



MICHIGAN
SCHOOL IMPROVEMENT
COMPREHENSIVE NEEDS ASSESSMENT
SCHOOL

Introduction

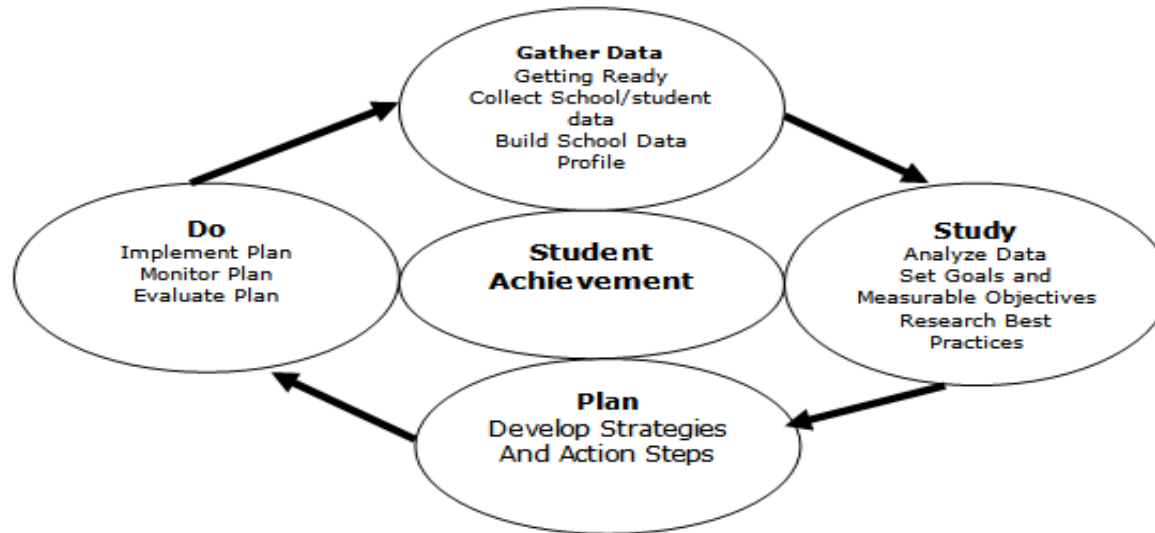
The Comprehensive Needs Assessment (CNA) was developed to be used as a tool to assist a school staff in determining the strengths and challenges of their school. The CNA assesses the school information, student data, as well as the system processes and protocols of practice that are in place to support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

1. School Data Profile
2. School Data Analysis
3. School Process Profile This component can be met in one of the following ways:
 - School process Rubrics (90)
or
 - Education Yes Subset (40)
or
 - Standards Assessment Report (SAR)
or
 - Self Assessment (SA)
4. School Process Analysis
5. Summary Report

Model of Process Cycle for School Improvement

The School Improvement Framework establishes a vision for school improvement. The Process Cycle for School Improvement has four major components that cycle in continuous praxis. 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 (SIP)?
- **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)



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

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

Data/information from the CNA can be used to write a school improvement plan that includes specific student achievement goals, objectives, and strategies designed by the stakeholders. A CNA should be conducted once every three to five years, coinciding with the school improvement planning cycle, and revisited annually.

Sources of data/information that serve the process of needs identification can include: School Improvement Framework Rubric self assessment (which includes the EdYES! Performance indicators), the current school improvement plan, information contained in the School Report Card, school's annual education report, student academic and non-academic data from multiple sources--disaggregated by different subgroups.

Web sites that can assist with data collection include: www.michigan.gov/meap , www.michigan.gov/mepr , and www.michigan.gov/cepi, www.micis.org,

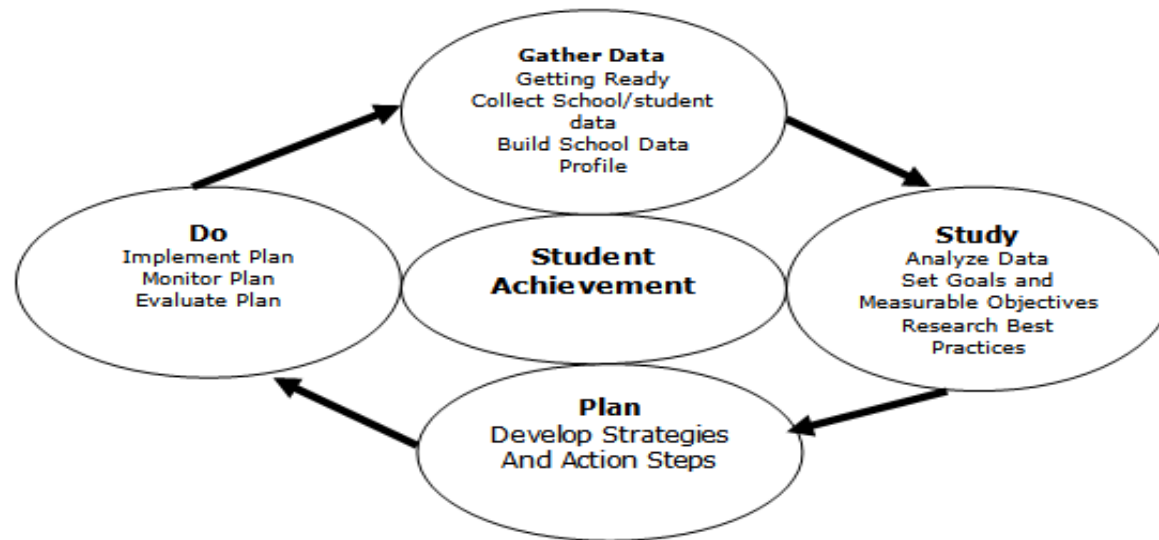
Summary of Uses for the CNA

- o Guide the school's identification of additional resources (grants) to support its goals and objectives.
- o Annually evaluate progress on the 40 Education YES! Performance Indicators.
- o Periodically review and/or evaluate all 90 indicators in the School Improvement Framework.
- o Serve as the basis for all other needs assessments that may be required of the school.
- o Form the basis of the school's professional learning plan as required by PA25.
- o Identify areas of need to be included in the school's technology plan.
- o Satisfy NCA requirement for a School Profile Report.
- o Comply with federal grant requirements (including NCLB and IDEA 2004) of aligning resources with identified needs through a comprehensive needs analysis.
- o Work in partnership with the district's special education Continuous Improvement and Monitoring System (CIMS).

Electronic versions of this process are available at: www.michigan.gov/schoolimprovement



Continuous School Improvement



Study	Where are we now and where do we want to be?
Plan	<u>What is the plan to close the gap?</u>
Do	How will we monitor the effective implementation of the plan?
Gather Data	What did the data/information we collected tell us about: I - The needs in our school? II- The effectiveness of the plan?

Introduction

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

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework 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 improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- 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/are 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 CNA will help a school align these system challenges with the student achievement goals the school 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 school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and

continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools. 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 SIP.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your school improvement plan, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the school improvement plan.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

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

Instructions for Completion

The development of a School Improvement Plan is required by PA25 for all schools in Michigan. A copy of the required elements for a school plan as required by PA25, as well as, other federal grant requirements follows these instructions. Schools are encouraged to review these requirements and insure that all PA25 requirements and any grant related requirement that is appropriate to the school, is addressed within the plan that is developed.

Section I - Comprehensive Analysis Report on Student Achievement was developed during the completion of the School Comprehensive Needs Assessment (SCNA). 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 per sheet.

Section II - Comprehensive Analysis Report on System Processes and Practices of the School Improvement Plan template identifies system processes and practices that were self-assessed using the CNA 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 is the plan that will describe what objectives, strategies, and actions a school 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 recommend) 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 student achievement** 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 of 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 school/adults will do in order to implement the stated objective. Schools should review the list of Required Elements listed on pages 8 and 9 to ensure that for each goal area, the planned activities also address any of the required strategies listed on the charts. (All PA25 requirements and any requirements for a grant(s) that the school has).
- **Activity**: Activity statements are adult focused. For each of the strategies listed:
 - describe the activities to implement the strategy,
 - person who will be responsible for implementing the activity,
 - the timeline for the strategy,

- resources needed,
 - 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.
 - **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 school 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.

Copies of the Framework, Rubric, School Comprehensive Needs Assessment (CNA), and this template are available on the web at:

www.mi.gov/schoolimprovement
www.advanc-ed.org/mde

Additional Strategies/Activities that schools/districts must include in the SIP under appropriate Student Goals	PA 25 *	US AC	TI TA	TI SW	ISI	SE	NC A	Bal	TI C	TI D	T2 A	T2 D	T III	S 41	S 31 A	S 32 E	Page in SIP
particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program ... address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans, if any. (NCLB Act Sec 1114 (b)(B)(i)(ii)(I)(II)(III)(iii)(I) (aa)(bb)(cc)(II)(iv))																	
Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement			X	X					X	X							
Strengthen the core academic program in the school to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement			X	X					X	X			X		X		
Increase the amount and quality of learning time			X	X					X	X			X				
Include strategies for meeting the educational needs of historically underserved populations			X	X					X	X			X				
(9) Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: <u>Legislative Citation</u> Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111 (b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. [NCLB Act Sec. 1114 (b)(1)(I)]			X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Strategies and action steps are tied to adequate yearly progress goals			X	X	X				X	X			X				

<i>Additional Strategies/Action Steps that schools/districts must include in the SIP under appropriate Student Goals</i>	PA 25 *	US AC	TI TA	TI S W	IS I	SE	NC A	Ba I	TI C	TI D	T2 A	T2 D	T III	S 41	S 31 A	S 32 E	Page in SIP
information on, and to improve, the academic achievement of individual students and the overall instructional program. [NCLB Act Sec. 1114 (b)(1)(H)]																	
Supports for positive student behavior				X	X	X	X				X						
Strategies that will support the creation of Educational Development Plans for all 8 th graders	X																
Strategies to annually monitor all EDP's to ensure alignment with course selection	X																
Curriculum alignment strategies corresponding with student academic goals	X		X	X	X	X	X	X			X						
Strategies to increase amount/quality of instructional time			X	X	X												
Strategies to identify students to be served			X	X	X	X			X	X			X		X		
Strategies to meet the needs of students identified			X	X	X	X	X		X	X			X		x		
Student assistance teams to identify interventions needed					X	X											
Establish clear goals and realistic strategies for using telecommunications and information technology to improve education or library services		X															
Provide sufficient budget to acquire and support the non-discounted elements of the technology strategies; the hardware, software, professional development, and other services that will be needed to implement the strategy		X															
Evaluation process that enables the school or library to monitor progress toward technology strategies and make mid-course corrections in response to new developments and opportunities as they arise		X															
If Identified for Improvement (AYP) include:																	
Attendance at Principal Fellowship			X	X	X												
Revise SIP to focus on instruction and decision making			X	X	X												
Revise SIP to include comprehensive audit findings			X	X	X												
Mandatory review of annual progress			X	X	X												
Revision of SIP to focus on content area where school did not make AYP			X	X	X												

- PA 25 requirements impact all schools in Michigan

Key for Requiring Agencies:

PA25 Michigan Revised School Code (requirements impact all schools)
TITA Title I, Targeted Assistance
TISW Title I, School Wide
ISI Identified for Improvement (No Child Left behind – AYP)
SE Special Education
NCA North Central Accreditation
BAL Baldrige
TIC Migrant

TID Neglect and Delinquent
T2A Professional Development
T2D Technology
TIII Limited English Proficient
S41 Bilingual
S31A Section 31a At Risk
S32E Section 32e
USAC Universal Service Administrative Company



School Improvement Plan

Insert School Logo Here

School Year:
School District:
School Name:
Grades Served:
Principal:

District Code:
Building Code:
Intermediate School District Code:

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Vision Statement:

School Mission Statement:

School Belief Statements:

URL location for this plan on the web:

State of Michigan School Improvement Planning Template

School:		School Year:						
Section I: Comprehensive Analysis Report on Student Achievement								
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 the multiple sources of data used to identify the 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								
Measurable Objective Statement to support Goal:								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:								
Strategy Statement:								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Other Required Information								
What research did you review to support the use of this strategy and action plan?								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?								
How has the school integrated its available fiscal resources to support this strategy and action steps?								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?								

**Title I Targeted Assistance Buildings
Required Strategies**

If your building receives Federal Title I funding, and you are designated as a *Targeted Assistance Building*, you will need to ensure that your school improvement plan includes strategies or action steps that describe what your school will do to address the following statements. You can provide the description in the text box provided here, or you can indicate the page number within your school improvement plan with the item is described.

Complete a Comprehensive Needs Assessment and analyze target eligible students achievement status

1. Needs Assessment

1a. Describe the needs assessment process to review academic student achievement data to identify children who are failing or most at risk of failing to meet the district's core curriculum standards for Title I, Part A services.

1b. Describe the multiple, educationally related, objective criteria established for this process to generate the list of eligible students. Note: Eligibility criteria must be consistent by grade level or content subject (for example, all 3rd Grade Reading Teachers use the Grade Level Content Expectations (GLCEs) for the 3rd Grade with a consistent performance measure to select students who are failing or at greatest risk of failing the GLCEs).

1c. Describe the identification process for preschool through Grade 2 if based solely on criteria such as; teacher judgment, interviews with parents and developmentally appropriate measures.

2. Services for Eligible Students

Found in the CNA Action Plans

Note: If Title I is clearly identified as an intervention in the CNA action plan you may just indicate where to find the interventions.

3. Describe how planning for Title I, Part A students is incorporated into the existing school improvement planning process: Briefly outline the school improvement process and how objectives and strategies for Title I students are incorporated into the school improvement plan.

4. Instructional Strategies

4a. Describe in **detail** the supplemental Title I, Part A program. Include all extended time opportunities, the instructional strategies that will be utilized for eligible students, and reference the scientific research that supports the use of each strategy or method included.

4b. Describe how the strategies selected limit removal from the classroom, extends learning time, accelerates learning, and describe any applied learning opportunities.

5. Title I and Regular Education Coordination

5a. Describe how the Title I, Part A program coordinates with and supports the regular education program. This description, if appropriate, must include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State of Michigan-run preschool programs to elementary school programs.

6. Instruction By Highly Qualified Staff

6a. Provide an assurance statement that all Title I paraprofessionals meet the NCLB requirements and/or that all teachers are Highly Qualified (no Title I funds may be used to support any staff member that does not meet the requirements).

7. High-Quality and On going Professional Development

7a. Describe additional professional development provided to Title I, Part A staff working with identified children, if not included in the school improvement plan (i.e., clearly identified professional development designed specifically for Title I teachers and paraprofessionals.).

8. Strategies to Increase Parental Involvement

8a. Describe the strategies to increase parental involvement: (See description of activities outlined in Section 1118(e)(1)-(5) and Section 1118(f). See Title I Targeted Assistance Plan Rubric ([hyperlink at top](#)) for complete details on this section of the law.

8b. Describe the process of parent involvement in the following:

- Program Design
- Program Implementation
- Program Evaluation

8c. Describe the process to develop and to use the parent compact.

8d. Provide an assurance statement that the compact is used annually at elementary-level parent teacher conference.

8e. Upload the school-level parent involvement policy and the parent compact.

8f. If appropriate, describe how a school will provide individual student academic assessments in a language the parents can understand, and clear interpretation of results.

9. Coordination of Title I and Other Resources

9a. Describe the coordination and integration of Federal, State and local programs and services to support the eligible Title I, Part A students and their respective learning needs. Include, if applicable, programs such as violence prevention, nutrition, housing, Head Start, adult, vocational & technical education and any other programs that help support the Title I-eligible students in your school.

10. Ongoing Review of Eligible Student Progress:

10a. Describe the process utilized in an ongoing basis, to monitor the progress of participating children including the assessment tools used.

10b. Describe how the data will be utilized to inform instruction and/or revise the targeted assistance program.

10c. Describe how evaluation of program services is utilized in planning professional development for teachers on how to identify students and implement the standards in the classroom.

Title I Schoolwide Required Strategies/Action Steps

If your building receives Federal Title I School Wide funding, you will need to ensure that your school improvement plan includes the following 10 required strategies or action steps that describe what your school will do to address the following statements. You can provide the description in the text box provided here, or you can indicate the page number within your school improvement plan with the item is described. Items 1, 2, and 5 of the requirements are fulfilled when you complete a comprehensive needs assessment, identify the academic needs of students in the building, and identify High Quality and On going Professional Development . The following are requirements 3 – 10 for Title I schoolwide buildings.

The following pertain to highly qualified staff:

3. Describe the plan and implementation process in place for teachers to become highly qualified. If all staff (teachers and paraprofessionals) are highly qualified, provide an assurance statement.

4. Describe the process for attracting high quality teachers to teach in high needs schools.
--

The following pertain to parental involvement:

6a. Describe the strategies to increase parental involvement:

6b. Describe the process of parent involvement in the following:
--

(1). Program Design:

(2). Program Implementation:

(3). Program Evaluation:

6c. Describe the process to develop and to use the parent compact:
--

6d. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand:

6e. Provide an assurance statement that the compact is used annually at elementary-level parent teacher conference:

6f. Upload the school-level parent involvement policy.

The following pertain to transition strategies:

7a. Describe preschool transition strategies and the implementation process.

7b. If the school serves only middle school or high school grades, this section is not required, however good educational practice would include transitional strategies at all levels. Those entries are encouraged here:

The following pertain to teacher assessment decisions:

8a. Describe how teachers have input into the decisions regarding the use of school-based academic assessments:

8b. Describe how the teachers are involved in student achievement data analysis to improve the academic achievement of all students:

The following pertain to timely additional assistance:

9a. Describe the process to identify students experiencing difficulty mastering the state's academic achievement standards at an advanced or proficient level (levels 1 or 2):

9b. Describe opportunities for timely additional instruction for students with difficulty mastering state academic achievement standards (this requires a process to provide timely additional assistance to students at level 3 and 4 proficiency on the MEAP):

The following pertain to coordination of resources:

10a. Describe how federal, state, and local programs and resources are coordinated to support the school wide program and initiatives in your SIP.

10b. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide plan components:

10c. Describe the coordination and integration of the following Federal, State and local programs and services in a manner applicable to the grade level: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training:

Public Act 25 Revised School Code

380.1277 School improvement plan Required Strategies

(1) Considering criteria established by the state board, in addition to the requirements specified in section 1280 for accreditation under that section, if the board of a school district wants all of the schools of the school district to be accredited under section 1280, the board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year school improvement plan and continuing school improvement process for each school within the school district.

The school improvement plans shall include, but are not limited to:

A mission statement:

Goals based on student academic objectives for all students

Curriculum alignment corresponding with those goals

Evaluation processes

Staff development

Development and utilization of Community resources and volunteers

Describe the role of adult and community education, libraries and community colleges in the learning community.

Describe the building level decision making process.

School improvement plans described in this section shall be updated annually by each school and by the board of the school district. School improvement plans shall include at least all of the following additional matters:

Goals centered on student academic learning.

Strategies to accomplish the goals.

Describe how the building will Evaluate of the plan.

Describe how the building will develop and use alternative measures of assessment that will provide authentic assessment of pupils' achievements

Skills and competencies.

Describe planned methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the curriculum.

Describe ways to make available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships and internships, combined with classroom instruction that the building will implement.

Statement of Non-Discrimination

Federal Office of Civil Rights

The school 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 school 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 School/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.