Student-Centered Framework for Continuous School Improvement

**CARING, COLLABORATIVE CULTURE**

**TRUSTING, RESPECTFUL CLIMATE**

**ORGANIZATIONAL LEADERSHIP**
- Principal/Administrative Team Leadership
  - Establish Distributive/Participative Leadership (Capacity)
  - Establish Transformational Leadership (Change)
  - Establish Instructional Leadership (Pedagogy)
  - Establish Managerial Leadership (Efficiency)
- Staff Leadership
  - Accept Leader Roles (School Improvement Team)
  - Become a Community of Leaders (Staff)
  - Commit to Success for Each Student (Staff)
- Parent Leadership
  - Accept Leader Roles (Committees)
  - Provide Instructional Support (Volunteers)
- Student Leadership
  - Accept Leader Roles (Committees)
  - Develop Leadership (Student Governance)
- Community Leadership
  - Accept Leader Roles (Committees)
  - Provide Instructional Support (Volunteers)
- District Leadership
  - Understand Site-Level Needs
  - Support Site-Level Needs

**SUCCESS for each STUDENT**
- Academic
- Social
- Emotional
- Physical

**ORGANIZATIONAL PEDAGOGY**
- Standards-Based, Developmentally Appropriate Curriculum
  - Align with State Standards
  - Align with Curriculum of other Grade Levels
  - Align with Instruction and Assessment
  - Integrate across disciplines
  - Relevant and Authentic for Young Adolescents
- Standards-Based, Developmentally Appropriate Instruction
  - Align with State Standards
  - Align with Curriculum and Assessment
  - Engage Learners Actively (Mentally and Physically)
  - Relevant and Authentic for Young Adolescents
- Standards-Based, Developmentally Appropriate Assessment
  - Align with State Standards
  - Align with Curriculum and Instruction
  - Align with State/National Testing Methods
  - Relevant and Authentic for Young Adolescents
- Grounded in Knowledge of Learner
  - Match Academic Readiness and Capacity
  - Promote Socialization with Peers and Adults
  - Foster Emotional Self-Image and Self-Control
  - Foster Self-Esteem (General & Academic)
  - Match Physical Needs & Development

**ORGANIZATIONAL STRUCTURE**
- Change Processes
  - Establish Comprehensive and Systemic Processes
  - Establish Vision-Driven not Deficit-Driven Change
  - Inform Change via Formative and Summative Data
- Program Delivery
  - Embed Basic Skills and Enrichment Programs
  - Require Core and Exploratory Curriculum
  - Provide Co-Curricular/Extra-curricular Opportunities
  - Implement Student Grading and Homework Policies
  - Create Small Learning Communities/Teaming Structures
  - Implement Multi-Year/Extended Learning Relationships
  - Implement a Flexible Instructional Schedule
  - Implement Student-Adult Advisement Opportunities
  - Implement Multiple Transition Practices to/from School
  - Provide Service Learning/Volunteerism/Health Services
- Personnel Policies
  - Recruit, Select, Retain, Develop, Dismiss Aggressively
  - Engage Staff in the Design/Implementation of Continuous Authentic and Relevant Professional Development
  - Align Teaching Assignments to Teacher Ability and Program Needs
  - Organize Staff by Teams and Content Areas
  - Provide Teacher and Team Planning Times
- Student Policies
  - Assign/Group Students Heterogeneously
  - Establish Attendance and Behavior Policies
- Resource Allocation
  - Align with Vision/Goals