from Power of Data page 101. • School improvement goals initiated as result from data analysis.	• The school improvement plan articulates how data will be collected, managed, and analyzed • Redesign strategies are included in the school improvement plan* • Data retreat • School data profile • The school addresses issues of instructional program coherence	• The Center for Comprehensive School Reform and Improvement. Data-driven decision-making. • Bernhardt, V.L. (2005). Using data to improve student learning in high schools. Larchmont, NY: Eye on Education, Inc. • McREL. (2006). Sustaining school improvement: Data-driven decision making.	Questions to ask: 1. What assessments are used to measure outcome, demographic, perceptual, and program data as it relates to the school improvement efforts? 2. How is this data disseminated to the stakeholders and used in planning processes? 3. Is there a strategic plan for accumulating data from the staff? 4. How familiar is the staff in using a data-driven decision-making process?

The Ideal	Where are we?	How do we get from the present to the ideal?		
	Possible Tools to Measure	**Potential Strategies**	**Possible Resources**	**Advisor Guidance**
5.2 **All staff use data to improve curriculum and instruction**	***Aspect A*** *Data to Improve Curriculum/Instruction* • Frequency of collaborative meetings • Establishment of SMART goals based on data analysis • Lesson differentiation based on student results on formative assessments reflected in lesson planning and grouping strategies • Quantitative data used to monitor health of system 80:15:5 multiple times per year to target appropriate level of intervention, all/some/few • Use of EPAS data • Use of Surveys of Enacted Curriculum (SEC) data	• Looking at student work • Structures are in place to dialogue about data • Teachers know what students are asked to do on state tests • Teachers align instruction and assessment to standards • Teachers use data at the classroom and school levels • Common formative assessments among teachers in a school or among teachers in similar schools • Short feedback loops through use of formative data • Assessment FOR Learning • Lesson Study • Action research	• Data Retreat® Information. • Bernhardt, V.L. (2005). Using data to improve student learning in high schools. Larchmont, NY: Eye on Education, Inc. • Examining Student Work Videos. (2002). ASCD. • Langer, G., Colton, A. & Goff, L. (2003). Collaborative analysis of student work-improving teaching and learning. ASCD. • Stiggins, R., Arter, J, Chappius, J. & Chappuis, S. (2004). Classroom assessment for student learning. Assessment Training Institute. • Surveys of Enacted Curriculum.	Questions to ask: 1. What data is collected and how does it align with expectations of what students need to know and be able to do in the respective subject area? 2. What formative assessments are used in the subject areas and are they uniform across the team? 3. What accountability measures are in place for modifying curriculum based upon performance on assessments?

The Ideal	Where are we?	How do we get from the present to the ideal?		
	Possible Tools to Measure	**Potential Strategies**	**Possible Resources**	**Advisor Guidance**
5.3 **All staff use data to improve school culture, organization, and management**	**Aspect A** *Data to Improve Culture/Organization* • School Climate Surveys • Adherence to agreed upon norms reflected in staff surveys • Record of data use in collaborative meetings among staff	• School climate surveys • Focus groups • School Advisory Board	• NASSP. (2004). Breaking ranks II. • Bernhardt, V.L. (2002). The school portfolio toolkit: A planning, implementation and evaluation guide for continuous school improvement. Larchmont, NY: Eye on Education, Inc. • Reinventing Education. (2002). Change toolkit. • Various assessment surveys regarding school improvement efforts.	Questions to ask: 1. To what extent do teachers and stakeholders provide feedback to leadership? 2. Is the use of data considered "indispensable" by staff members?

The Ideal	Where are we?	How do we get from the present to the ideal?		
	Possible Tools to Measure	**Potential Strategies**	**Possible Resources**	**Advisor Guidance**
5.4 **Staff assess and report the impact of improvement policies and practices on all student populations to stakeholders**	***Aspect A*** *Assess and report the impact* • Evidence of data reporting, i.e. school newsletters, Website, etc. • Data broken down by subgroups	• Website • Sharing of best practices with other schools • Annual report • Serving as a demonstration site	• CASEL tool kit 39 pages 262-267	Questions to ask: 1. How frequently are successes shared with community and in what ways?