

# 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 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/Extracurricular 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

### ORGANIZATIONAL PEDAGOGY

- **Standards-Based, Developmentally Appropriate Curriculum**
  - ◆ Align with State Standards
  - ◆ Align with Curricula 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

