

**Comprehensive School Reform
Narrative Report**

Due: November 30, 2007
Email: lindemanj@michigan.gov
or
Fax: 517- 241-0247

Date _____

District Code _____ Model _____

District Contact Person _____

Evidence of or Technical assistance provided for:

- | | |
|--|-------------------------------------|
| _____ Relationship with model provider | _____ Allocating resources |
| _____ Staff participation (buy-in) | _____ Building leadership |
| _____ Goal setting/action Planning | _____ District support |
| _____ Parent/community involvement | _____ Using data/Rubrics |
| _____ Sustainability Plan | _____ School Improvement Frameworks |
| _____ Achievements (Blue Ribbon) | _____ Other _____ |

Comments/Best Practices:

Form completed by: _____

Signature

Questions and Issues for CSR

The questions that follow are recommended as an appropriate base level for addressing the quality of reform activity in your district for the CSR grants. There is no restriction on going beyond these questions in order to report a clearer perspective on the quality of a school's reform effort.

1. Has the school established a solid working relationship with the model provider? Is the model provider coach accessible and responsive? Is professional development planning driven by the needs of the school's staff?
2. Has staff participation and support remained at a high level for the reform process? If a substantial problem exists with this, does the school need some support to address it?
3. Are the goals, as written in the application, driving the reform effort? Does planned PD revolve around those goals? Is data used to develop and measure success with written goals and objectives?
4. Is there a plan to improve parent and community support for the day-to-day operation of the school? Are parents given the opportunity for active involvement in the reform effort? Would the school need some resources to gain a more active level of parent and community involvement?

5. Are resources coordinated and focused on the comprehensive reform process? Are other school improvement initiatives (School Improvement Framework) integrated into the comprehensive reform process? Are financial, facility, and human resources all focused on supporting school improvement initiatives? Are there carryover uses of these resources that are no longer supporting the improvement plan? Is the school leadership team planning for sustaining reform after the CSR funding has expired?

6. Does the building administration have an active role in the reform process? Is the leadership for this effort shared with other staff members and parents? Are staff members encouraged to take an active role in leadership for reform?

7. Does the district give the CSR school a special status of any type to achieve their reform goals? Is the school permitted to practice actively the principles of site-based decision-making? Does the district impose its own professional development activity in place of the school's plan? Is the district contact person familiar with the CSR activity in individual buildings?

8. Is the appropriate use of data emphasized for planning and evaluation purposes? Are there plans to disaggregate data in a manner suitable to the requirements of ESEA? Does the school/district need more training on the issue of utilizing data appropriately?

9. What achievements have you documented as a result of implementing the Comprehensive School Reform Grant? (Student work, teacher/student participation, standardized tests, awards-such as Blue Ribbon Schools)