

Connecting the Dots – Preparing All Students to Be Career and College Ready

Multi-Tiered System of Support	School Improvement Framework Standards and Questions				
Essential Elements	Classroom	School/District	MDE Support		
<ol style="list-style-type: none"> 1. Implement effective instruction for all learners 2. Intervene early 3. Provide a multi-tiered model of instruction and intervention 4. Utilize a collaborative problem solving model 5. Assure a research-based Core Curriculum (aligned with Michigan's state standards) 6. Implement research/evidence-based, scientifically validated, instruction/interventions 7. Monitor student progress to inform instruction 8. Use data to make instructional decisions 9. Use assessments for three purposes: universal screening, diagnostics, and progress monitoring 10. Implement with fidelity 11. Engage parents and community 	Strand 1: Teaching for Learning	Standard 1: Curriculum			
		Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.			
		<ul style="list-style-type: none"> • How is the curriculum design modified/differentiated to support the needs of all students? • In what ways is the curriculum clear, concise, and discussed by staff? 	<ul style="list-style-type: none"> • How does the school curriculum align with, and reference Michigan's standards? • How does the school curriculum align with, and reference, the benchmarks and Content Expectations for English Language Arts, Mathematics, Science, Social Studies, ...? 	Crosswalk documents CTE alignment MORE Portal Milit Plan	
		Standard 2: Instruction			
		Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.			
		<ul style="list-style-type: none"> • How are the planned instructional processes and practices appropriate for the levels and needs of all students? • In what ways is the curriculum clear, concise, and discussed by staff? • How is instruction differentiated to meet the needs of individual learners? 	<ul style="list-style-type: none"> • How are classroom lessons aligned to the school's/district's written curriculum? • How is research-based instruction practice being used across the curriculum? • How does staff integrate technology into curriculum instruction and assessment? 	MAISA Instructional Units "Connecting the Dots" SIP academic goals project MOPLS Teaching for Learning Framework	
		Standard 3: Assessment			
		Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.			
		<ul style="list-style-type: none"> • How are assessments aligned with the curricula and instruction (written and enacted)? • How are multiple measures used to evaluate student learning (classroom assessments, district assessments, MEAP, student portfolios, behavioral, measures other than achievement, etc.)? • How is data used to determine/improve student learning? 	<ul style="list-style-type: none"> • How are students enrolled in Prekindergarten through 12th grade assessed? • In what ways are assessment results used to identify needs and assist students? 	Michigan Assessment Consortium (MAC) Smarter Balanced Assessment Consortium (SBAC) Dynamic Learning Maps (DLM)	