

"The Comprehensive Learning Framework (CLF) was developed with input from teachers, administrators, board members, and parents. It is the roadmap that aligns decisions, expenditures, and actions throughout the school division. It is a living document and process that develops each year. We think of it as the GPS system that guides all the work in the school district from student learning and accountability, to professional learning and practice, to board governance. The power of the learning framework is the involvement and continuous learning of a broad range of participants. The CLF builds a process to define and organize the important work done throughout a school division."

**Dr. Sandi Kitts, Superintendent of Learning,
Prairie South School Division
Saskatchewan**

"Most planning processes are so comprehensive that teaching, learning, and the essential challenges surrounding instruction simply get lost or have to compete for time, attention, and resources with other challenges that don't impact achievement. In my experience, this is the norm in most districts. The Comprehensive Learning Framework aligns planning, implementation, and reporting into a single process where teaching and learning remain the focus. This makes sense to staff. It is our mission. If we don't get this done right the rest doesn't matter. Leadership is about keeping the focus on classrooms, developing and supporting your staff, and increasing learning and achievement. The Comprehensive Learning Framework helps get this accomplished."

**Dr. John VanPelt, Superintendent,
Lake Villa District 41
Illinois**

**Kamm Solutions
Continuous Improvement . . . Powerful Results.**

We offer customized research and practical solutions that address

- Whole system alignment
- Effective team structures and protocols
- School improvement practices
- Transformative curricula focused on standards, assessment as evidence, & powerful instruction
- Evaluation and professional growth systems
- Strategic communication
- Powerful grading practices

A Comprehensive Learning Framework

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A Comprehensive Learning Framework

Our Vision

Establishing Purpose, Instilling Pride, Empowering Performance - One Person at a Time.

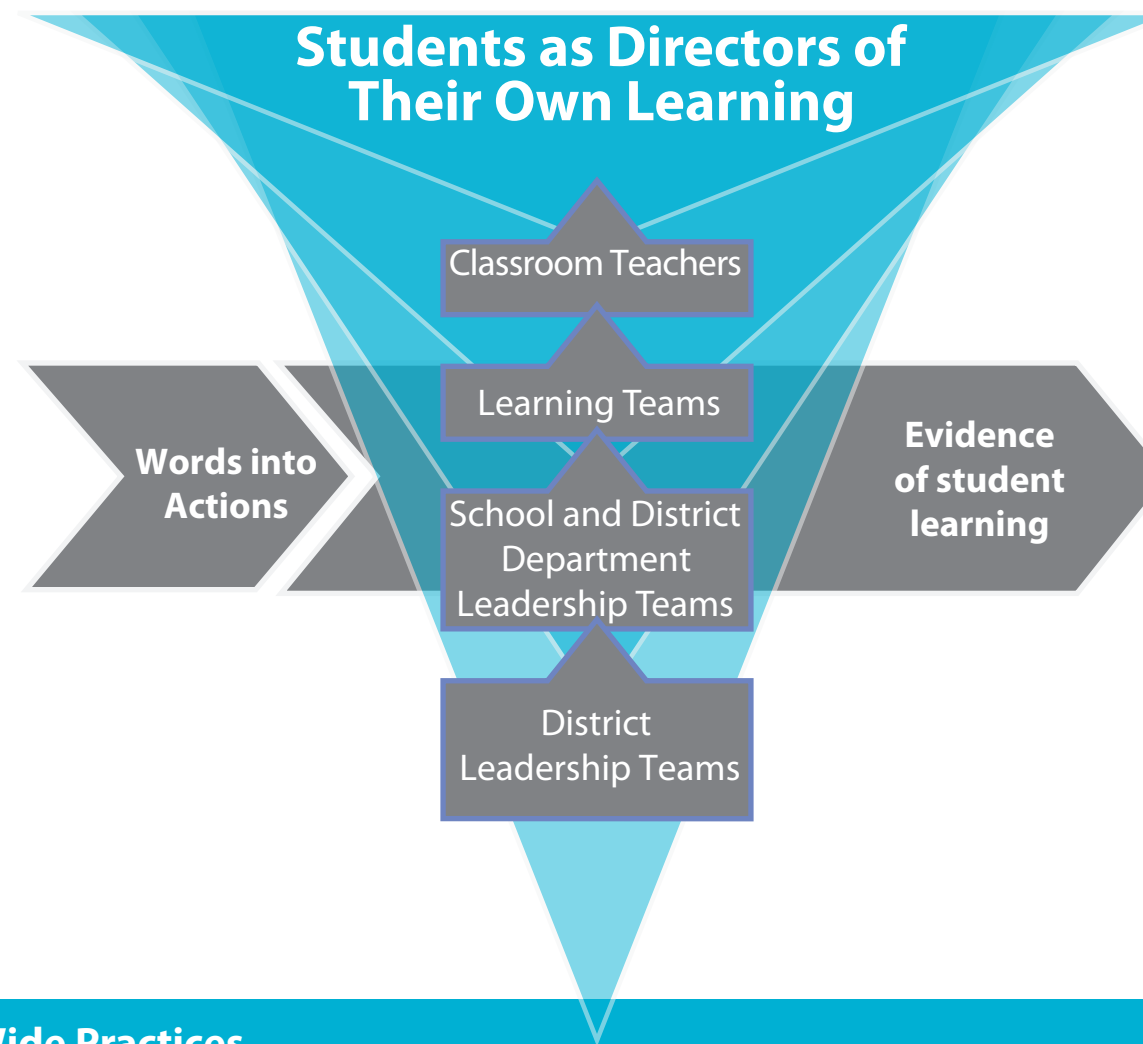
Our Mission

Our mission is to educate students to be eager and innovative learners who are self-motivated, self-monitoring, and self-modifying. We prepare students to pursue successful futures and to make positive contributions to their communities and the global society.

Strategic Goals

- Prioritize continuous improvement for all students at all levels.
- Maintain and support a highly qualified, diverse staff whose members are student-centered, reflective, enthusiastic, and committed to professional excellence.
- Maintain an innovative learning environment that is safe, efficient, nurturing, and supportive of quality teaching and learning.
- Foster strong partnerships between home, school, business, and the community.

Reciprocal Accountability and Shared Leadership: Transforming Teaching, Leading, and Learning



Classroom Assessments:

Classroom formative assessments serve as frequent indicators of individual student mastery of priority standards. Students use these results to set learning goals, and teachers use the results to guide their daily instructional practices.

Common Formative Assessments:

Common formative assessments are used by learning teams to measure student mastery of priority standards within specific units of study. The student results from these assessments are used by learning teams to inform their instructional decisions and to determine appropriate interventions.

School Site & District Department Performance Indicators:

These performance indicators are aligned with district-wide indicators and are used to measure the effectiveness of school and district department strategies. These indicators reflect both adult implementation and student achievement.

District-Wide Quality School Indicators:

These large-scale indicators measure progress toward the achievement of system-wide strategic goals.

Supporting Components that Connect System-Wide Practices

Strategic Improvement Plans

Strategic Improvement Plans are aligned system-wide and developed by district departments and schools. They include data analysis, focused goals and strategies, specific actions, targeted professional learning, community connection, and frequent monitoring with mid-course corrections. Stakeholders clearly understand their responsibility for implementing their strategies and are dedicated to continuous improvement.

Learning Teams

Learning teams collaboratively analyze data to inform instructional decisions. They also implement research-based instructional practices and continue to collectively monitor evidence of student learning. In addition, learning teams implement school improvement strategies and monitor their impact on student learning.

Evaluation Systems

Dynamic, multi-dimensional evaluation systems are anchored on rubrics that clearly indicate expected practices and levels of performance. In addition, these systems include frequent feedback, professional growth plans, meta-cognitive reflections, inquiry-based coaching, peer modeling, and continuous monitoring.

Dynamic Curriculum Design

A curriculum for the future includes dynamic, vertically aligned units of study that are anchored on standards. These units include engaging learning experiences, authentic performance-based tasks, an array of formative assessments, differentiated instructional practices, and rich resources for support. The curriculum is designed to stimulate and unify teachers as they inspire students to be critical and innovative thinkers.

Professional Learning

Professional learning that leads to implementation includes theoretical knowledge, modeling, practice, feedback, reflection, and continued coaching. In order to be focused and meaningful, the content of professional learning needs to connect with strategic improvement plans, the curriculum, learning team requests, and areas of need from educator professional growth plans.

Communication System

Effective communication is supported by a clearly articulated system that outlines frequent (at least quarterly) opportunities for district, schools, and learning teams to present their progress and to discuss the impact of their strategies on student learning. Insights for effective practices are shared between schools and departments with the purpose of improving practices by learning from one another.

Recognition and Support

Schools and learning teams who reach their goals through the effective implementation and monitoring of their strategies are recognized for their accomplishments. Schools and learning teams who do not reach their goals are provided with a menu of options for support as they work to enrich their practices and improve their results.