



MICHIGAN  
SCHOOL IMPROVEMENT  
COMPREHENSIVE NEEDS ASSESSMENT  
DISTRICT



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## Introduction

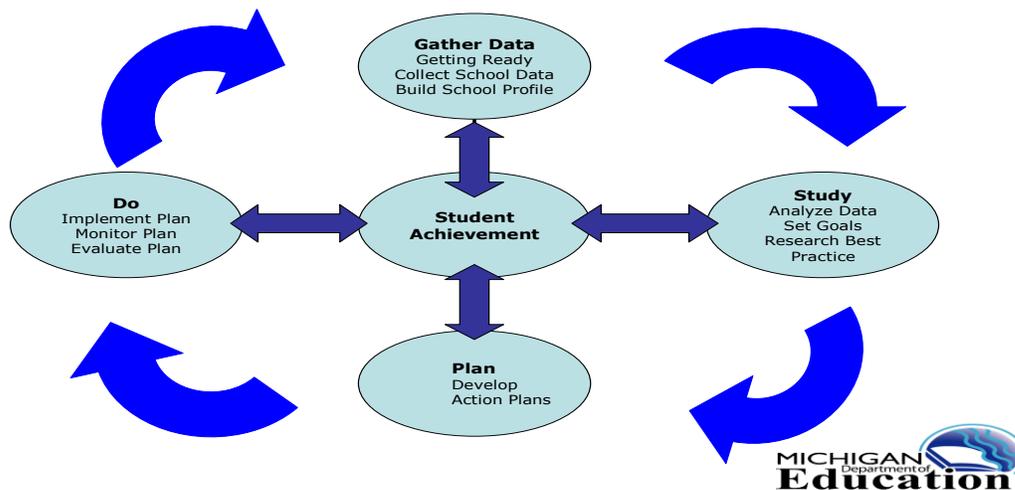
The District Comprehensive Needs Assessment (DCNA) was developed to be used as a tool to assist a **district** staff in determining the strengths and challenges of their district. The DCNA assesses the information, and student data, as well as the system processes and protocols of practice that are in place to support student academic achievement.

### Model of Process Cycle for School Improvement

The School Improvement Framework (SIF) establishes a vision for district and school improvement. The Process Cycle for School Improvement has four major components that cycle in continuous praxis around student achievement. They are:

- **Gather Data I**      Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze**      What did the data/information we collected tell us (gap analysis)?
- **Plan**      How do we organize our work so that it aligns to our goals and resources (Plan)?
- **Do**      Staff implements the strategies and action steps outlined in the plan (Implementation and Monitoring).
- **Gather Data II**      Where are we now (status) and did we reach our goals (Evaluation and Revisions)?

### School Improvement Planning Process



While the SIF provides the vision for school improvement, the DCNA is a tool that supports two of the four areas of the School Improvement Process: **Gather Data** and **Study**.

The following pages provide sample data charts and probing questions to create dialogue about student and district data. They are designed to facilitate a deeper reflection into a district's data/information and protocols of practice in order to identify areas of need.

Data/information from the DCNA can be used to write a district improvement plan that includes specific student achievement goals, objectives, and strategies designed by the stakeholders. It is suggested that a DCNA be conducted once every three years, coinciding with the district improvement planning cycle, and revisited annually for evaluation and revisions as needed. Districts that receive any of the federal grant resources are required to complete a comprehensive needs assessment in order to be eligible to receive any of the federal consolidated grant dollars.

Sources of data/information that serve the process of needs identification can include: district self-assessment using the DCNA; evaluation data from the current district improvement plan; information contained in the district report card; district's annual education report; and student test data from multiple sources.

Web sites that can assist with data collection include: [www.michigan.gov/meap](http://www.michigan.gov/meap) , [www.michigan.gov/mepr](http://www.michigan.gov/mepr) , and [www.michigan.gov/cepi](http://www.michigan.gov/cepi).

The DCNA consists of three sections:

- o **District Data Profile and Analysis:** Assesses current student achievement data and information about the district. The resulting Student Data Analysis Report can be used for district improvement planning purposes. The report includes: 1) identification of student learning goals; 2) gaps between where student achievement is currently and where you want student achievement to be; and 3) identification of contributing causes for gaps in achievement.
- o **District Processes Analysis and Profile:** Assesses the system processes and protocols of practice that are in place to support student academic achievement. The assessment focuses on the Indicators contained in the School Improvement Framework Rubrics. Standard and Strand analysis reports have been included to organize the identified strengths and challenges in system processes and protocols of practice.
- o **District Comprehensive Summary Report:** Provides a format to align identified student achievement challenges with system challenges. This report will provide district staff with useful information for developing the district improvement plan.

#### **Summary of Uses for the DCNA**

- o Guide the district's identification of additional resources (grants) to support its goals and objectives.
- o Periodically review and/or evaluate district implementation of indicators that are aligned to the School Improvement Framework.
- o Serve as the basis for all other needs assessments that may be required of the district.

- o Serve as the district's professional learning plan as required by Public Act 25 (PA25).
- o Serve as the district's technology plan.
- o Comply with federal grant requirements of aligning resources with identified needs through a comprehensive needs analysis. (District Comprehensive Analysis Report)

Electronic versions of this document are available at [www.michigan.gov/schoolimprovement](http://www.michigan.gov/schoolimprovement)

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# District Data Profile

This section provides a model of the types of district information and student data that could be reviewed, and suggested questions that might be asked to probe into the data and information. Completion of this section is recommended, but not required.



3. When looking at sub-group enrollment outlined in the following chart, has the percentage of students from any group changed by more than 5% over the past five years?

If yes, for which sub-group(s)? \_\_\_\_\_

### Sub Group Enrollment

Years included in the chart:

Group	Total District Enrollment									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged										
Ethnicity										
Students with Disabilities										
Limited English Proficient (LEP)										
Homeless										
Neglected & Delinquent										
Migrant										
Gender										
Male										
Female										
Total Population										

Sample chart to organize sub-group demographics

### Summary

4. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?
5. After reviewing the changes in the district enrollment trends, what implications do the data present for the district in the following areas: staffing, fiscal resource allocations, facility planning, professional development, advertisement, recruitment?

### Staff

Using the information from the following charts, discuss the following questions:

1. What is the average number of years teachers in this district have been teaching?

Question	Total # Teachers	0-3 years	4-8 years	9-15 years	>15 years
Indicate how long teachers in the district have been teaching.					

2. Indicate the percentage of teachers in the district who meet the federal and state requirements for grade/subject area assignments (Highly Qualified).

Grade Level	Number of Teachers in district	% Currently Meet Criteria	% Do Not Meet Criteria	Waiver Obtained

3. If less than 100% of the classroom instructional staff meets federal and state highly qualified teacher requirements, what action(s) is the district taking to become compliant?
4. How many teachers new to the district (within 3 years) have participated in a new teacher mentor program?
5. What process is in place in the district to ensure new teachers know the curriculum content expectations for their assigned grade?
6. What activities is the district implementing to recruit, maintain, and provide ongoing training to ensure the district instructional staff is/and remains highly qualified?
7. When reviewing teacher tenure in the buildings and comparing student academic achievement data for the building, are any trends noted? Use the chart below or organize data for discussion.

Use the following chart to organize the information for discussion

School in District	Grade	Average # Years Teacher in Building	% of students at grade level

8. For each of the buildings in your district, how long has the administrator been assigned to the building?  
 Principal: \_\_\_\_\_  
 Assistant Principal(s): \_\_\_\_\_

Use the following chart to organize the information for discussion

School in District	Grade	# Years Principal in Building	% of students at G.L.*

\* Grade Level

9. What conclusions can be drawn regarding consistency, training, and qualifications of staffing at the building level?
10. What other conclusions can be made based on this information?

## Parent/Community

1. Discuss the types of family/community participation/engagement that are in place to support student achievement.
  - What activities generate two-way communications?
  - What activities are designed as one-way only?
  - What activities are designed to actively engage parents/community in student learning?
  - What activities are designed to enrich parent/community skills and ability to be meaningfully involved in student educational programs?
  - Do all schools in the district have parent involvement policies as required by section 1118 of NCLB?
2. Does the district have in place, the required policy statement regarding Parent Involvement?
3. Using information contained in the following chart, discuss how has parent/guardian attendance at parent-teacher conferences changed over the last five years?

Years included in the chart:

Group	Parent Conference Attendance										
	Year 1		Year 2		Year 3		Year 4		Year 5		
	#	%	#	%	#	%	#	%	#	%	
<b>Economically disadvantaged</b>											
<b>Ethnicity</b>											
<b>Students with Disabilities</b>											
<b>Limited English Proficient (LEP)</b>											
<b>Homeless</b>											
<b>Neglected &amp; Delinquent</b>											
<b>Migrant</b>											
<b>Gender</b>											
<b>Male</b>											
<b>Female</b>											
<b>Total Population</b>											

4. If the district operates a Title III Part C Language Instructional Program, have all of the necessary parental notifications been sent out? When were they sent?
5. Using the following chart, list the partnerships with other agencies and community-based organizations that the district has developed to address nonacademic barriers to learning for students who are low-performing or at risk of dropping out of school.

Name of Organization/Agency	Type of Service they provide

Tab to add additional rows

6. After discussion about the participation rates for parent/community involvement, what factors did the staff identify that impact parent/community involvement?

7. Upon review of the district annual report, are all required elements regarding parent involvement of the report addressed? What elements are missing?
8. Based on a review of the data and information about parent involvement in the district, what strategies could the district use that would increase the level of effective parent involvement?

**Summary of District Information: Enrollment, Staffing and Parent/Community Involvement**

Use the following chart to summarize challenges/concerns/contributing factors

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district that also noted this concern	Possible Action(s)

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**Student Achievement Data: All Students**

**Continuity of Instructional Program**  
 Students who have been in the district since kindergarten

Highest grade level in building	# of students	% of students proficient		% of students proficient	
		ELA	Math	Social Studies	Science
Students who have been in the building since K					
Students who moved into the building after K					

District should review elementary, middle school and high school levels - copy chart for each level

What additional (multiple) data sources (other than MEAP/MME) were used to inform decision-making about grade level student achievement within the district?

**Additional/Multiple Measures of Student Achievement**

Name and Type of Measurement Instrument	Grade Level Assessed	Subject Area Assessed
1		
2		
3		

**Local Grade Level Data Reports**

**Grade Level Achievement - District Summary**

Year:

Sample Data Charts (duplicate for multiple years)

Grade	ACS**	% HQ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
Pre K										
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

\*GLCE – Grade Level Content Expectations HSCE - High School Content Expectations

\*\* ACS=Average Class Size for the grade \*\*\* % of classroom teachers who meet Highly Qualified Status

**Grade Level Achievement –School Level Data** (Districts are encouraged to analyze individual buildings charts from the School Comprehensive Needs Assessment to determine specific areas of instructional strengths and challenges).

**School:**

**Sample data charts – (see completed individual School Comprehensive Needs Assessment Reports)**

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
Pre K										
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

\*GLCE – Grade Level Content Expectations HSCE - High School Content Expectations

\*\* ACS=Average Class Size for the grade \*\*\* % of classroom teachers who meet Highly Qualified Status

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## Michigan AYP Targets

The following table provides the Michigan AYP Targets for the percent of students scoring in the proficient category of the MEAP/MME tests.

	2002-04	2004-07	2007-10	2010-11	2011-12	2012-13	2013-14
<b>Elementary</b>							
<b>Math</b>	47%	56%	65%	74%	82%	91%	100%
<b>ELA</b>	38%	48%	59%	69%	79%	90%	100%
<b>Middle School</b>							
<b>Math</b>	31%	43%	54%	66%	77%	89%	100%
<b>ELA</b>	31%	43%	54%	66%	77%	89%	100%
<b>High School</b>							
<b>Math</b>	33%	44%	55%	67%	78%	89%	100%
<b>ELA</b>	42%	52%	61%	71%	81%	90%	100%

### Grade Level Achievement – District Aggregate

### MEAP/MME Achievement Reports



**MICHIGAN**  
Department of  
**Education**

District Name: WANTTObETTER PUBLIC SCHOOL  
District Code: 00640

**SCHOOL SUMMARY REPORT**  
All Except Students with Disabilities

**(A)**

Grade 7 - Form 01  
Fall 2006  
**ENGLISH LANGUAGE ARTS**

PEM 10-25-2006



School Name: SUPERIOR ELEMENTARY  
School Code: 34567

**ACHIEVEMENT**

Year	* No. of Students Assessed	Scale Score		Performance Levels					
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2	
Scale Score Range		(150-700)	(150-700)	(150-250)	(251-350)	(351-550)	(551-700)	(351-700)	
<b>READING</b>	2006	999,999	404	394-414	100%	100%	100%	100%	100%
	2005	999,999	404	394-414	100%	100%	100%	100%	100%
<b>WRITING</b>	2006	999,999	404	394-414	100%	100%	100%	100%	100%
	2005	999,999	404	394-414	100%	100%	100%	100%	100%
<b>TOTAL ELA</b>	2006	999,999	404	394-414	100%	100%	100%	100%	100%
	2005	999,999	404	394-414	100%	100%	100%	100%	100%

**PROGRESS**

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
<b>READING</b>	123456 (100%) not gaining	123456 (100%) gaining	123456 (100%) gaining	123456 (100%) gaining
<b>WRITING</b>	0 (0%) not gaining	0 (0%) not gaining	123456 (100%) gaining	0 (0%) not gaining

Number (% of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%))

\* Includes all tested forms, including Emergency form student results.

STRAND	Domain	* No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																				
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>READING</b>	Word Recognition and Word Study	999,999	2.0	3	0	0	100	0																	
	Narrative Text	999,999	14.1	20																					
	Informational Text	999,999	11.2	20																					
	Comprehension	999,999	13.2	20																					
<b>WRITING</b>	Writing Genres	999,999	13.5	20																					
	Writing Process	999,999	15.3	20																					
	Grammar and Usage	999,999	3.5	5																					
	Spelling	999,999	12.5	20																					

\*\* Only includes assigned form student results. Emergency students are not included. Due to rounding percents may not sum to 100%.

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[www.michigan.gov/MEAP](http://www.michigan.gov/MEAP) - click on MEAP test results

# MEAP Assessment Test Item Analysis

The following charts are samples of reports that look at how students across the district are scoring on the MEAP/MME test items. These charts can compare schools within the district, and the district to the state. Websites for these charts are listed.

A review of the district overall performance on these test items can assist in determining if there are areas of concern with the district curriculum.



**MICHIGAN**  
Department of  
**Education**

District Name: **WANTTOBETTER PUBLIC SCHOOL**  
District Code: **00040**

PEM 09/27/06

**DISTRICT COMPREHENSIVE REPORT**

All Students

**(A)**

Grade X  
Fall 2006



	READING						WRITING						TOTAL ELA								
	No. of Students Assessed	Mean Scale Score	Percent at				No. of Students Assessed	Mean Scale Score	Percent at				No. of Students Assessed	Mean Scale Score	Percent at						
		Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	
DISTRICT NAME	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 1	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 2	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 3	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 4	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 5	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 6	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
SCHOOL NAME 7	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 8	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 9	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 10	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 11	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 12	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 13	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%

**Performance Level**  
1 & 2 - Exceeded Standards  
2 - Met Standards  
3 - Basic  
4 - Apprentice

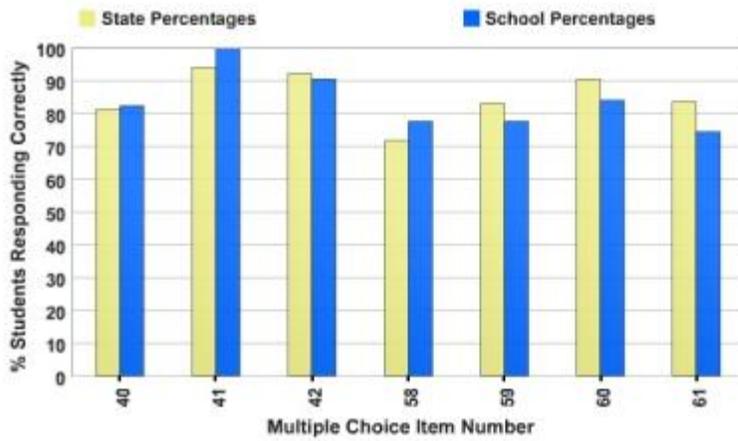
\* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.  
< = No summary scores provided if <10 students.

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[www.michigan.gov/MEAP](http://www.michigan.gov/MEAP) - click on MEAP Test Results - (you must be an authorized user)

Comparative Item Analysis

Math Comparative Item Analysis (Strand: Measurement ) for Training Elementary School Grade: 03



Comparative Item Analysis Table

Item Number	Total Students	% Students Responding Correctly - School	% Correct Responses - State	GLCE	Description
40	51	82.3%	81%	G.SR.02.05	Classify familiar plane and solid objects
41	62	100%	93.8%	G.SR.02.05	Classify familiar plane and solid objects
42	56	90.3%	92%	G.SR.02.05	Classify familiar plane and solid objects
58	48	77.4%	71.6%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
59	48	77.4%	83.1%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
60	52	83.9%	90.5%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
61	46	74.2%	83.5%	G.GS.02.04	Know curved/straight lines, curved/flat surfaces

The above sample chart is available to schools in the pilot sites only. (Calhoun, Macomb, Shiawassee, Gratiot-Isabella, and Jackson).

## Discussion Questions About District Level Student Data: All Students

Using the information gathered about the district's overall instructional program, and individual school analysis of grade level achievement data, discuss the following questions.

1. What trends have been identified when looking at the three years of MEAP/MME of data for the district?
2. What percentage of students moved from basic to proficient, proficient to advanced (MEAP/MME)?
3. What are the differences in achievement between students who have been in the district for all of their instructional experience and those students who moved into the district from another district?
4. What data/information (other than MEAP/MME/GLCE/HSCE) does the district use to measure student achievement at each grade level?
5. When looking at additional (multiple) data sources, were there any discrepancies between the sets of data? If so:
  - How do additional data sources compare?
  - Are the data from the additional data sources congruent with MEAP/MME results?
  - What discrepancies were noted?
6. How are these different data sources used for planning purposes?
7. Which of the schools within the district demonstrate consistently high levels of student achievement?
8. What actions has the district taken to identify the strategies being used by these successful schools, for the purpose of possible replication throughout the district?
9. For schools within the district that are demonstrating a pattern of low student achievement, what actions has the district taken to support these schools?
10. What assessment data is used to identify for remediation, individual students who are at risk of not meeting the state student academic achievement standards? How are students identified for participation in any of the federal categorical programs from which the district receives resources?
11. How are buildings within the district identified for participation in federal programs?
12. Based on the data charts for student grade level achievement, were any areas identified as a concern?
13. For any grade level identified as a concern (significant gap in student achievement), after reviewing the data and information, what has the district staff determined to be a leading cause for the gap in student achievement?
  - Which grade level(s) presents a concern?

- Based on an individual building grade level analysis of student achievement, which building demonstrates a significant grade level gap in student achievement?
  - What contributing cause for the gap did the individual buildings involved identify?
14. After review of the district level MEAP item analysis report, in which skill areas are students performing well?
  15. Are there any skill areas where there is a 10% or greater gap between the district and state scores?
  16. What has the district staff determined to be a leading cause for this gap?
  17. What process does the district have in place to review and assure curriculum alignment with the state standards?
  18. What process is in place at the district level to assure the curriculum is enacted at all grade levels/classrooms within the district?
  19. How is this process monitored?
  20. How does the district use this information to improve teaching and learning practices?

As a result of this review and discussions about student achievement within the district, use the following chart to organize the areas of concern identified during discussions about student data.

**Student Achievement Data Summary - All Students**

Area(s) of Concern Noted	Factors identified that contribute to Concern	Schools within the district who also noted this Concern	Possible Action(s)

**Student Data - District Analysis by Sub-group** (full year students)

Group (<30)	% of Students Scoring in Each Category											
	Reading			Writing			Total ELA			Math		
	B	P	A	B	P	A	B	P	A	B	P	A
Social Economic Status (SES)												
Ethnicity												
Students with Disabilities												
Limited English Proficient (LEP)												
Homeless												
Neglected & Delinquent												
Migrant												
Gender - Male												
Gender - Female												
Aggregate Scores												
State												

Group (<30)	% of Students by Category					
	Science			Social Studies		
	B	P	A	B	P	A
Social Economic Status (SES)						
Ethnicity						
Students with Disabilities						
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender - Male						
Gender - Female						
Aggregate Scores						
State						

**Discussion Questions About Sub-Group Student Data:** (Special Education and LEP will be addressed in the next section)

Using the information gathered about the district’s sub-group achievement data, and individual school analysis of grade level achievement data, discuss the following questions:

1. Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets?
2. Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets?
3. What trends have been identified when looking at the three years of MEAP/MME data for these sub-groups?
4. Using information from the individual school CNA, review the school data for these same charts and identify any of the schools in the district that would be a concern, based on their sub-group analysis. What trends across schools were noted?
5. Does the district have any of these sub-groups with more than 1, but less than 30, students in them? If so, are these students scoring at or above grade level in all content areas? How is this being monitored to ensure **all** students will be successful?
6. How are individual students identified for remediation and/or participation in any of the federal categorical programs from which the district receives resources?
7. Which of the schools within the district demonstrate consistently high levels of student achievement in the various (or individual) sub-groups?
8. What actions has the district taken to identify the strategies being used by these successful schools for the purpose of possible replication throughout the district?
9. For schools within the district that are demonstrating a pattern of low student achievement within particular sub-groups, what actions has the district taken to support these schools?
10. What support services are currently being provided for students who are homeless, migrant, reside in institutions for neglected and delinquent or are gender or ethnic based?

Services	Homeless	Migrant	N&D	Gender Based	Ethnic Based

11. How are these programs evaluated? How effective have these programs been in raising the level of student achievement for each of these groups?

Use the following chart to organize the area of concerns, factors, and actions based on the review and discussions around sub-group student academic achievement. (Special Education and Limited English Proficient are discussed separately following this section)

**Summary of Sub-Group: Concerns, Factors, and Actions**

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

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## Review of Special Education Population

Students with Disabilities Group Demographics  
[www.mi.gov/MEAP](http://www.mi.gov/MEAP) - click on MEAP Test Results)

## Review of Special Education Population

### Students Taking the MEAP/MME

Sub-group: Students with Disabilities (used settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category											
			ELA			Math			Science			Soc.Stu.		
			B	P	A	B	P	A	B	P	A	B	P	A
Instructed in General Education Setting 80% or more														
Instructed in general Education Setting 79-40%														
Instructed in general education <40%														

Note: B=Basic, P=Proficient, A=Advanced  
[www.michigan.gov/MEAP](http://www.michigan.gov/MEAP) - click on MEAP Test Results)

### MEAP analysis question

1. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)?
2. What percentage of students took MI-Access or other modified test?
3. Are there any grade levels, subject areas, or disability groups with significant changes in their MEAP performance over the past x years? If there are significant changes in performance, why?
4. Is there a difference in performance between students who receive content instruction in general education settings and those who receive content instruction in special education settings? If there is a difference in performance, why?

### Curriculum/Delivery

1. What is your school's identification rate for students with disabilities? How does this compare to the overall identification rate in your district?
  - a. How does your school identification rate for any specific disability category differ from your district's identification rate? (Refer to MI-CIS data)
  - b. Is there over or under representation of racial/ethnic groups in your school's special education programs?
  - c. Are there differences in achievement between racial/ethnic groups for students with disabilities?
2. For students not receiving instruction in general education setting, what curriculum is used and how is it aligned with the State Grade Level Content Expectations/High School Content Expectations, and/or Extended Grade-level Content Expectations?

3. How are services provided that will help the student become successful in the general education setting? For example:
  - a. Co-Teaching
  - b. Differentiated instruction
  - c. Supplementary aids and services
  - d. Peer tutoring
  - e. Additional interventions
  
4. How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

**Summary of Special Education Sub-Group: Concerns, Factors, and Actions**

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)



**Summary of Limited English Proficient Sub-Group: Concerns, Factors, and Actions**

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

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## Non-Academic Student Data: All Students

### Mobility Data

Years included in chart:

Mobility									
Grade	# of Students			Number Entering			Number Leaving		
	1	2	3	1	2	3	1	2	3
Years									
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

### Discipline Data: All Students

Years included in chart:

Grade	# of Students			# of Suspension*			# of Expulsions			Unduplicated Counts		
	1	2	3	1	2	3	1	2	3	1	2	3
Years												
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

\*Suspension is any occurrence that results in out of classroom

### Enrollment and Graduation Data: All Students

Years included in chart:

Grade	# of Students			# Students in Young 5's Programs			# Students in course/grade acceleration			Early HS graduation			# of retentions			# Promoted to next grade		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Years																		
K																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		

### Graduation Rate - Total District

	2003-2004	2004-2005	2005-2006	2006-2007
Graduation Rate				
Drop out Rate				
Attendance Rate				

### Graduation Rate - Sub-Group for years:

Sub Group	Graduation Rate				Drop out Rate				Attendance Rate				
	1	2	3	4	1	2	3	4	1	2	3	4	
Years													
SES													
Ethnicity													
Disabilities													
LEP													
Homeless													
Neglected & Delinquent													
Migrant													
Gender													
Male													
Female													

**Number of Students Enrolled in Extended Learning Opportunities: All Students**

Years included in chart:

<b>Number of Students in Building by grade</b>	<b># Enrolled in Advanced Placement Classes</b>	<b># Enrolled in International Baccalaureate Courses</b>	<b># of Students in Dual Enrollment</b>	<b># of Students in CTE/Vocational Classes</b>	<b>Number of Students who have approved/reviewed EDP on file*</b>
6					
7					
8					
9					
10					
11					
12					

\* EDP must be developed for all 8<sup>th</sup> graders, and reviewed annually in grades 9-12 to ensure that course selections align with the plans.

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### Sub-Group Analysis

Years included in chart:

Group	# Students			# of Absences <10			# of Suspension			# of Expulsions			Unduplicated Counts		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Years															
SES															
Ethnicity															
Disabilities															
LEP															
Homeless															
Neglect & Delinquent															
Migrant															
Gender															
Male															
Female															
Totals															

Years included in chart:

Group	# of Students			# of Retention s			# of Drop out			# Participating in extended learning opportunities			# Promoted to next grade			Mobility						
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Entering			Leaving			
Years																						
SES																						
Ethnicity																						
Disabilities																						
LEP																						
Homeless																						
N & D																						
Migrant																						
Gender																						
Male																						
Female																						
Totals																						

### Educational Development Plans

For each grade listed, indicate the number of students who have/had an EDP created in grade 8 and reviewed annually in grades 9-12

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Group</b>					
<b>Years</b>					
<b>SES</b>					
<b>Ethnicity</b>					
<b>Disabilities</b>					
<b>LEP</b>					
<b>Homeless</b>					
<b>N &amp; D</b>					
<b>Migrant</b>					
<b>Gender</b>					
<b>Male</b>					
<b>Female</b>					
<b>Totals</b>					

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### Summary Questions for Discussion:

Using data about the district’s mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities:

1. What are the student mobility rates for the district and for each identified sub-group?
2. Has the mobility rate changed over time?
3. What is the average student attendance rate? (For whole school and by sub-group).
4. What percentage of students missed more that 10 days of school? Is there a high concentration in any of the sub-groups?
5. Are there grade level differences in attendance?
6. What is the trend of dropouts over the past 3-5 years (whole district and sub-group)?
7. Has the dropout rate decreased, increased, or stayed the same?
8. What does the dropout pattern look like when disaggregated by sub-group for individual schools? (Review individual school CNA data).
9. Is there a grade level that has a higher percentage of students dropping out? Is there a school within the district that demonstrates a higher rate of dropouts?
10. What are the achievement levels of students who drop out of school?
11. What are the attendance patterns of students who drop out of school?
12. What are the discipline patterns of students who drop out of school?
13. What percentages of eligible students are participating in extended learning opportunities?
14. Are the participation rates increasing in extended learning opportunities?
15. What is the district doing to inform students and parents of extended learning opportunities?

### Summary of Student Non-Academic Data: Concerns, Factors, and Actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

## **Perception Data**

### **Student**

1. In what ways does the district collect information about student perception in the following areas:
  - o How they feel about their school; their teacher; their principal?
  - o What they think the teachers and principal(s) feel about them?
  - o What they feel the staff expectations are for their learning ability?

### **Parent/Guardian**

2. In what ways does the district collect information about parent/guardian perception in the following areas:
  - o Teacher preparation and ability to prepare their children to be successful learners?
  - o Principal(s) effectiveness?

### **Staff**

3. In what ways does the district collect information about staff perceptions in the following areas:
  - o High expectations for all students?
  - o Coherence of instructional program?
  - o Leadership effectiveness and support?

### **Community**

4. In what ways does the district collect information about community perception in the following areas:
  - o Teacher preparation and ability to prepare all students to be successful learners?
  - o Principal(s) leadership abilities?
  - o Staff having high expectations for all students?

## **Summary Discussion: Perception Data**

1. In what ways does the district use this perception information to inform decision-making activities?
2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions?

## Professional Development Assessment

In order to incorporate the required state professional development plan into your district improvement plan, discuss the following questions and identify area of needs:

1. Based on a review of the professional development needs/activities identified by buildings within the district (review individual building CNA reports) what trends were noted in the needs/activities identified by the buildings?
2. What activities have the district provided that will build collaborative decision making skills for administrators and teachers in the district?
3. What activities have the district provided that will improve site-based decision making skills for school leaders?
4. What activities have the district provided that will improve the school improvement planning process to better meet the teaching and learning needs within the district?
5. What activities does the district currently have in place to improve instructional leadership skills for building administrators?
6. Describe how professional development activities are collaboratively designed to support building level school improvement efforts. How are they tied to teacher or student identified needs? Who is involved?
7. What resources are available to support district professional learning activities?
8. What activities has the district identified to support classroom teacher use of student achievement data to guide instruction and remediation activities within the building(s)?
9. How does the district currently use professional development as a way to eliminate the achievement gap?
10. What policy/practice does the district have in place to support professional learning communities?
11. Describe the district plan to provide staff ability to effectively use technology for teaching and learning activities.
12. How are professional learning activities that are offered, measured for their impact on teaching and learning?
13. After reviewing the school, staff, parent and community, and student achievement data for the district, and information about professional development needs identified by schools within the district, what did the district identify as areas of need for professional development?

### Summary of Professional Development: Concerns, Factors, and Actions

Area(s) of Concern noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible action(s)

**Technology Assessment: (Necessary if applying for E-rate funding)**

1. Describe the District Technology Protection Measure that is/will be in place to block or filter adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).
2. How will the district monitor adult and student use of the internet?
3. Does the district have an Internet Safety Policy in place? Does it meet the requirements as outlined in the state Technology Planning and CIPA requirements?
4. Does the district have a process to provide public notice and hearings about the Internet Safety Policy?
5. Based on a district-wide assessment, what telecommunication services, and hardware support teaching and learning within the district?
6. What actions has the district taken to identify and promote curriculum and teaching strategies that integrate technology effectively into curriculum and instruction?
7. How has the district adjusted its curriculum to include technology literacy of all students?

For more information on these requirements go to: [www.siuniversalservice.org/reference/](http://www.siuniversalservice.org/reference/)

**Summary of Technology Assessment: Concerns, Factors, and Actions**

Area(s) of Concern noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible action(s)

## Conclusion Summary Discussion

Based on staff review of all the information and data about the district, schools within the district, student academic and non-academic data, sub-group disaggregation, and staffing, (review the summary charts in each area), consider the following questions:

1. How can information about student achievement data be used for curriculum, instruction, and remediation purposes?
2. What implications does this information have on the following:
  - District level resource allocation?
  - Professional development?
  - Staffing?
  - Instructional materials?
  - Support resources?
  - Parent/community involvement?
  - Technology integration?
  - Data management systems to support data-driven decisions at both district and school levels?
3. In review of all of the tables labeled: **“Concerns, Factors, and Actions”**, which items would the district identify for inclusion in its district improvement plan?

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

4. For any item that the district will address within the district improvement plan, how will district strategies and actions align with and support the strategies and actions outlined in the individual building school improvement plans?

Goldenrod

# District Data Analysis

This document provides districts with a report on Student Achievement Strengths and Challenges. Also included is a chart that can be used to list the district's student achievement goals, needs statements, and contributing causes for the gap for inclusion in a District Improvement Plan. The following charts must be completed if you will be using the web site for electronic completion of the CNA.

## Goldenrod

1. Based on a review of the data and the staff discussion around the questions on the preceding pages, state the district's conclusions regarding the strengths and challenges of student learning need.

<b>Strengths:</b>
<b>Challenges:</b>

2. What content area goals has the district established for student achievement that will be address in the district improvement plan? (Use chart below to list.)

Content Area	Student Achievement Goal	Status*
<b>1. English Language Arts</b>		
<b>2. Math</b>		
<b>3. Science</b>		
<b>4. Social Studies</b>		

\* ( ) Active goal, ( ) Maintenance goal, or ( ) Revised Goal

3. For the goals listed above, what did the student data identify as the gap between where current student achievement is and where the district would like it to be? (Use the chart below to list.)

Student Achievement Goal	Need: Identified Gap*
<b>1. English Language Arts</b>	
<b>2. Math</b>	
<b>3. Science</b>	
<b>4. Social Studies</b>	

\* Gap refers to the difference between where students are currently achieving and where the district would like achievement to be.

4. For each of the identified gaps listed above, based on the district's discussion about current trends in student learning, what has the district determined to be the leading cause(s) for the gap in performance? (Use the following chart to list.)

Student Achievement Goal Statement	Contributing (leading) Cause for Gap
1.	
2.	
3.	
4.	

## Goldenrod

The following chart can be used to summarize content area goals that the district has established. The chart will allow you to identify those goals that reflect a current need (Active Goal) as well as those goals that are not currently identified as a need, but that the district wants to maintain resources to support continued success (Maintenance Goals). The chart will also provide the opportunity to indicate if the goal is being revised (Revised Goal) from its original statement.

The chart below can be copied and used for each of the goals identified.

### Goal chart

<b>District:</b>	<b>School Year:</b>
<b>Section I: Comprehensive Analysis of Student Achievement</b>	
<b>Content Area:</b>	<input type="checkbox"/> Active Goal* <input type="checkbox"/> Maintenance Goal* <input type="checkbox"/> Revised Goal*
<b>Student Goal Statement:</b>	
<b>Statement of gap in student achievement (Need Statement):</b>	
<b>Contributing Cause for the gap in student achievement:</b>	
<b>List the multiple sources of data used to identify this gap in student achievement:</b>	

\*Active Goals are goals that reflect areas of current challenge

\*Maintenance Goals are areas that are not currently a challenge area, but strategies to maintain/increase current level of achievement are needed, and

\*Revised Goals indicate changes from original plan.

Completed goal charts can be copied and pasted into Section I of the District Comprehensive Analysis Report on Student Achievement and System Processes and Protocols of practices at the end of this CNA (Green sheets).

## Resource Integration

Federal NCLB law requires districts to coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as; Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

For goals that the district has established, discuss how you will utilize all available resources to support those goals.

1. What grant related resources have been secured to support student achievement goals in this district?

(Tab to add additional lines)

Grant	Goal Area(s)	Services Provided	Grades Served	School or District Program	Total Amount of Funding

2. How are decisions made about how these resources will be used to support student achievement?
3. Who is involved in this decision making process?
4. Of the grant resources listed above, identify the percentage of each that support district level initiatives and the percentage that supports individual school initiatives.
5. How is the impact of these resources on student achievement evaluated?
6. Based on the evaluation of the use of these support resources, how effective have the strategies been in improving student achievement?
7. What changes in how these resources are used would staff recommend to better support the district and/or school student achievement goals?
8. How many of the buildings within the district operate as Title I Schoolwide buildings?
9. What needs did the Title I Schoolwide buildings identify as a result of their required Comprehensive Needs Assessment for Schoolwide planning?

Schoolwide Buildings in District	Needs Identified	Strategies They developed

10. How will the district provide technical assistance and support for these schools as they implement their schoolwide strategies?

# District Process Profile

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## **DISTRICT IMPROVEMENT INDICATORS**

### **STRAND I: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student 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.

### **Benchmark: A - Aligned, Reviewed & Monitored**

#### **Indicator 1: Aligned, Coherent and Inclusive Curriculum:**

The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

#### **GUIDING QUESTIONS**

1. How are the district learning standards aligned with the content expectations or the Michigan Curriculum framework?
2. What are the district processes for coordinating curriculum district-wide?
3. How does the district assure that the written curriculum is vertically and horizontally aligned across content areas and grade levels?

<b>SCOPE OF PRACTICE</b>			
<b>GETTING STARTED</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>IMPLEMENTED</b>	<b>EXEMPLARY</b>
<ul style="list-style-type: none"> <li>➤ Although district policies and procedures for curriculum alignment are in place, the focus has been solely on alignment of curriculum within grade levels and content areas and little attention has been paid to the alignment of instruction and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district is in the process of completing the alignment of curriculum, instruction and assessment.</li> <li>➤ The district has initiated the documentation of a challenging curriculum that meets the needs of all students and addresses issues of equity and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaboration across instructional levels has resulted in the consistent alignment of curriculum, instruction and assessment in the core curricular areas with the Michigan Content Expectations (GLCE, HSCE) or the Michigan Curriculum Framework.</li> <li>➤ Curriculum documents represent a vertical and horizontal picture of what is expected at grade levels and content areas.</li> <li>➤ Curriculum documents address issues of equity, diversity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district assures that the schools have a collaboratively developed, coherent and rigorous curriculum based upon a vision of good instruction. This curriculum is aligned with the Michigan Content Expectations (GLCE, HSCE) or the Michigan Curriculum Framework and incorporates essential content and quality assessments.</li> <li>➤ Curriculum documents are designed to facilitate efficient use by all instructional staff and the results of their use are observable at the classroom level. They are the key source for curriculum planning across instructional levels in all disciplines and reference the appropriate state and district learning standards.</li> <li>➤ The curriculum provides for challenging content and its inclusiveness reflects a commitment to equity and diversity.</li> </ul>
<b>SUGGESTED DATA SOURCES</b>			
<b>SOURCE</b>	<b>DESCRIPTION</b>		
<input type="checkbox"/> School Improvement Framework	I 1A1 Curriculum Documents; I 1A2 Standards Alignment; I 1A5 Inclusive; I 1B1 Staff		

<input type="checkbox"/> Curriculum Guides	Guides reference the Michigan Curriculum Framework and contain benchmarks, content expectations and scope and sequence.
<input type="checkbox"/> Curriculum maps	Maps contain specific information regarding what is taught and where it is taught

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**STRAND I: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

**STANDARD 1: CURRICULUM**

Schools/Districts have a cohesive plan for instruction and learning that serves as the basis for teachers’ and students’ involvement in the construction and application of knowledge.

**Benchmark: B - Communicated**

**Indicator 2: Communicated and Articulated Curriculum:**

The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

**GUIDING QUESTIONS**

1. How does the district curriculum provide for students’ active involvement in the construction and application of knowledge?
2. How does the district articulate the essential curricular content?
3. What district policies support school level and district-wide communication about the curriculum?
4. What process does the district use to establish and build a common knowledge and understanding of the curriculum?
5. What is the curriculum review process and how often does it occur?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ The district has not focused on the development of a scope and sequence in each core area.</li> <li>➤ Communication and articulation of the curriculum is the responsibility of each individual school.</li> <li>➤ District policies do not delineate procedures regarding communication of the curriculum to parents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district is in the process of developing a written curriculum which is focused on teachers’ and students’ active involvement in the construction and application of knowledge.</li> <li>➤ The district has developed curriculum documents for all grades and content areas and is in the process of designing a scope and sequence.</li> <li>➤ The district has one primary strategy for communicating the curriculum to parents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has a written curriculum which is focused on teachers’ and students’ active involvement in the construction and application of knowledge.</li> <li>➤ The district sets clear expectations for the vertical and horizontal articulation of curriculum, instruction and assessment.</li> <li>➤ The district has articulated clearly stated policies and suggested procedures that provide a uniform application of the curriculum at the school level.</li> <li>➤ Several strategies are in place to communicate the curriculum to parents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has a coherent and coordinated approach to curriculum which is focused on teachers’ and students’ active involvement in the construction and application of knowledge.</li> <li>➤ The district has created scope and sequence documents which demonstrate the spiraling of content and skills across all grade levels and content areas. They promote coherence in curriculum, instruction and assessment.</li> <li>➤ The district facilitates a cross-school dialog to provide common articulation of the curriculum.</li> <li>➤ A variety of strategies are in place to provide parents the opportunity to have a clear understanding of the curriculum including strategies to communicate with a diversity of language backgrounds.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	
<input type="checkbox"/> School Improvement Framework		I 1A1 Curriculum Documents; I 1A3 Articulated Design; I 1A4 Curriculum Review; I 1B1 Staff; I 1B3 Parents	
<input type="checkbox"/> Curriculum Documents		Vertical alignment of scope and sequence by content; horizontal alignment of grade level/course curriculum; listing of skills within content areas and across grade levels	

<input type="checkbox"/> Meeting Agendas	Description of parent education sessions
<input type="checkbox"/> Written documents; brochures; flyers	Focus on understanding of curriculum in parent-friendly language

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**STRAND I: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

**STANDARD 2: INSTRUCTION**

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

**Benchmark: A-Planning**

**Indicator 3: Systematic Planning for Quality Instruction:**

The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

**GUIDING QUESTIONS**

1. What is the district-wide vision for quality instruction?
2. How does the district assure that research-based instructional practices are being implemented across the district?
3. In what ways does the district support the schools in providing culturally relevant instructional practices?
4. How does the district promote common instructional practices at each grade level? Across grades?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ Instructional planning occurs independently at each school, primarily by grade level or content area.</li> <li>➤ Individual teachers have the autonomy to choose their own version of best practices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has directed each school to develop and implement its own vision of best instructional practice.</li> <li>➤ Teachers are held accountable by the school administration to implement best practice strategies in the classroom.</li> <li>➤ Some evidence exists at the individual school level that demonstrates the use of best practice strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has in place a process to establish a common instructional framework that includes representation from all schools.</li> <li>➤ The framework is based upon rigorous instructional practices and includes strategies to differentiate instruction.</li> <li>➤ All schools in the district can demonstrate, through classroom practices, consistent implementation of the framework.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A widely held research-based vision of good instruction has been developed through active cross-district dialog with representation from all schools, instructional levels and content areas.</li> <li>➤ The common instructional framework is based upon data from student work and assessment results and consistent with the district's scope and sequence.</li> <li>➤ The framework includes proven strategies at each instructional level and content and provides a variety of differentiated instructional strategies to meet the needs of all learners.</li> <li>➤ Extensive use of the framework is clearly visible in the classrooms at each school in the district.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	
<input type="checkbox"/> School Improvement Framework		I 2A1 Content Appropriateness; I 2A2 Developmental Appropriateness; I 2B2 Best Practice	
<input type="checkbox"/> Written Instructional Framework		Consistency with scope and sequence; examples of rigorous instructional practices; provisions for learning styles and cultural differences	
<input type="checkbox"/> District adopted texts and other resources		Materials are aligned with standards and field tested	

**STRAND I: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

**STANDARD 2: INSTRUCTION**

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

**Benchmark: B - Delivery**

**Indicator 4: Coherent and Effective Support for the Delivery of Instruction:**

The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

**GUIDING QUESTIONS**

1. How does the district ensure coherence in the delivery of research-based instructional practices?
2. What strategies does the district use to enhance the formation and development of collaborative school teams?
3. How is collaboration modeled at the district level?
4. How does the district support low-achieving and special education students?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ The district periodically provides whole district professional development focused on particular instructional practices. These practices are not part of a coherent framework.</li> <li>➤ It is up to the individual teachers to determine the most effective way to implement the results of professional development.</li> <li>➤ Additional support for special education students is provided as required by law.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has formed instructional level and/or content area teams to identify effective instructional practices. These teams are in the process of developing instructional frameworks for their grade level or content area.</li> <li>➤ Team participants employ the strategies in their individual classrooms and share the results with the entire school and recommendations are made to the district.</li> <li>➤ The district mandates that the school support low achieving and special education students through their formula budgets or with additional resources as required by law.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district directs the schools to target resources to implement professional development plans that support a common instructional framework.</li> <li>➤ The district assists the schools as they attempt to provide collaborative teams with common time to implement the framework.</li> <li>➤ In addition to the school’s budget, the district allocates on a formula basis, additional resources to support low-achieving and special education students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district supports the implementation of a common instructional framework through the provision of a coherent professional development program designed to train instructional staff to skillfully implement the framework.</li> <li>➤ To enhance the professional development program, the district provides resources and logistics to support the implementation of collaborative school teams.</li> <li>➤ The district has collaboratively developed and implemented a system-wide plan to provide extra support for low-achieving and special education students. As a result, all students receive the structural and instructional support needed to achieve.</li> </ul>

SUGGESTED DATA SOURCES	
SOURCE	DESCRIPTION
<input type="checkbox"/> School Improvement Framework	I 2B1 Delivered Curriculum; I 2B3 Student Engagement; II 2A2 Learning Focused
<input type="checkbox"/> District Professional Development Plan	Coherence of plan; demonstration of professional development focused on a common framework
<input type="checkbox"/> Plans for Special Populations	Demonstration of support for low-achieving and Special Education students
<input type="checkbox"/> School schedule; School Improvement Plan	Description of collaborative team structure and schedule

**STRAND I: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

**STANDARD 3: ASSESSMENT**

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

**Benchmark: A - Aligned to Curriculum & Instruction**

**Indicator 5: Use of Multiple Measures to Support School-wide Decision-making:**

The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

**GUIDING QUESTIONS**

1. How does the district monitor the effectiveness and usefulness to the schools of data gathered at the district level: To inform progress in student achievement? To analyze and reform instructional practice?
2. What types of data is gathered to evaluate the internal operations at the district level? What changes have occurred as a result of this analysis?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ The district gathers and reports achievement data required by the state and federal government. It is left up to the individual school to analyze this data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In addition to the data the district is required to collect, schools collect and analyze their own data. The district provides support with professional development as requested in the form of on-site training.</li> <li>➤ The district annually reviews policies and procedures to determine whether any revisions are required.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Each year, the district provides the school an analysis of multiple measures of data.</li> <li>➤ School teams meet to review their school’s longitudinal data patterns and these analyses are shared across the district to set the direction of instruction.</li> <li>➤ An annual data-based evaluation of the district’s performance is conducted, with an emphasis on district internal operations. Changes are made based upon the results.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has in place a system-wide framework for using disaggregated data from multiple measures to inform the schools’ efforts in closing achievement gaps.</li> <li>➤ Data is gathered annually and longitudinally to assess student achievement and program effectiveness targets. The district systematically reviews success on the achievement of the targets to provide feedback to the schools for instructional decision-making and to monitor student learning.</li> <li>➤ District leaders, with input from major stakeholders, annually conduct a comprehensive, internal, data-based evaluation of the district’s performance and make changes based upon the results.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	
<input type="checkbox"/> School Improvement Framework		I 3A3 Multiple Measures; I 3B2 Informs Curriculum and Instruction; I 3B3 Meets Student Needs	
<input type="checkbox"/> District Data System		Evidence of disaggregation of data through multiple sources; documentation of longitudinal data-gathering	
<input type="checkbox"/> District Improvement Plan		Documentation of data informing progress on achieving district targets	

**District Improvement Framework  
District Process Analysis  
Strand I**

The following chart will organize the system processes and practice challenges the school identified during the self-assessment process of all of the Indicators within Strand I of the District Improvement Framework Rubrics, and identify which of the student achievement goals, identified in Part 1 of the district CNA, they can be aligned with as support.

**Focus Questions:**

1. As the district staff reviewed the school and district responses to questions asked about the system processes and practices, (key characteristics at the school level and indicators at the district level) what trends were noticed that may have an impact on student achievement?
2. What did the district staff identify as over-arching system challenges that would need to be addressed at the district level? At the building level?
3. What process did the district used to complete the Comprehensive Needs Assessment for the district?

**Strand I: Teaching for Learning  
Summary of Self-Assessment**

Include in Plan	Alignment with Student Goals				Standard	Getting Started	Partially Implemented	Implemented	Exemplary
	ELA	M	S	SS					
					<b>Standard 1: Curriculum</b>				
					Aligned, Coherent Inclusive				
					Communicated/Articulated				
					<b>Standard 2: Instruction</b>				
					Systematic Planning				
					Coherent & Effective				
					<b>Standard 3: Assessment</b>				
					Multiple Measures				

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 1: INSTRUCTIONAL LEADERSHIP**

School leaders create and sustain a context for learning that puts students’ learning first.

**Benchmark: A - Educational Program**

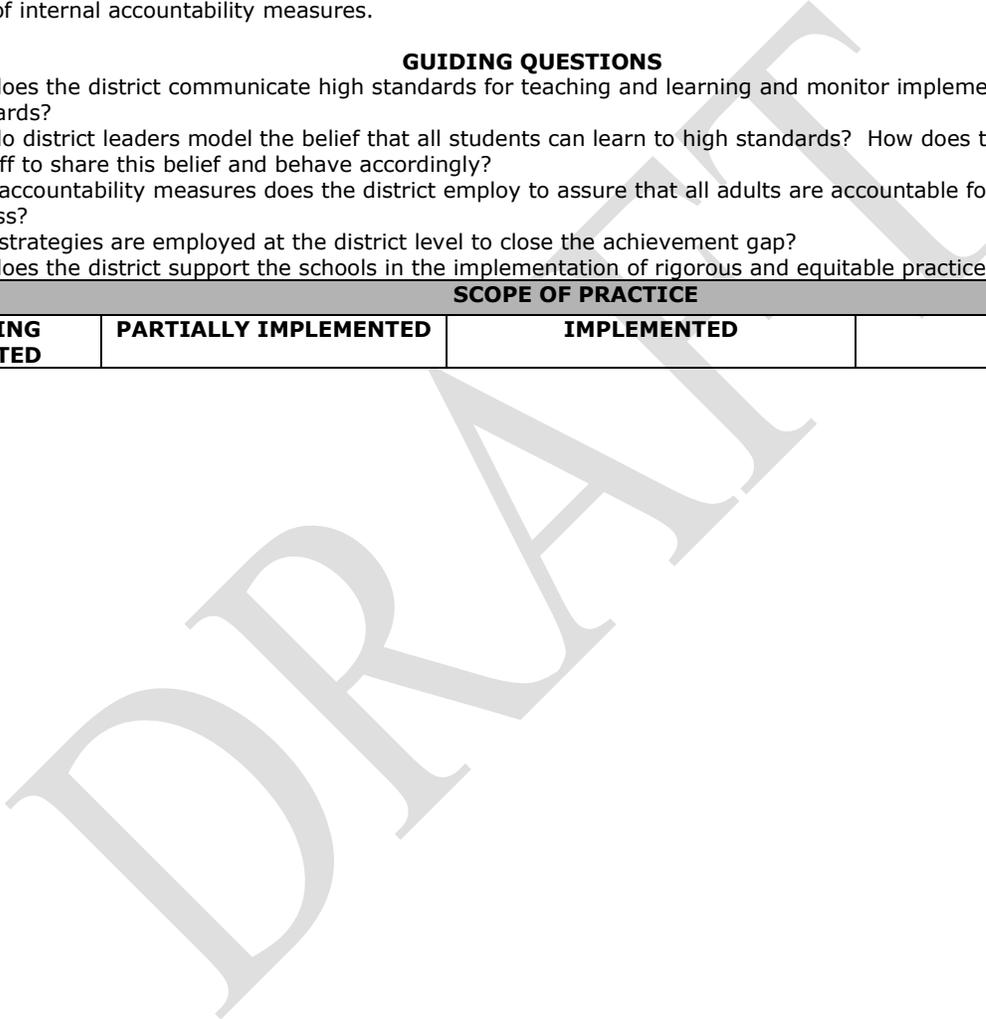
**Indicator 6: High Standards and Clear Expectations:**

There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

**GUIDING QUESTIONS**

1. How does the district communicate high standards for teaching and learning and monitor implementation of these standards?
2. How do district leaders model the belief that all students can learn to high standards? How does the district help all staff to share this belief and behave accordingly?
3. What accountability measures does the district employ to assure that all adults are accountable for student success?
4. What strategies are employed at the district level to close the achievement gap?
5. How does the district support the schools in the implementation of rigorous and equitable practices?

<b>SCOPE OF PRACTICE</b>			
<b>GETTING STARTED</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>IMPLEMENTED</b>	<b>EXEMPLARY</b>



<ul style="list-style-type: none"> <li>➤ It is the responsibility of the school principal to monitor instruction and provide feedback regarding achievement test results.</li> <li>➤ The district expects individual schools to use achievement test scores as the basis for the design of initiatives to improve instruction.</li> <li>➤ There is awareness in the district of the importance of implementing rigorous instructional practices. The results of this initiative are beginning to occur at the school level.</li> <li>➤ The district expects each school to review and modify its equitable practices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district expects yearly improvement on achievement test scores and holds principals accountable for student success. Achievement test results at each school serve as the basis for the provision of feedback on instructional practices. District personnel pay particular attention to schools not meeting achievement standards.</li> <li>➤ The district provides guidance and information to schools on strategies to improve instructional practices and measures their success by an improvement in achievement test scores.</li> <li>➤ In order to improve student achievement, the district provides guidance in the design of support systems for students needing additional academic support.</li> <li>➤ The district is focusing on the implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated by school leaders.</li> <li>➤ There is a common understanding in the district of the importance of equity in everyday schooling. Although some equitable practices are occurring at the schools, the district expects further implementation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has clear expectations for instructional practices designed to improve student outcomes. All instructional staff and administrators are held accountable for student success. District personnel support, monitor and provide feedback to all schools, with particular attention paid to schools not meeting achievement expectations.</li> <li>➤ The district provides support for the improvement of instruction through district-wide initiatives with a common focus. The school board is provided feedback regarding school achievement and the success of district-wide initiatives.</li> <li>➤ In order to close the achievement gap, the district devotes time and resources to assist the schools in providing support systems to address all students' needs including academic, social and cultural. Results are measured through improved achievement results at each school.</li> <li>➤ The district is providing leadership and resources in the full implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated jointly by district personnel and school leaders.</li> <li>➤ Equity is a core value in the district. The district has assisted each school to take responsibility and they are implementing equitable practices for all students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has clear expectations for instruction and monitors schools to assure improved outcomes for students. All certified staff members in the system are held accountable for student success. The superintendent expects excellence by all, monitors performance, and provides feedback to district personnel. District personnel, in turn, support, monitor and provide feedback to all schools with particular attention paid to schools not meeting achievement expectations.</li> <li>➤ District leaders are involved in the improvement of instruction, highly visible in the schools, and educate and engage the school board on powerful instruction.</li> <li>➤ In order to close the achievement gap, the district partners with each school to develop extensive support systems to address all students' needs including academic, social and cultural. Results are visible at the district, school and classroom level. Rigorous instructional practices for all students and a common understanding among teaching staff of what constitutes quality student work are in place at each school. The district monitors the extent of implementation at each individual school.</li> <li>➤ Equity is a core value in the district. As a result, the district has provided sustained support through professional development, resources and feedback to assure that curricula, instructional practices and programs are designed to meet the needs of each student in each school and equal access for all is assured.</li> </ul>
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**SUGGESTED DATA SOURCES**

<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> School Improvement Framework	II 1B1 Monitoring; I 1B4 Clear Expectations
<input type="checkbox"/> North Central Accreditation	3.8 Interventions to help students meet expectations; 3.9 Climate that supports student learning
<input type="checkbox"/> Class/Extra-Curricular Rosters	Demonstration of equitable distribution of ethnicity
<input type="checkbox"/> District/School Budget	Funding for student support structures

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 1: INSTRUCTIONAL LEADERSHIP**

School leaders create and sustain a context for learning that puts students’ learning first.

**Benchmark: B - Instructional Support**

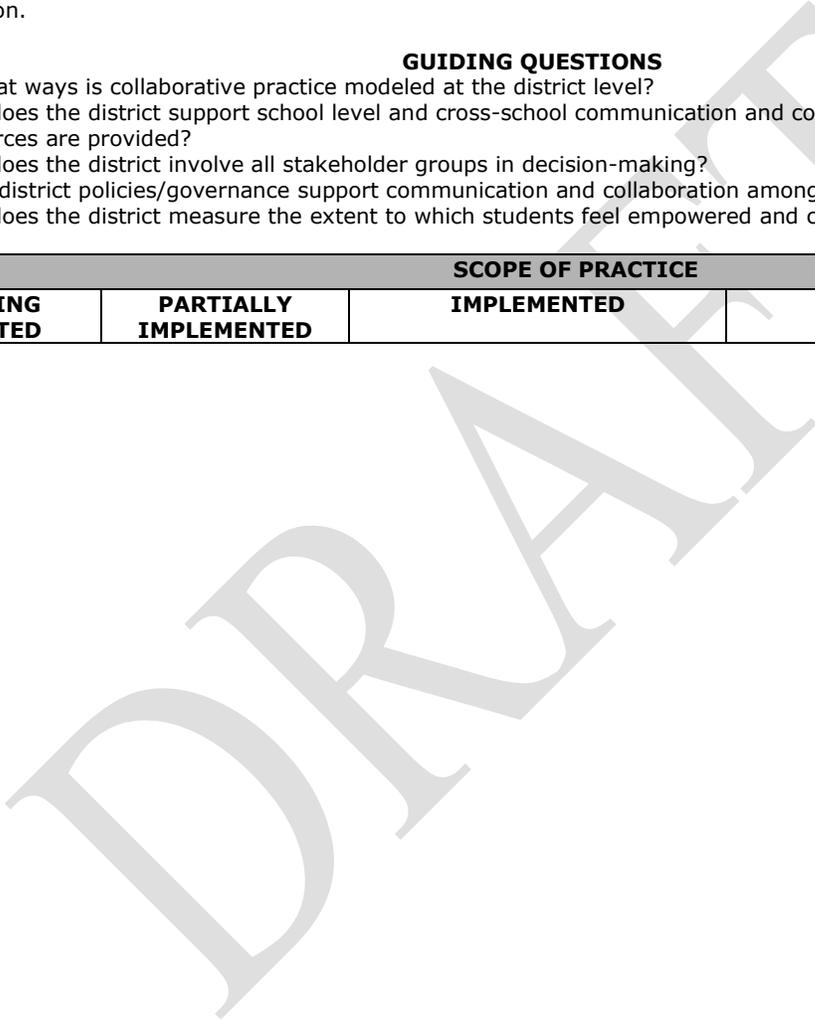
**Indicator 7: Culture of Collaboration:**

District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

**GUIDING QUESTIONS**

- 1. In what ways is collaborative practice modeled at the district level?
- 2. How does the district support school level and cross-school communication and collaboration efforts? What resources are provided?
- 3. How does the district involve all stakeholder groups in decision-making?
- 4. What district policies/governance support communication and collaboration among staff? Parents? Community?
- 5. How does the district measure the extent to which students feel empowered and collaborate to achieve success?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY



<ul style="list-style-type: none"> <li>➤ Any collaborative culture that actually exists has been developed at the building level.</li> <li>➤ The district encourages the schools to develop professional learning communities.</li> <li>➤ Traditional stakeholder groups inform decision-making at the school and district levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district supports the establishment of professional collaborative relationships.</li> <li>➤ The district has encouraged the schools to develop professional learning communities and has provided limited resources to reach this goal.</li> <li>➤ The district is in engaged in the process of establishing stakeholder networks in order to inform district-wide decision-making.</li> <li>➤ The district has begun to develop collaborative strategies that address employee relations and a delineation of school and district roles and responsibilities.</li> <li>➤ Schools periodically evaluate collaboration efforts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district is building a culture of commitment, collegiality, mutual respect and stability. The norms that support this culture include peer support, collaboration, trust, shared responsibility and continuous learning for the adults in the system.</li> <li>➤ Some professional learning communities have been established at the district level. The district supports the formation of professional learning communities at the schools and provides additional resources to facilitate this process. The common focus at both levels is to build collaborative skills and to change instruction across the system</li> <li>➤ Networks from the primary stakeholders (i.e. businesses, parents, community agencies) have been established in the district. These networks are empowered to provide direct input into the decision-making process.</li> <li>➤ The district has developed collaborative strategies. It has strived to collaborate with employee groups to enhance the decision-making process. It has delineated the district and school roles and responsibilities.</li> <li>➤ Evaluation of the success of collaborative efforts occurs annually at the district level. The results of this evaluation guide collaborative improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has built a culture of commitment, collegiality, mutual respect and stability. The norms that support this culture include peer support, collaboration, trust, shared responsibility and continuous learning for the adults in the system.</li> <li>➤ The district is organized around professional learning communities. Along with the district modeling this concept for the schools, it has provided training, planning time and resources and tools to assist all schools in the development of their own professional learning communities. The common focus at both levels is to build collaborative skills and to change instruction across the system.</li> <li>➤ Through intensive efforts by district leaders, diverse collaborative stakeholder networks have been established that reflect the needs and strengths of the district, the schools and the stakeholders. These groups have been empowered to participate in the district-wide decision-making process.</li> <li>➤ The district has implemented clear and coherent collaborative strategies. It has collaborative and harmonious relations with employee groups which promotes increased collaborative decision-making. In addition, district and school roles and responsibilities are clearly delineated and articulated. They work together to determine the balance between district control and school autonomy.</li> <li>➤ The district regularly evaluates the over-all success of its efforts to increase collaboration among all stakeholder groups. In addition, schools are required to perform their own evaluation and measure the extent to which students have been actively engaged in their own learning. The results of this evaluation guide collaborative improvement efforts.</li> </ul>
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**SUGGESTED DATA SOURCES**

<u>SOURCE</u>	<u>DESCRIPTION</u>
<input type="checkbox"/> School Improvement Framework	II 1A6 Change Agent; II 1B2 Coaching and Facilitating; II 1B5 Collaboration and Communication
<input type="checkbox"/> District Professional Development Calendar	Evidence of organization by collaborative teams; Focus on collaborative skills
<input type="checkbox"/> Meeting Minutes	Description of collaboration with employee groups
<input type="checkbox"/> Surveys	Feedback regarding collaborative efforts

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 1: INSTRUCTIONAL LEADERSHIP**

School leaders create and sustain a context for learning that puts students’ learning first.

**Benchmark: B - Instructional Support**

**Indicator 8: Instructional Program Coherence:**

In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

**GUIDING QUESTIONS**

1. How are district-wide visions of powerful teaching and learning developed and implemented?
2. How does the district develop coherent practices to improve teaching and learning?
3. What common instructional practices are in place across all schools?
4. How does the district support and monitor school implementation of rigorous and relevant class work for all students?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ District administrators create the district’s vision and disseminate it to the schools and stakeholders. The schools decide how to interpret and actualize this vision.</li> <li>➤ Although a district vision is in place, the district has not developed a specific set of instructional goals and methodologies.</li> <li>➤ District personnel are assigned schools to monitor successful implementation of the school improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A district vision is created with input from the schools and is incorporated into the district strategic plan.</li> <li>➤ Based upon the vision, the district is in the process of developing a specific set of instructional goals and methodologies.</li> <li>➤ District personnel are assigned to monitor schools and consult with principals to provide advice in the successful implementation of the school improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In partnership with stakeholder groups, the district collaboratively determines a vision of powerful teaching and learning. This vision is incorporated into the district strategic plan and frequently articulated to all stakeholders.</li> <li>➤ Based upon the vision, the district has developed a specific set of instructional goals and methodologies that influence instructional practices at each school.</li> <li>➤ District personnel, with clearly defined roles, regularly consult with and support school leadership to activate the district vision and assure successful implementation of curriculum and instructional practices at the schools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In partnership with stakeholder groups, the district collaboratively determines a vision of powerful teaching and learning. The district consistently fosters, articulates and sustains this vision and incorporates it into the district strategic plan.</li> <li>➤ Based upon the vision, the district has identified a set of instructional goals and methodologies designed to be interpreted and put into practice by each school based upon its own context.</li> <li>➤ District personnel with clearly defined roles, partner with school leadership and share responsibility for the activation of the district vision through the successful implementation, monitoring and improvement of curriculum and instructional practices at the schools.</li> </ul>

SUGGESTED DATA SOURCES	
SOURCE	DESCRIPTION
<input type="checkbox"/> School Improvement Framework	I 1B4 Clear Expectations; II 1B1 Monitoring
<input type="checkbox"/> North Central Accreditation	3.8 Student interventions; 3.9 Climate to support student learning
<input type="checkbox"/> District Strategic Plan	Description of district vision
<input type="checkbox"/> Strategic planning minutes	Evidence of collaboration with stakeholders
<input type="checkbox"/> Professional Development Plan	Evidence of a match between the district vision and professional development practices.

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 2: SHARED LEADERSHIP**

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

**Benchmark: A - School Culture & Climate**

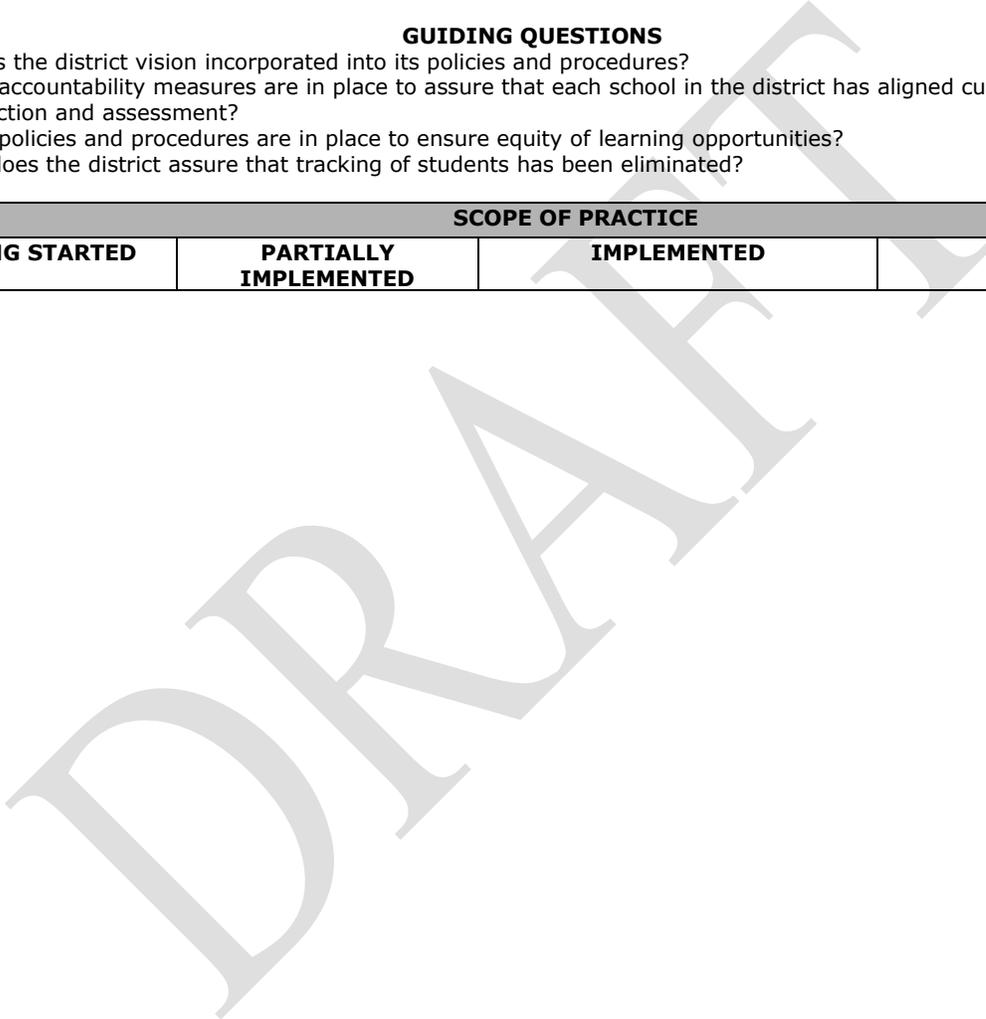
**Indicator 9: Coordinated Policies and Procedures:**

District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district’s priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

**GUIDING QUESTIONS**

1. How is the district vision incorporated into its policies and procedures?
2. What accountability measures are in place to assure that each school in the district has aligned curriculum, instruction and assessment?
3. What policies and procedures are in place to ensure equity of learning opportunities?
4. How does the district assure that tracking of students has been eliminated?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY



<ul style="list-style-type: none"> <li>➤ The district has a standard set of policies and procedures in place.</li> <li>➤ Any policies related to the alignment of curriculum, instruction and assessment are initiated at the school level.</li> <li>➤ Policies regarding safety and crisis management are determined by each individual school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ District policies and procedures are being revised based upon its vision.</li> <li>➤ The district is in the process of implementing policies that address the alignment of curriculum, instruction and assessment.</li> <li>➤ The district provides guidelines to assist schools in the development of policies and procedures for effective operation of the schools including safety and crisis management.</li> <li>➤ The district expects individual schools to determine practices and policies that address underserved populations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district's vision for student success serves as the primary consideration in the formation of all policies and procedures. A system-wide curriculum details the expected outcomes for the schools.</li> <li>➤ To facilitate the achievement of the vision, the district has implemented policies addressing alignment of curriculum, instruction and assessment to support closing the achievement gap.</li> <li>➤ The district has established and communicates, clear policies and procedures that provide for effective operation of the entire system. This includes maintaining up-to-date crisis procedures and policies to ensure safe and orderly schools.</li> <li>➤ Board policy focuses on equity practices designed to achieve success for all students with particular attention paid to underserved populations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district's vision for student success is embedded into all of its policies and procedures. Structures in place, such as system-wide curricula and a multi-measure accountability and feedback system, provide a path for improvement and signal expected outcomes for the schools.</li> <li>➤ To facilitate the achievement of the vision, the district has implemented policies addressing alignment of curriculum, instruction and assessment as well as policies that specifically address closing the achievement gap.</li> <li>➤ The district has established, with the input of a variety of stakeholder groups, clear policies and procedures that provide for effective operation of the entire system. This includes maintaining up-to-date crisis procedures and policies to ensure safe and orderly schools. These policies and procedures are communicated to all stakeholders through a variety of methods.</li> <li>➤ Board policy assures that equity practices designed to achieve success for all students, with particular attention paid to underserved populations, are implemented district-wide. Policies further assure that all students will have the latitude to choose from the full scope of curriculum and extra-curricular activities.</li> </ul>
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**SUGGESTED DATA SOURCES**

<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> School Improvement Framework	II 2A1 Safe and Orderly; II3B2 District; II2B3 Inclusive and Equitable
<input type="checkbox"/> North Central Accreditation	2.1 Governance and Leadership
<input type="checkbox"/> Policies and Procedures Manual	Crisis procedures; school safety guidelines; equity policies; requirements for alignment of curriculum, instruction and assessment

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 2: SHARED LEADERSHIP**

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

**Benchmark: B - Continuous Improvement**

**Indicator 10: Culture of Collective Responsibility:**

The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

**GUIDING QUESTIONS**

1. How does the district build a culture of shared leadership?
2. What strategies does the district employ to ensure that the improvement goals reflect student learning needs?
3. How does the district build learning environments to ensure staff is willing to take the risks associated with reform efforts?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ The accountability for student learning is the responsibility of each individual school.</li> <li>➤ Leadership is role-dependent. Each administrator at the central office and the schools has a defined role and set of responsibilities and carry them out independently.</li> <li>➤ Professional learning communities are organized at the individual school level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district acknowledges that all adults in the system should be accountable for student learning</li> <li>➤ Leadership is distributed among the superintendent, central office administrators and principals. School and district decisions are made independently of one another.</li> <li>➤ The district encourages schools to develop professional learning communities focused on student learning at the school.</li> <li>➤ Leadership at the district or school level may initiate school reform. Responsibility for the success of the reforms rests with the schools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district encourages all adults in the system to be accountable for student learning and is developing new strategies to successfully meet this goal.</li> <li>➤ Leadership is distributed among the superintendent, central office administrators, principals and teacher leaders. Decisions are arrived at collaboratively and those involved take responsibility for their own decisions.</li> <li>➤ The district cultivates professional learning communities which are built upon shared leadership and focused on the ongoing improvement of teaching and learning throughout the district.</li> <li>➤ The district is building a climate of trust throughout and shares in the responsibility for the success of school reform efforts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district demonstrates a commitment to the fundamental principle that all adults in the system are accountable for student learning and the attainment of high standards for all. It is developing and monitoring a variety of strategies to successfully meet this goal.</li> <li>➤ The shared responsibility for decision-making and its results is distributed among the superintendent, central office administrators, principals and teacher leaders. There is a balance between district authority and school flexibility and autonomy.</li> <li>➤ The district creates systems for professional learning communities which are built upon shared leadership. These communities have collective responsibility for the ongoing improvement of teaching and learning throughout the district.</li> <li>➤ The district facilitates the development of a culture of collegiality, collaboration, respect and trust. Leadership in school reform is the collective responsibility of the district and the schools. Staffs at both levels are encouraged to take the risks associated with reform.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	

<input type="checkbox"/> North Central Accreditation	2.1 Governance and Leadership
<input type="checkbox"/> School Improvement Framework	II 2A6 Collaborative Decision-Making Process
<input type="checkbox"/> Surveys	Extent to which respondents report shared leadership and collaboration
<input type="checkbox"/> District Policies/Procedures Manual	Description of decision-making process

DRAFT

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 2: SHARED LEADERSHIP**

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

**Benchmark: B - Continuous Improvement**

**Indicator 11: Continuous Improvement:**

The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

**GUIDING QUESTIONS**

- 1. What is the district’s continuous improvement process and how does this process impact planning at the schools?
- 2. How does the district address the achievement gap and what role does the district play in assisting the schools to address this gap?
- 3. What steps does the district take to insure that the improvement goals reflect student learning needs?
- 4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved and communicated to stakeholders?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY

<ul style="list-style-type: none"> <li>➤ The school improvement planning process is the primary source for continuous improvement.</li> <li>➤ The achievement gap is analyzed annually at the district level and reported to schools with an expectation that each school will develop strategies to close the gap.</li> <li>➤ Any school reform efforts that occur are initiated and monitored by individual schools. Schools are required to attend periodic professional development sessions based upon a particular district focus which may change from year to year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has provided the schools with a continuous improvement framework consistent across schools but not consistently applied from school to school.</li> <li>➤ The district has encouraged schools to employ inquiry methods to analyze achievement results. The achievement gap is periodically measured at the district and school level and practices adjusted based upon the results of this analysis.</li> <li>➤ With the acknowledgement by the district, individual schools have pursued various school reforms focused on their particular context. The district expects that these reforms will result in improved student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A research-based process for continuous improvement, focused upon the district's vision for the future and expectations for the improvement of student learning, has been adopted and consistently employed district-wide</li> <li>➤ The district is becoming a learning organization and emphasizes inquiry methods to deepen practice at all levels. The district frequently monitors the achievement gap and bases its direction for changes in instructional practice on the resulting data.</li> <li>➤ Within the district, educational improvement is accepted as a long-term, multi-stage process. District leaders provide support for data-based reform efforts and assist in coordinating professional development initiatives. Practitioners are encouraged to try new ideas, with the expectation that results are demonstrated over time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A research-based process for continuous improvement, focused upon the district's vision for the future and expectations for the improvement of student learning, has been adopted, consistently employed district-wide and articulated to all stakeholders.</li> <li>➤ The district is a learning organization and an inquiry process, resulting in a deepening of practice, exists at all levels. Data-driven instructional practice, based upon a continuous monitoring of the achievement gap, occurs at all schools and at the district level.</li> <li>➤ Educational improvement is being implemented as a long-term multi-stage process. Therefore, a district-wide research-based reform effort, driven by local school data, remaining stable over time, has been adopted. Professional development efforts focused on the reform occur in all schools and are coordinated and supported by the district. District leaders provide practitioners the needed support to try new ideas and do not expect the new practices to be immediately reflected in district and state achievement testing.</li> </ul>
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**SUGGESTED DATA SOURCES**

<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> North Central Accreditation	7.1 Commitment to continuous improvement; 7.7 Evaluates and documents effectiveness of continuous improvement process
<input type="checkbox"/> School Improvement Framework	II 2B2 Results-Focused Plan
<input type="checkbox"/> District Strategic Plan	Description of continuous improvement cycle; professional development initiatives and plan
<input type="checkbox"/> School Improvement Plan	Action plan demonstrating use of data and strategies to be implemented.

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 3: OPERATIONAL AND RESOURCE MANAGEMENT**

School leaders organize and manage the school to support teaching for learning.

**Benchmark: A - Resource Allocation**

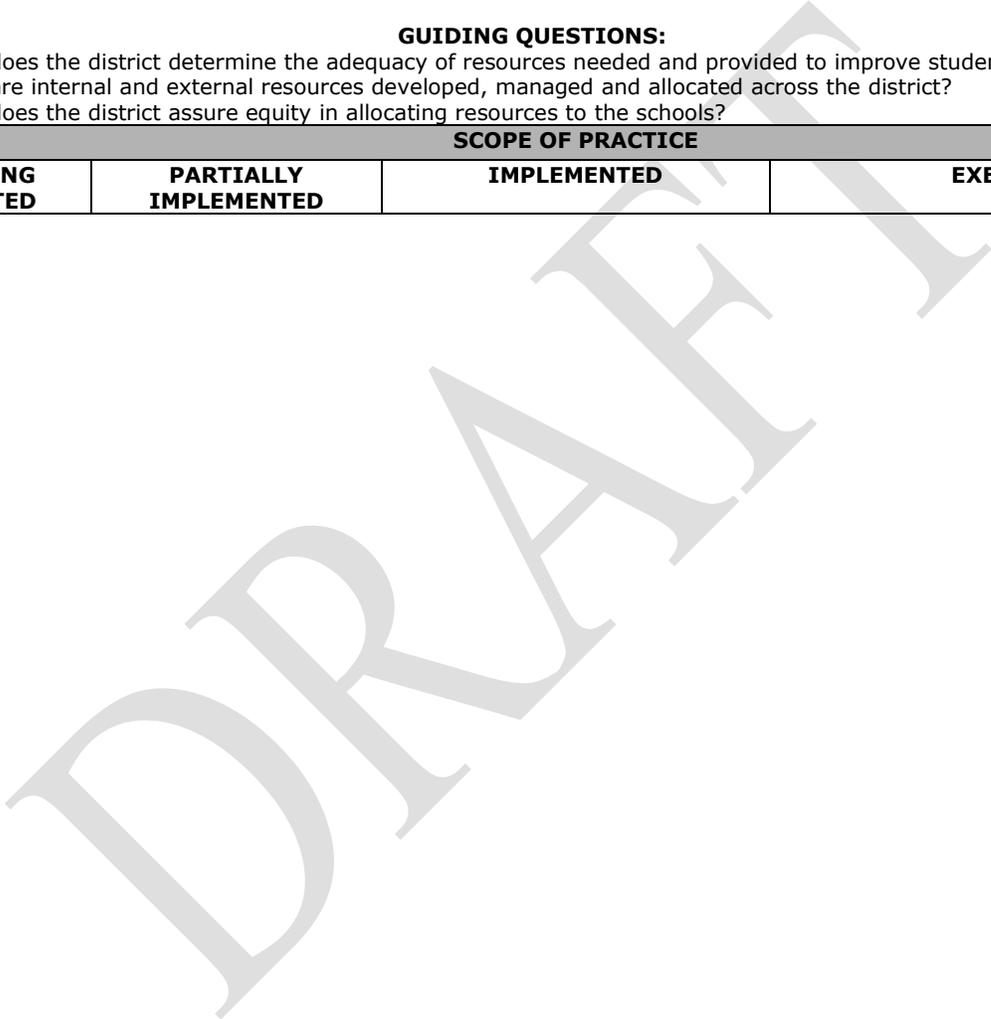
**Indicator 12: Accountability and Strategic Resource Allocation:**

The district’s long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

**GUIDING QUESTIONS:**

- 1. How does the district determine the adequacy of resources needed and provided to improve student learning?
- 2. How are internal and external resources developed, managed and allocated across the district?
- 3. How does the district assure equity in allocating resources to the schools?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY



<ul style="list-style-type: none"> <li>➤ The district provides minimal support and allocates resources equally to each school.</li> <li>➤ Professional and support staff is assigned to schools based upon compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience).</li> <li>➤ The district annually budgets resources to support its educational programs.</li> <li>➤ Although technology and related resources are available at the schools, they are updated infrequently.</li> <li>➤ The district sets staffing, schedules and budgets for each school.</li> <li>➤ Any increase in instructional or collaborative time occurs at the school level with current formula funds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district provides direction, resources and limited assistance in order to meet organizational and student performance goals.</li> <li>➤ The district has established and implemented a process to assign professional and support staff to schools based upon system needs and staff qualifications while in compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience).</li> <li>➤ The district annually budgets sufficient resources to support its educational programs and implement its plans for improvement.</li> <li>➤ The district provides resources for quality instruction. It updates technology, infrastructure and equipment on a cycle prioritizing those schools whose equipment has become obsolete.</li> <li>➤ Schools have limited autonomy over staffing, schedules and budgets.</li> <li>➤ The district has devoted some discretionary funding to increasing instructional and collaborative time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district provides direction, assistance and resources to meet organizational and student performance goals with additional support for low performing students. Based upon an annual evaluation, the district adjusts its support to schools based upon their diverse needs.</li> <li>➤ The district has established and implemented a process used to allocate professional and support staff to schools based upon system needs and staff qualifications while in compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience).</li> <li>➤ The district engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and implement its plans for improvement.</li> <li>➤ The district allocates, reallocates, pursues and secures additional resources for quality instruction. It regularly updates technology, infrastructure and equipment. It provides access to advanced instructional technology, information, media services and materials not readily available at the school.</li> <li>➤ In order to maximize the effective use of resources, the district has developed strategies that support schools having autonomy over staffing, schedules and budgets within district parameters.</li> <li>➤ Increasing time for instruction and collaboration is a priority for the district and a portion of discretionary funding is set aside for this purpose.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district provides direction, assistance, and resources to align, support and enhance all parts of the system to meet organizational and student performance goals with additional support for low performing students. Based upon frequent evaluation, the district adjusts its support to schools in a comprehensive approach that is responsive to their diverse needs.</li> <li>➤ The district has established and implemented and frequently evaluates the process used to systematically allocate professional and support staff to schools based upon system needs and staff qualifications while in compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience).</li> <li>➤ The district engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and implement its plans for improvement and frequently monitors the expenditures to inform long-range plans.</li> <li>➤ The district allocates, reallocates, pursues and secures additional resources for quality instruction. It provides up-to-date technology, infrastructure and equipment. It coordinates and ensures ready access to advanced instructional technology, information, media services and materials not readily available at the school.</li> <li>➤ In order to maximize the effective use of resources, it is district policy that, whenever possible, decisions affecting students should be made by staff working directly with the students. Therefore, schools have autonomy over staffing, schedules and budgets within district parameters.</li> <li>➤ Due to the district placing a high priority on increasing time for instruction and staff collaboration, a significant portion of discretionary funding is devoted to support increased time allocation.</li> </ul>
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**SUGGESTED DATA SOURCES**

<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> School Improvement Framework	II 1A3 Technology; II 3A1 Human Resources; II 3A2 Fiscal; II 3B1 State and Federal
<input type="checkbox"/> North Central Accreditation	2.3 Compliance; 3.11 Access to technology; 5.2 Assignment of staff; 5.5 Long-range budgetary planning; 5.10 Technology infrastructure

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**District Improvement Framework  
District Process Analysis  
Strand II**

The following chart will organize the system processes and practice challenges the school identified during the self-assessment process of all of the Indicators within Strand II of the District Improvement Framework Rubrics, and identify which of the student achievement goals, identified in Part 1 of the district CNA, they can be aligned with as support.

**Focus Question**

1. As the district staff reviewed the school and district responses to questions asked about the system processes and practices, (key characteristics at the school level and indicators at the district level) what trends were noticed that may have an impact on student achievement?
2. What did the district staff identify as over-arching system challenges that would need to be addressed at the district level? At the building level?
3. What process did the district used to complete the Comprehensive Needs Assessment for the district?

**Strand II: Leadership  
Summary of Self-Assessment**

Include in Plan	Alignment with Student Goals				Standard	Getting Started	Partially Implemented	Implemented	Exemplary
	ELA	M	S	SS					
					<b>Standard 1:</b>				
					<b>Instructional Leadership</b>				
					High Standards				
					Culture of Collaboration				
					Instructional Program Coherence				
					<b>Standard 2: Shared Leadership</b>				
					Coordinated Policies & Procedures				
					Collective Responsibility				
					Continuous Improvement				
					<b>Standard 3: Operational and Resource Management</b>				
					Accountability/Strategic Resource				

**STRAND III: PERSONNEL AND PROFESSIONAL LEARNING**

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

**STANDARD 1: PERSONNEL QUALIFICATIONS:**

School/district staff qualifications, knowledge and skills support student learning.

**Benchmark: A - Requirements**

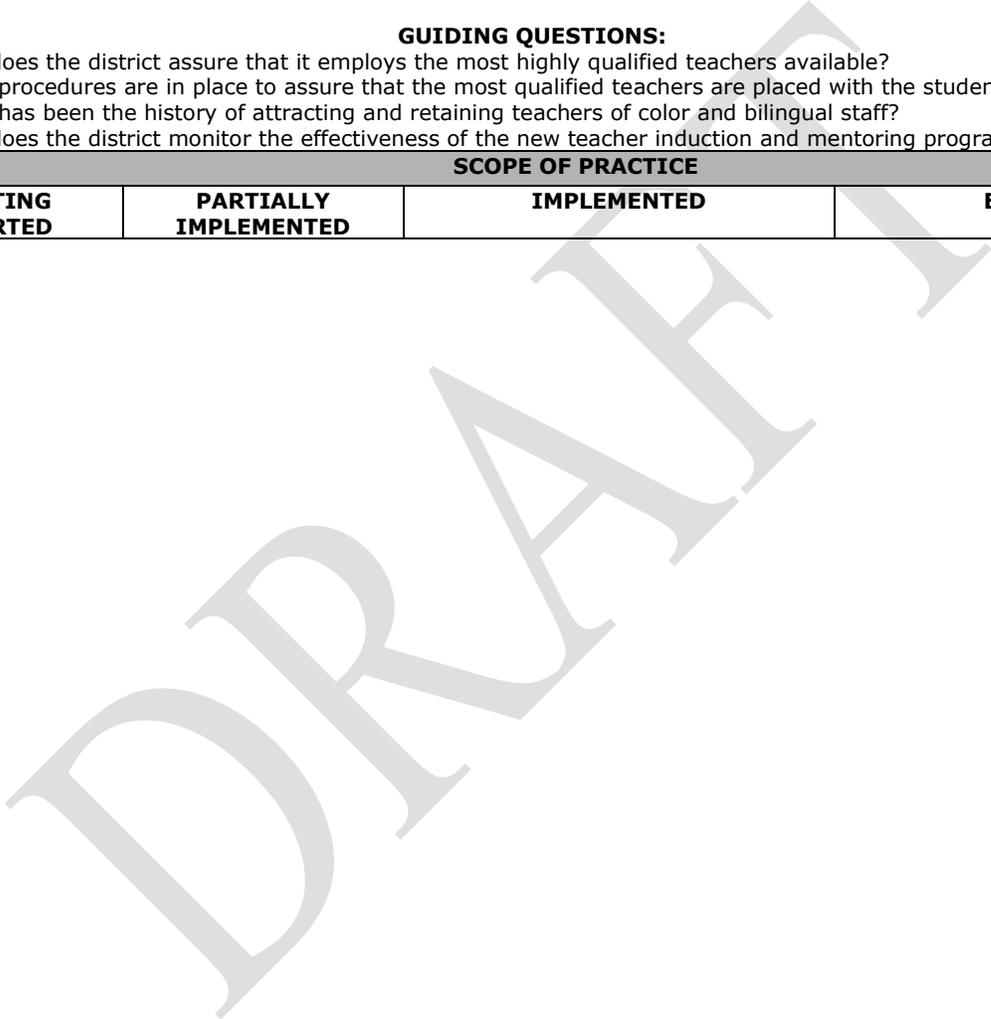
**Indicator 13: Highly Qualified Personnel:**

The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

**GUIDING QUESTIONS:**

- 1. How does the district assure that it employs the most highly qualified teachers available?
- 2. What procedures are in place to assure that the most qualified teachers are placed with the students most in need?
- 3. What has been the history of attracting and retaining teachers of color and bilingual staff?
- 4. How does the district monitor the effectiveness of the new teacher induction and mentoring program over time?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY



<ul style="list-style-type: none"> <li>➤ The district has hired some classroom teachers in core instructional areas who do not hold provisional or Professional Education Certificates for the subject areas they have been assigned.</li> <li>➤ No plan is in place for the recruitment, training and retention of highly qualified staff.</li> <li>➤ A three-year induction/mentor ing program is the responsibility of the local school. The district provides guidance as requested by the school.</li> <li>➤ <b>Note: scoring in this area may indicate that the district does not meet current federal and state standards for staff qualifications</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Some classroom teachers in core instructional areas in the district hold provisional or Professional Education Certificates but are still assigned to subject areas for which they have not passed the Michigan Test for Teacher Certification (MTTC) basic skills test or appropriate subject area examination(s).</li> <li>➤ The district has a written plan for the recruitment, training and retention of highly qualified instructional staff, but has yet to implement the plan.</li> <li>➤ The district provides an annual orientation session for new teachers and assists the schools in organizing and identifying Master Teachers to be involved in a three-year mentoring program at the school.</li> <li>➤ <b>Note: scoring in this area may indicate that the district does not meet current federal and state standards for staff qualifications.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ The qualifications of all permanent staff meet state and district certification requirements in the content areas and grade levels as outlined in NCLB.</li> <li>➤ The district is promoting continuous professional learning, and as such is encouraging its teachers to work toward National Board Certification.</li> <li>➤ <b>All elementary teachers hired prior to 1992 in the district passing a Michigan teaching certification hold at least a bachelor's degree and full state certification and have met at least one of the options provided by Section 1531 of the Michigan Revised School Code.</b></li> <li>➤ All new (1992) elementary level teachers in the district hold at least a bachelor's degree, and full state certification including passage of the MTTC basic skills test and the comprehensive elementary examination.</li> <li>➤ The district has a plan in place, implemented and monitored, to recruit, train and retain highly qualified instructional staff.</li> <li>➤ The district structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. New teachers are provided with an induction program at the district level that incorporates the district vision, instructional goals and policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In addition to full qualifications for all permanent staff in the district, some instructional staff is currently working toward National Board Certification and others have received certification as outlined in NCLB.</li> <li>➤ The district supports paraprofessionals who wish to pursue teaching degrees and certified staff members who wish to pursue advanced degrees, through strategies such as reduced contract options, leadership cadres and higher education partnerships.</li> <li>➤ The district's vision for teaching and learning guides the recruitment, placement and professional development of professional staff.</li> <li>➤ The district recruits, trains, supports and places personnel to assure appropriate distribution and retention of staff in high needs schools, regularly assessing staffing needs and making appropriate adjustments.</li> <li>➤ The district has developed strategies to attract and retain an ethnically diverse staff.</li> <li>➤ The district structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. New teachers are provided a thorough induction program at the district level that incorporates the district vision, instructional goals and policies and procedures. In addition, the district organizes the new staff into a cohort group to attend seminars, participate in peer observations, share common experiences and problem solve issues that arise.</li> </ul>
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**SUGGESTED DATA SOURCES**

SOURCE	DESCRIPTION
<input type="checkbox"/> School Improvement Framework	III 1A1 Certification Requirements; III 1A2 NCLB/Highly Qualified; III1B1 Content Knowledge; III 1B2 Communication
<input type="checkbox"/> Audit of Teacher Credentials	Extent to which staff meet certification and licensure requirements
<input type="checkbox"/> District Promotional Hiring Materials	Description of district promotions to attract new teachers
<input type="checkbox"/> Professional Development Plan and Records	Professional development focusing on content knowledge based on needs assessment of teachers
<input type="checkbox"/> Mentoring Program Design	Extent to which mentoring program supports new teaching staff

**STRAND III: PERSONNEL AND PROFESSIONAL LEARNING**

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

**STANDARD 2: PROFESSIONAL LEARNING**

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

**Benchmark A: Collaboration**

**Indicator 14: Coordinated Professional Development Based Upon Common Principles:**

The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

**GUIDING QUESTIONS:**

1. How are scarce district resources allocated to schools to support the development and continuation of job-embedded professional learning communities? How are district staff members organized into professional learning communities?
2. How does the district assure coherence in curriculum, instruction and assessment through professional development structure and content?
3. What types of data drive professional development choices?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY

<ul style="list-style-type: none"> <li>➤ Professional learning communities are formed based upon individual school initiative.</li> <li>➤ Professional development initiatives are controlled from the district level with limited input allowed from the individual school. The district has no coherent plan that connects one initiative to the next.</li> <li>➤ The organization and content of any non-scheduled professional development time is the responsibility of the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district encourages all schools to organize instructional staff into professional learning communities.</li> <li>➤ Professional development initiatives are driven by the school improvement plan with little direction from the district.</li> <li>➤ The district encourages school administrators to deliver professional development through collaborative teams.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district structures professional development around professional learning communities and encourages dialog across instructional levels and content areas.</li> <li>➤ The district provides a common focus for professional development around curriculum, instruction and assessment.</li> <li>➤ Collaboration between the district and school administrators determines the content of professional development initiatives. The district structures the delivery of professional development through school-based job-embedded practices</li> <li>➤ Annual professional development growth plans are required of all professional staff.</li> <li>➤ Periodic evaluation of professional development initiatives occurs at the district level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district structures professional development so that all instructional staff at the schools actively participate in professional learning communities across instructional levels and content areas. It also supports job-embedded collaboration with time and funding.</li> <li>➤ The district has organized professional development around common key topics that support the implementation of curriculum, instructional strategies and assessments with an emphasis on equity and underserved populations.</li> <li>➤ District and school staff collaborate to determine the specific professional development content through an analysis of student and program assessment data. Although the focus of professional development is common across the district, the district builds school level capacity through multiple types of job-embedded strategies to assure actual changes occur in instructional practice.</li> <li>➤ The district requires annual professional development and growth plans for all staff members to meet their individual needs.</li> <li>➤ Through a continuous improvement process, the district frequently evaluates the professional development initiatives and implementation structures and revises them as necessary.</li> </ul>
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**SUGGESTED DATA SOURCES**

<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> Professional Development Plan	Evidence of common key topics across the district; demonstration of content focused on equity and underserved populations
<input type="checkbox"/> District Budget	Funds devoted to the support of job-embedded professional development at the schools
<input type="checkbox"/> District Assessments	Evaluation of professional development initiatives

**District Improvement Framework  
District Process Analysis  
Strand III**

The following chart will organize the system processes and practice challenges the school identified during the self-assessment process of all of the Indicators within Strand III of the District Improvement Framework Rubrics, and identify which of the student achievement goals, identified in Part 1 of the district CNA, they can be aligned with as support.

**Focus Questions:**

1. As the district staff reviewed the school and district responses to questions asked about the system processes and practices, (key characteristics at the school level and indicators at the district level) what trends were noticed that may have an impact on student achievement?
2. What did the district staff identify as over-arching system challenges that would need to be addressed at the district level? At the building level?
3. What process did the district used to complete the Comprehensive Needs Assessment for the district?

**III: Personnel and Professional Learning**

**Summary of Self-Assessment**

Include in Plan	Alignment with Student Goals				Standard	Getting Started	Partially Implemented	Implemented	Exemplary
	ELA	M	S	SS					
					<b>Standard 1: Personnel Qualifications</b>				
					Highly Qualified				
					<b>Standard 2: Professional Learning</b>				
					Coordinated/Common Principals				

**STRAND IV: SCHOOL AND COMMUNITY RELATIONS**

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

**STANDARD 1: PARENT/FAMILY INVOLVEMENT**

Schools actively and continuously involve parents and families in student learning and other school activities.

**Benchmark: A - Communication**

**Indicator 15: Purposeful Communication and Collaborative Relationships:**

The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

**GUIDING QUESTIONS:**

1. What strategies are in place and being considered to communicate with and empower disenfranchised parents?
2. What strategies are in place to assure that parents have an active voice in important district decisions?
3. How does the district demonstrate its support for continuing parent education?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ The district relies on traditional communication methods such as public forums at board of education meetings to gather input from parents prior to making budgetary and programmatic decisions</li> <li>➤ The district does not have a policy about school-level parental communication in school decisions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Beyond the traditional communication methods, the district employs at least one additional strategy to gather input from parents prior to making budgetary and programmatic decisions.</li> <li>➤ The district’s structure for parent involvement and decision-making at the school level is through a parent advisory committee.</li> <li>➤ The district is in the process of adopting a set of strategies to involve parents from diverse backgrounds.</li> <li>➤ The district relies on any data gathered by the schools to measure the effectiveness of its parent communication and involvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district employs a variety of strategies to collect parent feedback prior to making budgetary and programmatic decisions.</li> <li>➤ The district encourages all schools to incorporate parental communication policies and include parents in the dialogue associated with the school’s decision-making process.</li> <li>➤ The district has developed and maintains a set of strategies to communicate with and involve parents from a variety of cultural, socio-economic and diverse language backgrounds.</li> <li>➤ The district regularly gathers and evaluates data about the effectiveness of the parent communication and involvement strategies.</li> <li>➤ The district provides parent education training.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A variety of active and diverse parent communication and engagement policies are employed in order to collect parental feedback in a systematic way prior to making budgetary and programmatic decisions</li> <li>➤ The district has mandated that all schools have documented and implemented clear parent communication policies and active parental engagement in school decision-making. The district provides training for school staff and parents in these strategies.</li> <li>➤ The district researches and employs best-practice strategies to communicate with and involve parents from a variety of cultural, socio-economic and diverse language backgrounds.</li> <li>➤ The district gathers data through multiple sources, on a regular and systematic basis, in order to measure the effectiveness of its parental communication and involvement strategies.</li> <li>➤ The district has put into place a system-wide parent education program to foster the ability of parents to improve their own parenting skills.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	
<input type="checkbox"/> School Improvement Framework		IV1A2 Diversity; IV 1B1 Volunteering; IV 1B2 Extended Learning Opportunities; IV 1B3 Decision-Making	
<input type="checkbox"/> District website; local cable TV channels; newsletters; brochures		Data gathered from these sites; surveys; usage patterns; content of print material; information on extended learning opportunities for parents	
<input type="checkbox"/> District Communications/forms		Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home	

District/School Program and Curriculum Committees

Extent of parent participation

DRAFT

**STRAND IV: SCHOOL AND COMMUNITY RELATIONS**

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

**STANDARD 2: COMMUNITY INVOLVEMENT**

The community at large is supportive of and involved in student learning and other school activities.

**Benchmark: A - Communication**

**Indicator 16: Purposeful Communication and Collaborative Relationships:**

The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

**GUIDING QUESTIONS:**

1. How does the district build trust, mutual respect and capacity among stakeholders in the system?
2. Do district and school personnel have the knowledge and skills required to facilitate sustained community partnerships?
3. Is the district prepared to accept and meet the challenges of more and different types of engagement with the community?
4. How does the district facilitate the formation of partnerships to enhance each school's ability to engage students in relevant learning experiences?
5. How does the district facilitate the integration of community services into the schools?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ Limited opportunities exist to receive feedback from stakeholders to inform decisions designed to implement the district vision.</li> <li>➤ The district encourages the schools to develop partnerships.</li> <li>➤ Individual schools solicit their own local businesses and community agencies to form partnerships to enhance their curriculum.</li> <li>➤ The district compiles and reviews data gathered at the school level assessing the effectiveness of each school's communication and involvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district solicits feedback from stakeholders to inform decisions designed to implement the district's vision.</li> <li>➤ The district assists in the formation of partnerships initiated at the individual school level.</li> <li>➤ The district assists the schools in the formation of partnerships with local businesses and community agencies so that the schools have closer connections with real-world applications to the curriculum.</li> <li>➤ The district gathers annual data from limited sources to measure the effectiveness of its stakeholder communication and involvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stakeholders are provided a variety of opportunities to provide input for decisions about district operation and they are given a prescribed role on committees that make the decisions.</li> <li>➤ The district facilitates the development of partnerships involving school, civic, counseling, cultural, health, recreation and other agencies. The district encourages the involvement of organizations populated by individuals from diverse backgrounds and cultures.</li> <li>➤ In order to provide real-world connections to the curriculum, the district actively seeks partnership commitments from businesses and community agencies and then matches them to individual schools.</li> <li>➤ The district periodically gathers data from several sources in order to measure the effectiveness of its stakeholder communication and involvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stakeholders, particularly the underserved, are provided a variety of opportunities to actualize the district's vision through provision of input for or involvement in decisions about the operation of the district.</li> <li>➤ The district develops, supports and sustains partnerships involving school, civic, counseling, cultural, health, recreation and other agencies, organizations and businesses to serve students and families. The district employs strategies to communicate with and attract diverse businesses with employees from a variety of cultural, socio-economic and diverse language backgrounds.</li> <li>➤ The district develops and sustains partnerships with a variety of local businesses and community organizations in order to match individual schools to partners who provide real-world connections to the curriculum.</li> <li>➤ The district systematically gathers data from multiple sources in order to measure the effectiveness of its stakeholder communication and involvement strategies.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	

<input type="checkbox"/> School Improvement Framework	IV 2A1 Methods; IV 2B1 Business Community; IV 2B4 Collaboration
<input type="checkbox"/> District Written Communications and Forms	Extent to which print material reaches and is understood by all stakeholders.
<input type="checkbox"/> Documentation of Partnerships	Listing by school; number of schools, students involved; description of activities, content

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**STRAND V: DATA MANAGEMENT**

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

**STANDARD 1: DATA MANAGEMENT**

The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data.

**Benchmark: A - Data Generation**

**Indicator 17: Comprehensive, Accessible and Meaningful Data System:**

Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

**GUIDING QUESTIONS:**

1. How does the district determine what data is meaningful to the schools?
2. Describe how the assessment system is currently used in the district to guide analysis of changes in student performance.
3. How is the system’s success in meeting the users’ needs evaluated? How frequently?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ The district is in the process of establishing an assessment system. The priority is that the assessment system is aligned with student performance measures.</li> <li>➤ The district provides disaggregated data to the schools for their use in understanding student performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has established a comprehensive assessment system, aligned with clearly defined performance measures. In order to improve the quality of the system, the district is assessing whether or not the information obtained from the system is reliable, valid and bias free.</li> <li>➤ The district is in the process of implementing a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has established and is implementing a comprehensive assessment system, providing longitudinal and annual data, aligned with clearly defined student performance measures, evaluated periodically and yielding information which is reliable, valid and bias free.</li> <li>➤ The district has implemented a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has established, and is implementing, a comprehensive assessment system, providing longitudinal and current data, aligned with clearly defined student performance measures, evaluated annually, and yielding information which is reliable, valid and bias free. Prior to its establishment, a variety of stakeholders have been involved in a dialog about the purpose, users and uses of the system</li> <li>➤ The district has implemented a system-wide framework for using multiple sources of disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders, teachers and other stakeholders in understanding student performance, district and school effectiveness, and the impact of improvement efforts on student achievement.</li> </ul>

SUGGESTED DATA SOURCES	
SOURCE	DESCRIPTION
<input type="checkbox"/> School Improvement Framework	V 1A1 Purpose; V 1A5 Technical Quality; V 1C1 Process
<input type="checkbox"/> North Central Accreditation	4.1 Performance measures for student learning
<input type="checkbox"/> Description of Assessment System	Data provided, timelines for provision
<input type="checkbox"/> Data Reports	Data tables & arrays

**STRAND V: DATA MANAGEMENT**

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

**STANDARD 2: INFORMATION MANAGEMENT**

The school/district staff collaborates to derive information from data and use it to support decisions.

**Benchmark: A - Analysis & Interpretation**

**Indicator 18: Systematic Support for Data Analysis:**

District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

**GUIDING QUESTIONS:**

1. How are data used in the district to guide analysis of changes in student performance?
2. How are district and school staffs trained to understand and use data?
3. What varieties of demographic and achievement data are collected and analyzed in this system to track student achievement adequately?

<b>SCOPE OF PRACTICE</b>			
<b>GETTING STARTED</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>IMPLEMENTED</b>	<b>EXEMPLARY</b>
<ul style="list-style-type: none"> <li>➤ Although the district has provided no formal training, some district and school staff understand basic data analysis techniques such as data disaggregation and comparisons across groups.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Some district leaders and school staff have received training from the district in basic data analysis techniques such as data disaggregation and comparisons across groups.</li> <li>➤ District personnel are assigned to meet with the school principal and/or school leadership to analyze the school data to inform strategies to incorporate into the school improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has provided resources and personnel to train district leaders and the majority of instructional staff in data analysis techniques. These techniques include consideration of such factors as multiple types and sources of data, disaggregation, comparisons across groups, benchmarking and longitudinal data.</li> <li>➤ District personnel work with the school improvement team to identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and implement interventions designed to improve student performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ District leaders have expertise in data analysis and have provided resources and personnel to assure that all instructional staff have been trained in and use data analysis techniques. These techniques include consideration of such factors as multiple types and sources of data, disaggregation, comparisons across groups, benchmarking and longitudinal data.</li> <li>➤ In support of the district's adoption of a continuous improvement cycle, a collaborative school improvement partnership between district and school staff has been established. The partnership analyzes the data, identifies gaps between expectations for student learning and student performance, evaluates the effectiveness of curriculum and instruction, and plans for interventions designed to improve student performance.</li> </ul>
<b>SUGGESTED DATA SOURCES</b>			
<b>SOURCE</b>		<b>DESCRIPTION</b>	
<input type="checkbox"/> School Improvement Framework		V 2A1 Analysis; V 2A2 Dialog About Meaning	
<input type="checkbox"/> North Central Accreditation		2.8 Systematic analysis and review of student performance; 4.6 Verifiable growth in student performance	
<input type="checkbox"/> Professional Development Plan		Evidence of training in data analysis techniques	
<input type="checkbox"/> School Improvement Planning Process Description		Documentation of the use of a continuous improvement planning cycle	

**STRAND V: DATA MANAGEMENT**

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

**STANDARD 2: INFORMATION MANAGEMENT**

The school/district staff collaborates to derive information from data and use it to support decisions.

**Benchmarks: B - Applications**

**Indicator 19: Informed Data-Based Decision-Making:**

System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

**GUIDING QUESTIONS:**

1. How are data used to evaluate the district and improve district effectiveness?
2. How are data routinely considered in building decision-making activity?
3. In what ways does the district collaborate with staff members to use the results of data analysis?

<b>SCOPE OF PRACTICE</b>			
<b>GETTING STARTED</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>IMPLEMENTED</b>	<b>EXEMPLARY</b>
<ul style="list-style-type: none"> <li>➤ Any analysis of instructional effectiveness occurs at the school level.</li> <li>➤ The district expects schools to provide staff training in the use of disaggregated data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district conducts an analysis of instructional effectiveness. The results are communicated to the schools for their use in school improvement.</li> <li>➤ The district provides training to key administrative staff in the interpretation and use of disaggregated data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district periodically conducts a systematic analysis of instructional and organizational effectiveness. The results are used to understand and improve student performance and school and system effectiveness and to support most district-wide decisions.</li> <li>➤ The district provides guidance and training to support instructional and administrative staff in the interpretation and use of disaggregated data to inform classroom and school-wide practices. Feedback is gathered to determine the usefulness of the training to school leaders in understanding student performance and school effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district frequently employs multiple types and sources of data to conduct a systematic analysis of instructional and organizational effectiveness. The results, informed by research, are routinely used to understand and improve student performance and school and system effectiveness and to support most district-wide decisions.</li> <li>➤ The district provides guidance and training to assure that all instructional and administrative staff at the schools can interpret and use disaggregated data to inform classroom and school-wide practices. It monitors the results to assure that the training is useful to school leaders, teachers and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.</li> </ul>
<b>SUGGESTED DATA SOURCES</b>			
<b>SOURCE</b>	<b>DESCRIPTION</b>		
<input type="checkbox"/> School Improvement Framework	V 2B2 Data-Driven Decision-Making		
<input type="checkbox"/> North Central Accreditation	3.3 Data-based decision-making; 3.4 Research-based instruction; 4.4 Student performance and system effectiveness; NCA 4.6 Multiple sources of evidence		
<input type="checkbox"/> District Evaluation Report	Description of results; use of results		
<input type="checkbox"/> Professional Development Descriptions	Evidence of training in data-based decision-making and analysis of disaggregated data		



Green Pages

**Summary Report**  
**District**

DRAFT

## Green Pages

# Instructions

Based on the analysis and dialogue about district level student and system data and information, and the data and information drawn from a review of each individual school's comprehensive needs assessment reports, complete the chart on the following page. A separate chart for each academic content area goal identified should be completed.

**Section I** of the chart would have been filled out as the district completed the District Analysis Report on Student Achievement in the first section of the district CNA. Data from that section report can be pasted into the chart below. You will note that the chart allows a district the opportunity to mark a goal as **( ) Active, ( ) Maintenance, or ( ) Revised**. **Active** goals allow for the development of a district improvement plan around current challenges that student and system data/information identify. **Maintenance** goals provide the ability to identify those goals that current data/information indicates are not presently a concern area, but maintaining the strategies and resources are needed to ensure that current levels of student achievement are maintained or increased, or **Revised** Goals allow for the revision of an established goal.

**Section II** of the following chart lists challenges the district identified from the Comprehensive Needs Assessment Strand reports that aligned district practices with content area goals.

District: *		School Year: *	
<b>Section I: District Comprehensive Analysis Report on Student Achievement</b> (From the Comprehensive Needs Assessment)			
Content Area:		<input type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal <input type="checkbox"/> Revised Goal
Student Goal Statement: *			
Statement of gap in student achievement (Need Statement): *			
Contributing Cause for the gap in student achievement: *			
List multiple sources of data used to identify this gap in student achievement: *			
<b>Section II: District Comprehensive Analysis Report on System Processes and Practices</b> (From the Comprehensive Needs Assessment)			
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports that were aligned with this content area goal to be included in this District Improvement Plan. (These should be addressed as strategies/action steps in your DIP in Section III)			

*This chart can be cut and pasted into Section I and II of the District Improvement Plan template.*

## Summary of DCNA Completion Process

1. Describe the process the district used to complete this self-assessment.
2. How will the district use the insights gained from this self-assessment to inform and enhance continuous school improvement plans?
3. Please list who was involved in completing this self-assessment. (Use chart below)

Name	Signature	Position

### Completion of the District CNA and Development of District Improvement Plan

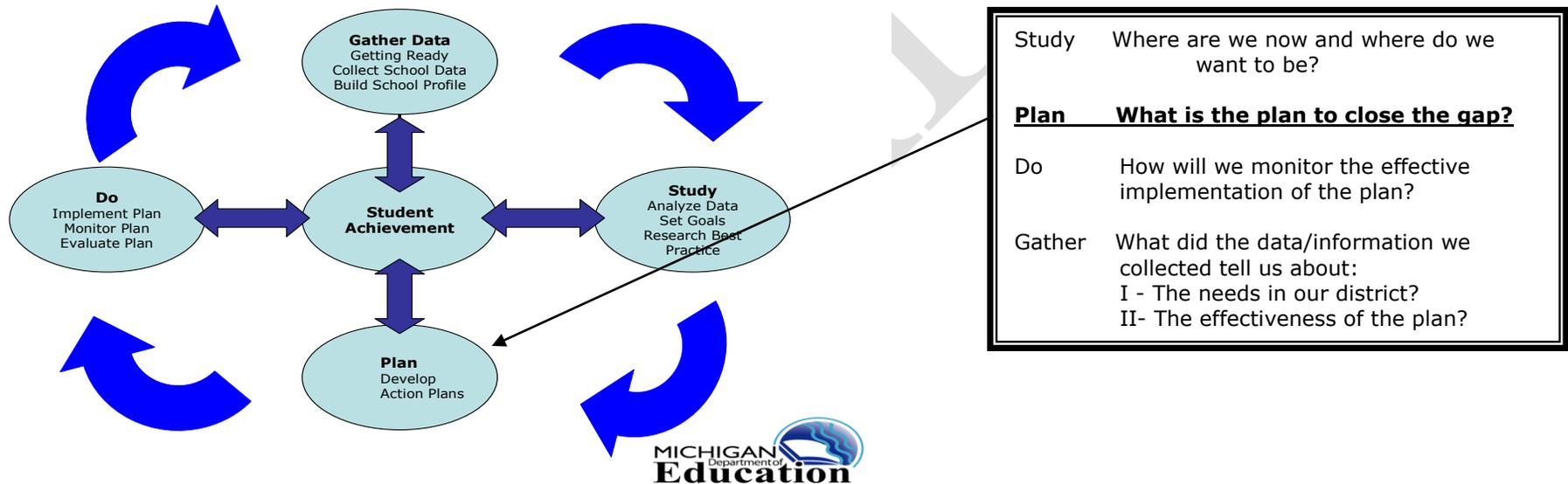
Now that you have aligned the system process/practice challenges with your stated Student Achievement Goals, you can begin to develop objectives, strategies, and action steps to include in your district improvement plan.

The District Improvement Plan template follows this section and can also be found on the web at:

[www.michigan.gov/schoolimprovement](http://www.michigan.gov/schoolimprovement)

# District Level Improvement Planning Process

## School Improvement Planning Process



## Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist districts/schools in the creation and use of an *Action Portfolio* that will guide and inform the school/district's Continuous School Improvement Planning Process.

The *Action Portfolio* begins with the **Michigan School Improvement Framework (MSIF)**. The MSIF was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools
- Give direction to, support, and enhance the school/district's continuous improvement planning process

The School Improvement Framework **Rubrics for Districts** assess the level of implementation of the MSIF and provide a continuum of practice that allows districts to identify gaps that exist between where they are in their current practice in relationship to where they want to be.

The **District Comprehensive Needs Assessment (DCNA)** is another tool that has been developed for a district to use as a part of the *Action Portfolio*. This process will examine district demographics, instructional program, and disaggregated student academic achievement data. This process will also use the rubrics to assess current levels of implementation of best practices, in order to answer the following questions:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The DCNA will help a district align system challenges with the student achievement goals a district will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous district improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide districts with a common planning template that addresses the student learning and system needs that have been identified through their District Comprehensive Needs Assessment.

The DIP has also been designed to address any federal, state, and locally required elements that must be contained in a District Improvement Plan.

To integrate required district professional development plans and technology plans into this planning document, districts must provide a detailed description of how professional learning and technology will be used to support the student achievement goals. Technology strategies must reflect the district expectations of how technology will be utilized within the district to support teaching and learning. Space for these strategy descriptions has been provided on the template.

The School Improvement Framework, Rubrics, School/District CNA, and the School/District Improvement Planning templates were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss their internal systems, and assess where the school is in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at:

[www.michigan.gov/schoolimprovement](http://www.michigan.gov/schoolimprovement)

## District Resource Integration

While PA25 does not require districts to develop a district improvement plan, those districts who receive, or will be applying for, any of the federal grant resources contained in the No Child Left Behind (NCLB) legislation (see appendix A) will have to develop a district plan. These plans should be based on a "comprehensive needs assessment" that analyzes student achievement data and system process and practices that support student achievement. All four content areas must be considered in this analysis. School and District goals must be based on identified student academic achievement needs, and the focus of available resources should be on attaining the goals. The district must also demonstrate that they are coordinating resources they receive under this legislation to address their goals.

Section 1112 - Local Educational Plan (as stated in NCLB) General Requirements

### PLANS REQUIRED-

(1) SUBGRANTS- A local educational agency may receive a sub grant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

(2) CONSOLIDATED APPLICATION- The plan may be submitted as part of a consolidated application under section 9305.

(E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as —

(i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and

(ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

**The following chart lists the major grant/programs available - Check all that apply in the district**

<input type="checkbox"/> <b>General Funds</b>  <input type="checkbox"/> <b>Title I Part A</b> <input type="checkbox"/> <b>Title I Schoolwide</b> <input type="checkbox"/> <b>Title I Part C</b> <input type="checkbox"/> <b>Title I Part D</b>	<input type="checkbox"/> <b>Title I School Improvement (ISI)</b> Phase: ____	<input type="checkbox"/> <b>Title II Part A</b> <input type="checkbox"/> <b>Title II Part D</b> <input type="checkbox"/> <b>USAC - Technology</b>	<input type="checkbox"/> <b>Title III</b>
<input type="checkbox"/> <b>Title IV Part A</b> <input type="checkbox"/> <b>Title V Parts A-C</b>	<input type="checkbox"/> <b>Section 31 a</b> <input type="checkbox"/> <b>Section 32 e</b> <input type="checkbox"/> <b>Section 41</b>	<input type="checkbox"/> <b>Head Start</b> <input type="checkbox"/> <b>Even Start</b> <input type="checkbox"/> <b>Early Reading First</b>	<input type="checkbox"/> <b>Special Education</b>
<p><b>Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available on the school improvement website: <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a>.)</b></p>			

## Instructions for Completion

The development of a District Improvement Plan is required by No Child Left Behind under Sec. 1112 - Local Educational Agency Plan. A copy of the required elements for a district plan as required by Sec. 1112 follows these instructions. Districts are encouraged to review these requirements and insure that each item is addressed within the plan that is developed.

**Section I – District Data Profile & Analysis** was developed during the completion of the District Comprehensive Needs Assessment (DCNA). This section of the plan will address those requirements that speak to establishing academic content area goals based on identified student academic needs, contributing causes for identified gaps in achievement, and a description of the multiple academic assessments that will be used to identify student learning needs. List only one goal area per sheet.

**Section II – District Process Analysis and Profile** of the District Improvement Plan template identifies district processes and practices that were self-assessed using the DCNA and identified as challenges that supported specific content area goals. These challenges should be developed into strategies and/or action steps within Section III of this plan.

**Section III - Plan to Accomplish Student Achievement Goals and Objectives** of the template is the actual plan that will describe what objectives, strategies, and actions a district will take to accomplish its stated student academic goals. This section will ask you to list:

- **Measurable Objective Statement to Support Goal**: Specific measurable objectives that you will implement to achieve your stated goal. While you can have multiple objectives per goal (no more than 3-5 are recommended) you should use one sheet for each objective. Objective statements should describe who, will do what, by when, as measured by what.
- **Multiple Measures of Assessments** that you will use to measure success of the stated objectives. List the multiple types of assessments you will use to measure achievement of the objective statement. Assessments used should:
  - be high-quality student academic assessments that are in addition to the MEAP/MME academic assessments,
  - determine the success of student academic achievement,
  - provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards,
  - assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet State student achievement academic standards and do well in the local curriculum,
  - determine what revisions are needed to objectives and strategies so that students meet the State student academic achievement standards, and
  - effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional assessments.

- **Strategy Statement:** This will be a statement of what the district will do in order to implement the stated objective. Districts should review the list of General Plan Requirements listed on pages 7-13 to ensure that for each goal area, the planned activities also address any of the required strategies listed in the General Plan Requirements section.
  
- **Activity:** For each of the strategies you list:
  - describe the activities to implement the strategy,
  - the person who will be responsible for implementing the activity,
  - the timeline for the strategy,
  - the resources needed,
  - the source of funding for resources,
  - the cost for the resource,
  - the data you will collect to monitor the activities, and
  - the criteria to be used to evaluate the effectiveness of the activity.
  
- **Other Required Information:** These will be additional statements that relate to the objective and strategy listed under the goal and objective statements.
  
- **Assurances:** The second page of the template lists all of the assurances required by NCLB. A narrative description of how the district will demonstrate and document compliance with these requirements is required for each assurance listed.
  
- **Stakeholder Involvement:** Involvement of all stakeholder groups in the planning, development and evaluation of the plan is required. This page allows you to document that involvement and describe the decision-making process that was used to develop the district improvement plan.
  
- **Statement of Non-Discrimination:** All plans must be published/distributed to all interested stakeholders, and will require a statement of assurance of compliance with federal Office of Civil Rights regulations prohibiting discrimination. This page has been provided to satisfy that requirement. Be sure to fill in the designated contact information.

These documents are available on the Advanc-ed School Improvement website. The format of the web based version looks different, however the information you will be asked to enter onto the web-based form is the same as the information asked for on the attached word version of the District SIP. Copies of these documents can be obtained on the web at: [www.advanc-ed.org/mde](http://www.advanc-ed.org/mde) or [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

<b>DISTRICT Required Items that have been built into the Template Design</b>	<b>Page in SIP</b>
<p>(A) a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), (MEAP/MME in Michigan) that the local educational agency and schools served under this part will use —</p> <p>(i) to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);</p> <p>(ii) to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;</p> <p>(iii) to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and</p>	
<p>(B) at the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;</p>	
<p>(E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as — i Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and</p> <p>(ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;</p>	
<p>(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;</p>	
<p>(d) PLAN DEVELOPMENT AND DURATION-</p> <p>(1) CONSULTATION- Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.</p> <p>(2) DURATION- Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of the No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.</p> <p>(3) REVIEW- Each local educational agency shall periodically review and, as necessary, revise its plan.</p>	
<p>(f) PROGRAM RESPONSIBILITY- The local educational agency plan shall reflect the shared responsibility of schools, teachers, and the local educational agency in making decisions regarding activities under sections 1114 (Schoolwide) and 1115 (Targeted Assistance).</p>	
<p>(iv) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2);</p>	

<b>Additional Strategies that District will have to build into their District Improvement Plan</b>	<b>Page in SIP</b>
(a)(1) A local educational agency may receive a sub grant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.	
(iv) to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;	
(C) description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;	
(D) a description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications)	
(G) a description of the poverty criteria that will be used to select school attendance areas under section 1113 (Eligible Attendance Areas);	
(H) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115 (Targeted Assistance Programs), will identify the eligible children most in need of services under this part;	
(I) a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 (Schoolwide) and 1115 (Targeted Assistance) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;	
(J) a description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;	

<p>(K) if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;</p>	
<p>(L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 (School Improvement) as in need of improvement;</p>	
<p>(M) a description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116 (School Improvement);</p>	
<p>(N) a description of how the local educational agency will meet the requirements of section 1119 (Teacher Qualifications);</p>	
<p>(O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A) (Eligible Attendance Areas);</p>	
<p>(P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118 (Parent Involvement); and</p>	
<p>(Q) Where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.</p>	

(g) PARENTAL NOTIFICATION-

(1) IN GENERAL-

(A) NOTICE- Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of —

- (i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
- (v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;
- (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- (viii) information pertaining to parental rights that includes written guidance —

(I) detailing —

- (aa) the right that parents have to have their child immediately removed from such program upon their request; and
- (bb) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

(B) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

(2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR- For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

(4) PARENTAL PARTICIPATION- Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.

(5) BASIS FOR ADMISSION OR EXCLUSION- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

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## Districts identified for Improvement - Required Plan Strategies

### **Sec. 1116 (3) IDENTIFICATION OF LOCAL EDUCATIONAL AGENCY FOR IMPROVEMENT-**

A State shall identify for improvement any local educational agency that, for 2 consecutive years, including the period immediately prior to the date of enactment of the No Child Left Behind Act of 2001, failed to make adequate yearly progress as defined in the State'.

#### **7) LOCAL EDUCATIONAL AGENCY REVISIONS-**

**(A) PLAN-** Each local educational agency identified under paragraph (3) shall, not later than 3 months after being so identified, develop or revise a local educational agency plan, in consultation with parents, school staff, and others. Such plan shall—

**(i) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency**

**(ii) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards**

**(iii) address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)) but excluding funds reserved for professional development under section 1119 (Teacher Qualifications)**

**(iv) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v) consistent with adequate yearly progress as defined under section 1111(b)(2)**

**(v) address the fundamental teaching and learning needs in the schools of that agency and the specific academic problems of low-achieving students including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement**

**(vi) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year**

**(vii) specify the responsibilities of the State educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the State educational agency under paragraph (9) and the**

**local educational agency's responsibilities under section 1120A (Fiscal Requirements)**

**(viii) include strategies to promote effective parental involvement in the school**

(B) IMPLEMENTATION—The local educational agency shall implement the plan (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the agency was identified for improvement.

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# District Improvement Plan

**Insert District Logo Here**

School Year:  
District:  
Grades Served:  
Enrollment:  
Superintendent:

District Code:  
Intermediate School District Code:

District Administrative Approval of Plan:

\_\_\_\_\_  
Superintendent Signature and Date

Board of Education Approval of Plan:

\_\_\_\_\_  
Authorized Official Signature and Date

District Vision Statement:

District Mission Statement:

District Belief Statements:

**URL location for this plan on the web:**

**DRAFT** Michigan Department of Education 4/3/2009

## State of Michigan District Improvement Planning Template

District: \* School Year: \*

### Section I: Comprehensive Analysis Report on Student Achievement

Content Area: ( ) Active Goal ( ) Maintenance Goal ( ) Revised Goal

Student Goal Statement: \*

Statement of gap in student achievement (Need Statement): \*

Contributing cause for the gap in student achievement: \*

List multiple sources of data used to identify this gap in student achievement: \*

### Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)


### Section III: Plan to Accomplish Student Achievement Goals and Objectives

Measurable Objective Statement to support Goal: \*

For this objective, list the multiple measures of assessment to be used that will provide authentic assessment of pupils' achievements, skills, and competencies: \*

Strategy Statement: \*

Activity to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity		Resources Needed for Activity			Monitoring Plan for the Activity	Evidence of Activity Success
		Begin	End	Resource	Source	Amount		
Activity *	*	*	*	*	*	*	*	*

### Other Required Information

What research did you review to support the use of this strategy and activity plan? \*

What professional learning activities will you need to provide to support the successful implementation of these strategy/activities? \*

How has the district integrated its available fiscal resources to support this strategy and activities? \*

How has the district assessed the need for, and integrated the use of, telecommunications, and informational technology to support this strategy and activities? \*

**Sec. 1112-(c) - Assurances Required by No Child Left Behind**  
**Provide a statement that describes how each of these requirements will be addressed**  
**Districts should maintain verification for each statement listed below**

<b>(A)</b> Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. *	
<b>(B)</b> Provide technical assistance and support to schoolwide programs. *	
<b>(C)</b> Work in consultation with schools as they develop the schools' plan pursuant to section 1114 (schoolwide programs) and assist schools as they implement such plans or undertake activities pursuant to section 1115 (Targeted Assistance) so that each school can make adequate yearly progress toward meeting the State student academic achievement standards. *	
<b>(D)</b> Fulfill such agency's school improvement responsibilities under section 1116 (School Improvement), including taking actions under paragraphs (7) and (8) of section 1116(b). *	
<b>(E)</b> Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120 (Private Schools), and timely and meaningful consultation with private school officials regarding such services. *	
<b>(F)</b> Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. *	
<b>(G)</b> In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. *	
<b>(H)</b> Work in consultation with schools as they develop and implement their plans or activities under sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications). *	
<b>(I)</b> Comply with the requirements of section 1119 (Teacher Qualifications) regarding the qualifications of teachers and paraprofessionals and professional development qualifications. *	
<b>(J)</b> Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999. *	
<b>(K)</b> Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 (School Improvement) if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school. *	
<b>(L)</b> Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. *	
<b>(M)</b> Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year. *	
<b>(N)</b> Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. *	
<b>(O)</b> Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D). *	
<b>(Additional)</b> An assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994. *	



# Statement of Non Discrimination

Federal Office Of Civil Rights

The district complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this district that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, service, or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Title of District Contact: \*

Address: \*

Telephone Number: \*

## References:

Title VI of the Civil Rights Act of 1964,  
Title IX of the Education Amendments of 1972,  
Section 504 of the Rehabilitation Act of 1973,  
The Age Discrimination Act of 1975,  
The Americans with Disabilities Act of 1990  
Elliott-Larsen prohibits discrimination against religion.