



MICHIGAN
SCHOOL IMPROVEMENT
COMPREHENSIVE NEEDS ASSESSMENT





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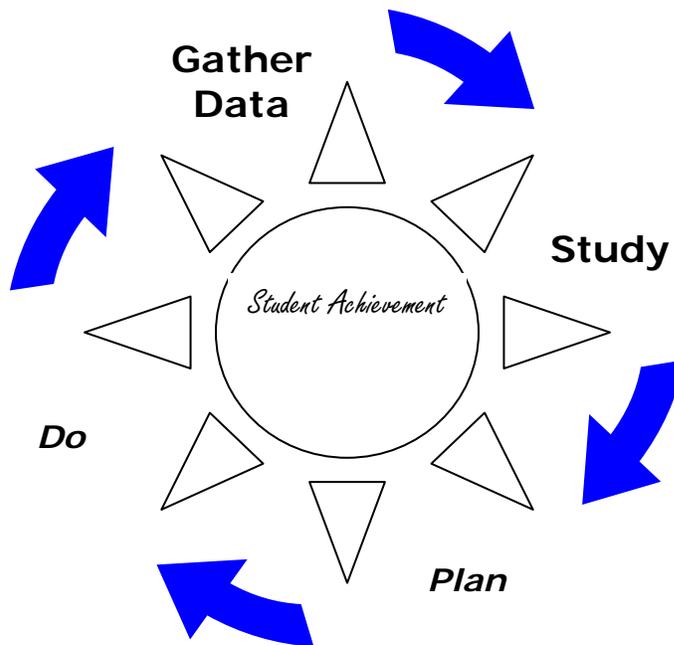
Introduction

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



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, and student test data from multiple sources.

The CNA consists of three sections:

- o **Student Data Analysis:** Assesses current student achievement data and information about the school. The resulting Student Data Analysis Report can be used for school improvement planning purposes. The report includes: 1) Identification of Student learning goals, 2) Identification of possible contributing causes for gaps in achievement, and 3) Objectives to achieve student learning goals.
- o **Instructional Processes and Practices Analysis:** Assesses the system processes and protocols of practice that are in place to support student academic achievement. The assessment focuses on all 90 of the Key Characteristics 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.

Completion of this section will also provide information required to for the annual Education YES! Performance Indicators report.

- o **Comprehensive Analysis Report:** Provides a format to align identified student achievement challenges with system challenges. This report will provide school staff with useful information for developing the school improvement plan.

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 Annually 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 of aligning resources with identified needs through a comprehensive needs analysis.

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

Student Data Analysis

This section provides a model of the kind of school 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. This model is intended to support deeper dialogue about the data and information, and to draw thoughtful conclusions about areas of need.

Staff:

1. What is the average number of years teachers in this school have been teaching?
2. What is the average number of years current teachers have been assigned to this school?

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.					
2. Indicate the number of years, each of the teachers has been assigned to this school.					

3. For the teachers in this school, during the past school year how many teachers have been absent?

0-3 days	4-5 days	5-10 days	10 or more days

4. How long has the administrator been assigned to this school?

Principal: _____

Assistant Principal(s): _____

Parent/Community:

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement?
2. How has parent/guardian attendance at parent-teacher conferences changed over the last five years?

Group	Parent Conference Attendance										
	Year 1		Year 2		Year 3		Year 4		Year 5		
	#	%	#	%	#	%	#	%	#	%	
Economically disadvantaged											
Ethnicity											
Students with Disabilities											
Limited English Proficient (LEP)											
Migrant											
Gender											
Male											
Female											
Total Population											

Resource Integration:

1. What grant related resources are available to this school?

Grant	Services Provided	Grades Served	Total amount of funding

(Tab to add additional lines)

2. What initiatives are currently being implemented in the school as a result of these grant funds?

3. How are the resources, listed above, used to support the school's student achievement goals?

Student Data

Grade:

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)									
Ethnicity									
Students with Disabilities									
Limited English Proficient (LEP)									
Migrant									
Gender									
Male									
Female									
Aggregate Scores									
State									

Group	Math			Science			Social Studies		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)									
Ethnicity									
Students with Disabilities									
Limited English Proficient (LEP)									
Migrant									
Gender									
Male									
Female									
Aggregate Scores									
State									

(These charts look at data for full academic year students)

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?

www.mi.gov/MEAP - click on MEAP Test Results
www.OEAA.state.mi.us/ayp/
3. Based on the staff's review of these data and information, what has the school staff determined to be the contributing cause(s) for the gaps?

4. What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

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

(Tab to add additional lines)

5. What trends have been identified when looking at the 3 years of MEAP/MME of data?
6. 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?
 - How are these different data sources used for planning purposes?
 - How does staff collaboratively analyze student work?

Review of Special Education Population

Students with Disabilities Group Demographics

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total School Population	% of Students Not Meeting State standard									
			ELA		Math		Science		Soc.Stu.			
			#	%	#	%	#	%	#	%		
Mainstreamed (General Ed.)												
Special Ed. (Self-Contained)												

1. If the disabilities sub-group is not meeting state standards in a content area, is there a difference in performance between students who are mainstreamed and those who are in self-contained programs?
2. Based on staff discussions about the data, what has the school determined to be the leading cause for the difference in performance between these two groups?
3. What curriculum is used with each group, and how is it aligned with the State Curriculum Framework/Expanded Curriculum Framework for Special Education Students, Grade Level Content Expectations and/or the High School Content Expectations?
4. What modifications have been made?
5. How does the percent of identified special education students in the school compare to the state average? (www.mi.gov/MEAP - click on MEAP Test Results)
6. Is the identification rate for any specific eligibility category higher or lower than the state average?

7. How are services provided that will help the student become successful in the general education program?
8. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)?
9. Are there any grade levels, subject areas, or disability groups with increased or decreased participation in MEAP/MME?
10. How has the school identified interventions that are needed to prepare and move students closer to full participation in the MEAP/MME using no accommodations or standard accommodations?

Limited English Proficient (LEP) Group Demographics

Using the sample charts, list which languages are included in the school's LEP sub-group.

MEAP/MME

Language*	# Students	# Students Tested	# of Staff who Speak the Language		% of Student's Not Meeting State Standard			
			Teachers	Paraprofessional	ELA	Math	Science	Soc.Stu.
Total School								

*10 or more students within the language

English Language Proficiency Assessment (ELPA)

Language*	# Students	# Students Tested	# of Staff who speak the Language		Category Assessment Results				
			Teachers	Paraprofessional	1	2	3	4	5
Total School									

1. For each language group, what is the percent of students in the language group who are not at/or above the current state standard for each content area?
2. How are each of the language groups achieving in comparison to the school aggregate?
3. Are any of the LEP sub-groups scoring more than 10 percentage points lower than the state AYP standards?
(www.mi.gov/MEAP - click on MEAP Test Results)
4. Based on staff review of this data and information, what has the school staff determined to be the leading cause(s) for the gap in performance?

Grade Level Achievement

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

** Average Class Size for the grade

*** % of classroom teachers who meet Highly Qualified Status

Using the information gathered about the school’s instructional program, answer the following questions:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level?
2. What are the criteria for student success at each grade level?
3. How has student achievement changed over the last 3 years?
4. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies?
5. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies?
6. What process indicators have been developed for analysis of writing, reading, science, math, and social studies?
7. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff?
8. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for the challenge?

Archival Data (duplicate charts for multiple years of data)

Mobility Data

Year:

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

Discipline Data

Year:

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

*in school / out of school

Graduation Data
Year:

Grade	# of Students	# of Retentions	# of Dropout	# promoted to next grade
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Sample charts for Sub-Group Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
SES									
Ethnicity									
Disabilities									
LEP									
Migrant									
Gender									
Male									
Female									
Totals									

Year:

Group	# of Students	# of Retentions	# of Dropout	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Ethnicity						
Disabilities						
LEP						
Migrant						
Gender						
Male						
Female						
Totals						

Duplicate these charts for multiple years

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, and graduation rates:

1. What are the student mobility rates for the school and for each identified sub-group?
2. Has the mobility rate changed over time?
3. What percentage of students has been in the school since the first day of school?
4. What are the differences in achievement between students who have been in the school since the first day of school and those students who moved in during the school year?
5. What is the average student attendance rate? (For whole school and by sub-group).
6. What % of students missed more that 11 days of school? Is there a high concentration in any of the school sub-groups?
7. Are there grade level differences in attendance?

8. What is the trend of dropouts over the past 3-5 years (whole school and sub-group)?
9. Has the dropout rate decreased, increased or stayed the same?
10. What does the dropout pattern look like when disaggregated by sub-group?
11. Is there a grade level that has a higher percentage of students dropping out?
12. What are the achievement levels of students who dropout of school?
13. What are the attendance patterns of students who dropout of school?
14. What are the discipline patterns of students who dropout of school?
15. Based on a review of these data about student mobility, attendance, behavior, dropout, and graduation rates, did the staff identify any areas of challenge?
16. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?

Perception Data:

Student

1. In what ways does the school 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 for their learning ability are?

Parent/Guardian

2. In what ways does the school 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 school 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 school 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 has high expectations for all students
5. In what ways does the school use this perception information to inform decision-making activities?
6. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions?

Student Data Analysis Report

This document provides schools with a report on Student Achievement Strengths and Challenges. Also included is a chart that can be used to list the school's student achievement goals, needs, and objective statements for inclusion in a School Improvement Plan.

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

Strengths:
Challenges:

2. For the challenges listed above, what content area goals has the school established for student achievement?

Content Area	Student Achievement Goal
1. English Language Arts	
2. Math	
3. Science	
4. Social Studies	

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

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

17. For each of the goals listed above, based on the school's discussion about current trends in student learning, what has the school determined to be the leading cause(s) for the gap in performance?

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

18. For each of the content area goal statements above, what student achievement objectives has the school established to accomplish the goal? (Use the following charts to describe the goals, cause for gap, and the objective statement to support the student goal).

Chart 1

Section I: Comprehensive Analysis of Student Achievement
Content Area: English Language Arts
Student Goal Statement:
Cause for gap in student achievement and related Need Statement (must be based on Multiple Measures of Student Achievement Data):
Measurable Objective Statement to support Goal:

Chart 2

Section I: Comprehensive Analysis of Student Achievement
Content Area: Math
Student Goal Statement:
Cause for gap in student achievement and related Need Statement (must be based on Multiple Measures of Student Achievement Data):
Measurable Objective Statement to support Goal:

Chart 3

Section I: Comprehensive Analysis of Student Achievement
Content Area: Science
Student Goal Statement:
Cause for gap in student achievement and related Need Statement (must be based on Multiple Measures of Student Achievement Data):
Measurable Objective Statement to support Goal:

Chart 4

Section I: Comprehensive Analysis of Student Achievement
Content Area: Social Studies
Student Goal Statement:
Cause for gap in student achievement and related Need Statement (must be based on Multiple Measures of Student Achievement Data):
Measurable Objective Statement to support Goal:

These charts can be copied and pasted into Section I of the Comprehensive Analysis Report on Student Achievement and System Processes and Protocols of Practice.

Analysis of Instructional System Processes and Protocols of Practice

This document will provide schools with a model for looking at the school's level of implementation of the School Improvement Rubrics at the Key Characteristic level. The charts and questions are designed to help schools identify those characteristics that were rated as strengths and challenges at the Standard level of the Rubrics in the previous section.

Assessment of School Instructional Processes and Protocols of Practice

To support a school's self-assessment process using the Framework and the Rubrics, the Comprehensive Needs Assessment has provided the tools necessary to create collegial dialogue around each of the Key Characteristics contained in the SI Framework Rubrics. Copies of both of these documents are available on the MDE School Improvement website:

www.mi.gov/schoolimprovement

A set of probing questions, targeted at the Key Characteristic level of each of the benchmarks contained in the Framework, has been developed to support a deeper collegial dialogue about the level of implementation of each Key Characteristic. The questions are designed to encourage staff dialogue about the school's practices and to enable participants to:

- o Describe the process/practice in place at the school that support the Key Characteristics
- o Identify the data/information that is being collected to monitor the process/practices
- o Draw conclusions from the data/information collected that will determine the current level of implementation for each Key Characteristic

In addition to the focus questions designed to create dialogue around each of the Key Characteristics, the CNA provides Standard analysis reports that will look at the school's overall self-assessment of the key characteristics contained within a Standard. A Strand Analysis report that is designed to look at the overall ratings of all key characteristics contained within the strand will follow as well.

The **Comprehensive Analysis Report** on Student Achievement and System Processes and Protocols of Practice assists schools in aligning the instructional processes/practices identified as challenges with the school's student achievement goals. This process will help a school look at its overall strengths and identify challenges. These in turn, can be used within the School Improvement Plan as strategies and action steps addressing the school's goals and objectives.

The following section looks at a school's system practices through the use of the School Improvement Framework (SIF) Rubrics. Probing questions have been added to each of the Key Characteristics contained in the SIF Rubrics. Standard and Strand analysis reports are included as well, to provide schools with a way of looking at overall Standard and Strand self-assessment ratings.

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

School/district written curriculum is aligned with, and references, the appropriate learning standards (MCF, AUEN, ISTE, GLCE, HSCE, METS, etc.).

FOCUS QUESTIONS				
1. In what ways does the school have current written curriculum documentation for the core subject areas (English Language Arts, Mathematics, Science, Social Studies, Visual, Performing, and Applied Arts)?				
2. In what ways does the school have current written curriculum documentation for all additional areas taught, e.g., Career and Employability Skills, Health and Physical Education, Technology, World Languages?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Curriculum Document(s)</p> <p>The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels.</p> <p>They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.</p>	<p><input type="checkbox"/> Written documents do not exist that align classroom instruction with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).</p>	<p><input type="checkbox"/> The school is in the process of completing the following tasks: the alignment of the curriculum with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) and reference the standards/expectations.</p>	<p><input type="checkbox"/> The school has created documents that illustrate the alignment of the curriculum with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) and reference the benchmarks and content expectations for all subject areas.</p> <p><input type="checkbox"/> The curriculum documents are organized in a way that allows users to access appropriate documentation easily.</p>	<p><input type="checkbox"/> The school has created documents in multiple formats that illustrate the alignment of the curriculum with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) and reference the benchmarks and content expectations for all subject areas.</p> <p><input type="checkbox"/> The documents emphasize rigor in the curriculum while also providing adequate flexibility so that students are led to active construction and application of knowledge.</p> <p><input type="checkbox"/> The curriculum documents are organized in a way that allows users to visualize the information within and across grade levels and content areas.</p>
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS		
<p><input type="checkbox"/> Curriculum guides</p>		<p><input type="checkbox"/> Guides reference the Content Expectations (GLCE, HSCE) or Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) (where appropriate) and contain benchmarks and content expectations</p> <p><input type="checkbox"/> Guides contain scope and sequence</p>		

FOCUS QUESTIONS				
1. What data do you have that the district’s local curriculum is tightly aligned with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (MCF) (where appropriate) in all other subject areas? 2. In what ways are staff from the schools involved in this alignment process and to what extent is their involvement? 3. Based on this alignment process, which areas of the curriculum, if any, are not aligned to the MCF or Content Expectations (GLCE, HSCE)?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Standards Alignment The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.	<input type="checkbox"/> Less than half of the local curriculum includes the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate), or course content expectations as appropriate. <input type="checkbox"/> The curriculum is not aligned to the standards/ expectations but the school is in the process of aligning the core areas of English Language Arts and Mathematics.	<input type="checkbox"/> More than half of the local curriculum includes the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate). <input type="checkbox"/> The curriculum for English Language Arts and Mathematics is aligned to the standards/ expectations. <input type="checkbox"/> The alignment of the core areas of Science and Social Studies are in the process of being completed.	<input type="checkbox"/> The local curriculum includes most of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework (where appropriate), or course content expectations as appropriate. <input type="checkbox"/> The core areas of English Language Arts, Mathematics, Science, and Social Studies are aligned to those standards/ expectations. <input type="checkbox"/> Documentation for the Visual, Performing, and Applied Arts is in the process of being aligned.	<input type="checkbox"/> All local curriculum includes 100% of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework (where appropriate), or course content expectations as appropriate. <input type="checkbox"/> In addition to the curriculum for every core area being aligned to those standards the Visual, Performing, and Applied Arts has also been completed. <input type="checkbox"/> The school is in the process of aligning the curriculum for all additional areas taught including: Career and Employability Skills, Health and Physical Education, Technology and World Languages.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Curriculum guides	<input type="checkbox"/> Guides reference the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) <input type="checkbox"/> Guides contain scope and sequence
<input type="checkbox"/> Curriculum maps	<input type="checkbox"/> Maps contain specific information regarding what is taught and where it is taught
<input type="checkbox"/> Pacing guides	<input type="checkbox"/> Guides organized with detailed information useful in daily instructional practice
<input type="checkbox"/> Curriculum committee meeting minutes	<input type="checkbox"/> Minutes reflect discussions regarding alignment

FOCUS QUESTIONS

1. How do you assure the written curriculum in each content area is vertically aligned across grades?
2. How do you assure the written curriculum is horizontally aligned across content at each grade level?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Articulated Design</p> <p>The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.</p>	<p><input type="checkbox"/> Documents do not exist that identify the core curricular expectations within grade levels or subject areas.</p>	<p><input type="checkbox"/> Documents have been created that identify the core curricular expectations for grade levels and subject areas of English Language Arts, Mathematics, Science and Social Studies (as appropriate)..</p>	<p><input type="checkbox"/> The local curriculum documents are organized to incorporate a vertical representation across the grades as well as a horizontal representation across the content areas at each grade level in the core content areas of English Language Arts, Mathematics, Science, and Social Studies.</p> <p><input type="checkbox"/> Common curricular units exist within each grade level and/or content area.</p>	<p><input type="checkbox"/> In addition to the vertical and horizontal alignment of the four core content areas, the school is in the process of aligning additional areas taught.</p> <p><input type="checkbox"/> Within the curriculum documents, a continuum of skills exists that builds from one content area and/or grade level to the next and essential content has been identified that eliminates gaps and overlaps.</p> <p><input type="checkbox"/> Within each grade level and/or subject area, a set of instructional activities exist that align with the curricula.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Curriculum documents</p>	<p><input type="checkbox"/> Vertical alignment of scope and sequence by content</p> <p><input type="checkbox"/> Horizontal alignment of grade level/course curriculum</p> <p><input type="checkbox"/> Listing of skills within content areas and across grade levels</p>
<p><input type="checkbox"/> Written units and/or lesson plans</p>	<p><input type="checkbox"/> Alignment of instructional activities within and across grade levels</p>

NOTES

FOCUS QUESTIONS

1. How do you assure the written curriculum is reviewed and revised at least every five years?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>4. Curriculum Review</p> <p>The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.</p>	<p><input type="checkbox"/> There is no consistent review cycle in place at the school.</p>	<p><input type="checkbox"/> Infrequent curriculum reviews occur.</p> <p><input type="checkbox"/> A limited number of teachers are involved in any curriculum review that occurs.</p>	<p><input type="checkbox"/> The school participates in a review cycle that occurs within six months of any approved modification of the state standards.</p> <p><input type="checkbox"/> The review cycle requires the involvement of teachers and community members.</p>	<p><input type="checkbox"/> The school participates in a review cycle that is systemic, occurs on a regular basis and within six months of any approved modification of the state standards</p> <p><input type="checkbox"/> The curriculum review requires the involvement of all staff and is the result of a sustained school-wide dialog that includes discussions within and across grade levels and content areas and community members as required.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Agendas of curriculum committees, grade level committees, curriculum development cadres</p>	<p><input type="checkbox"/> Meeting attendance by representative groups</p> <p><input type="checkbox"/> Frequency and consistency of meetings</p>
<p><input type="checkbox"/> Committee membership</p>	<p><input type="checkbox"/> Extent of representation on committees</p>

NOTES

FOCUS QUESTIONS				
1. How does curriculum design assure all students have access to the general education curriculum?				
2. How is the curriculum design modified/differentiated to support the needs of all students?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>5. Inclusive</p> <p>The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.</p>	<p><input type="checkbox"/> The curriculum is common for all students.</p>	<p><input type="checkbox"/> There are different curricula provided for students depending on their needs.</p>	<p><input type="checkbox"/> The general education curriculum is adequately flexible to allow teachers to adapt to a range of needs of all students.</p>	<p><input type="checkbox"/> The written curriculum includes modifications and adaptations to meet the needs of all learners.</p> <p><input type="checkbox"/> The curriculum includes a variety of aligned teaching strategies, materials and assessments designed to meet individual needs and abilities.</p> <p><input type="checkbox"/> Instructional activities within the curriculum documents promote meaningful application and assessment of knowledge for all students.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Curriculum documents—unit outlines and lesson plans</p>	<p><input type="checkbox"/> Extent of differentiation and adaptation of instructional practices</p> <p><input type="checkbox"/> Variety of assessments</p> <p><input type="checkbox"/> Description of applications of knowledge and skills</p>
<p><input type="checkbox"/> Individual Education Plan (IEP)</p>	<p><input type="checkbox"/> Individual Education Plan (IEP) based on student data</p>

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 B: COMMUNICATED

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

FOCUS QUESTIONS				
1. How do teachers know what they are expected to teach in their grade/course? 2. How do teachers know the curriculum for the grade(s)/course(s) that precede and follow their current assignment? 3. If the school does not have a plan for supporting at grade level and across grade level dialogues, explain why this is acceptable practice based on the data.				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Staff Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.	<input type="checkbox"/> The curriculum documents are available to staff. <input type="checkbox"/> Limited time has been made available for staff to discuss the documents beyond their individual classroom.	<input type="checkbox"/> Although opportunities to understand the curriculum exist, they are limited in nature and occur primarily on an individual basis at individual grade levels only.	<input type="checkbox"/> Staff members examine and reflect on all curriculum documents. <input type="checkbox"/> A process is in place to share all aligned curriculum documents with all staff, and includes opportunities for questions and clarifications within and across grade levels. <input type="checkbox"/> Staff members are involved in frequent meetings that examine their own curricula and dialog about curriculum above and below their assigned grade level.	<input type="checkbox"/> In order to provide cohesion of curriculum within and across grade levels and content areas, staff has a variety of opportunities to actively explore the curriculum and dialog with colleagues. <input type="checkbox"/> Alignment of the expectations includes cross-referenced models so that teachers of all subject areas and grade levels can review the curriculum of the entire school.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes	<input type="checkbox"/> Extent of conversation centered around curriculum <input type="checkbox"/> Agendas that promote curricular discussions within and across grade levels
<input type="checkbox"/> Written curriculum documents	<input type="checkbox"/> Extent to which the written curriculum cross-references grade levels and content areas
<input type="checkbox"/> Communication avenues including newsletters, on-line communication, displays	<input type="checkbox"/> Extent to which the content of the communications includes references and descriptions of curriculum

FOCUS QUESTIONS

1. How are the content expectations communicated to students in a manner they can understand?
2. Describe how staff is held accountable for clearly communicating the expectations to students.
3. What process is in place to ensure that students understand what is expected of them on a daily basis?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Students</p> <p>The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.</p>	<p><input type="checkbox"/> Teachers provide an initial outline of a unit of study but the specific goals and objectives of the unit are not made clear to the students.</p>	<p><input type="checkbox"/> While all teachers provide students with an initial unit outline, some teachers also preview the goals and objectives of the units of study with students.</p>	<p><input type="checkbox"/> A process is in place for all teachers to preview the goals and objectives of the units of study with students.</p> <p><input type="checkbox"/> A system is in place that provides all teachers with a developmentally-appropriate way of articulating the curriculum to their students.</p>	<p><input type="checkbox"/> Teachers provide meaningful examples of real life application of the goals and objectives of each unit of study.</p> <p><input type="checkbox"/> At the beginning of a unit of study, students are provided a clear understanding of how the goals and objectives will be assessed.</p> <p><input type="checkbox"/> Documents written in student-friendly language are translated into other primary spoken and written languages of the school and are reviewed orally.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Course descriptions</p>	<p><input type="checkbox"/> Sophistication and clarity of language employed</p> <p><input type="checkbox"/> Accommodations for non-English speakers are used</p>
<p><input type="checkbox"/> On-line communications</p>	<p><input type="checkbox"/> Ability of students to easily access specific information related to the curriculum or courses being taken</p>
<p><input type="checkbox"/> Competency profiles and syllabi</p>	
<p><input type="checkbox"/> Lesson plans</p>	<p><input type="checkbox"/> Lesson plans clearly identify goals and objectives</p>
<p><input type="checkbox"/> Curriculum documents</p>	<p><input type="checkbox"/> Content expectations written in student friendly language</p>

NOTES

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FOCUS QUESTIONS				
1. How are the curriculum expectations communicated to parents in a manner they can understand?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Parents</p> <p>Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.</p>	<p><input type="checkbox"/> The primary opportunity for parents to receive information about the curriculum occurs at an annual school event. Any additional opportunities to have information regarding curriculum expectations are at the initiative of the parent.</p>	<p><input type="checkbox"/> Parents have access to general information regarding curriculum expectations including the goals and objectives of each unit of study through written materials provided.</p> <p><input type="checkbox"/> School procedures encourage parents to contact their child’s teacher should questions or concerns arise regarding the curriculum.</p>	<p><input type="checkbox"/> The school communicates to all parents, detailed information about the curriculum including goals, objectives, activities and accompanying assessments of all units of study.</p> <p><input type="checkbox"/> The school schedules periodic large group (grade level, classroom or content area) sessions at which time information regarding the curriculum is presented. Follow-up is provided for any individual questions that arise.</p>	<p><input type="checkbox"/> Parents are provided detailed information regarding the goals and objectives, activities and assessment measures of each unit of study through a variety of sources.</p> <p><input type="checkbox"/> Parents are provided face-to-face individual opportunities to understand the curriculum and to clarify any aspects they do not understand.</p> <p><input type="checkbox"/> All parent information regarding the curriculum is translated into the primary languages of the school population.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> District wide/school one-way communications	<p><input type="checkbox"/> Websites, curriculum calendars, newsletters and other media</p> <p><input type="checkbox"/> Accommodations for non-English speakers</p>
<input type="checkbox"/> Two-way parent communications	<input type="checkbox"/> Open House, parent activity nights and curriculum nights
<input type="checkbox"/> Curriculum documents	<p><input type="checkbox"/> Curriculum broken down into various formats and specificity based upon audience</p> <p><input type="checkbox"/> Accommodations for non-English speakers</p>
<input type="checkbox"/> School accommodations	<input type="checkbox"/> Provision of transportation, telephone contacts, individual assigned to communicate with specific groups of parents

Standard Analysis Report
Strand I: Teaching for Learning

Standard 1: Curriculum

Benchmark A: Aligned, Reviewed & Monitored

Key Characteristics: Curriculum Documents, Standards Alignment, Articulated Design, Curriculum Review Inclusive

Benchmark B: Communicated

Key Characteristics: Staff, Students, Parents

The following questions reflect the overall analysis of the self-assessment of the Benchmarks and Key Characteristics contained in Standard 1 of Strand I of the School Improvement Framework Rubrics.

Focus Questions:

1. As the staff reviewed the school’s responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Curriculum	Fully Implemented	Exemplary
Curriculum Documents		
Standards Alignment		
Articulated Design		
Curriculum Review		
Inclusive		
Staff		
Students		
Parents		

3. What did the staff identify as challenges?

Curriculum	Getting Started	Partially Implemented
Curriculum Documents		
Standards Alignment		
Articulated Design		
Curriculum Review		
Inclusive		
Staff		
Parents		
Students		

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

Processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students

FOCUS QUESTIONS

1. How are classroom lessons aligned to the school's/district's written curriculum?
2. How is the daily/monthly/yearly structure designed to support at grade and across grade staff collaboratively planning and monitoring instructional practices for their common curriculum?
3. What process ensures that the appropriate levels of thinking are being incorporated into instructional units?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Content Appropriateness</p> <p>The content of the curriculum is directly aligned and consistent with the district's curriculum framework.</p> <p>Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.</p>	<p><input type="checkbox"/> The content of the textbooks employed by the school drive the curriculum. The school has not attended to the alignment of the materials in the texts to the scope and sequence of the district.</p>	<p><input type="checkbox"/> Some staff members have taken the initiative to plan their lessons based upon the curriculum framework/content expectations.</p> <p><input type="checkbox"/> Curriculum is being written with attention being paid to articulation within grade levels and content areas.</p>	<p><input type="checkbox"/> Classroom teachers base their lessons on the district's written curriculum.</p> <p><input type="checkbox"/> The school has structures in place for classroom teachers within and across grade levels and content areas to plan appropriate instructional practices for their common curriculum.</p>	<p><input type="checkbox"/> Classroom instruction is consistent with the curricular scope and sequence and teachers base their content decisions on a dialog among teachers using data from the examination of student work, student and schoolwide assessments.</p> <p><input type="checkbox"/> Standards-aligned, field-tested and published resources are adopted where appropriate.</p> <p><input type="checkbox"/> Grade level curriculum and/or course of study/ content expectations are aligned and clearly documented.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Curriculum calendars/pacing guides/ lesson plans	<input type="checkbox"/> Alignment of instructional activities with scope and sequence
<input type="checkbox"/> Adopted texts and other resources	<input type="checkbox"/> Materials are aligned with standards and field-tested
<input type="checkbox"/> Meeting agendas and minutes	<input type="checkbox"/> Written documentation of curriculum planning within and across grade levels
<input type="checkbox"/> Written units/instructional plans	<input type="checkbox"/> Alignment with grade level & course content & district curriculum
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Consistency of use of higher order thinking skills and demonstration of high expectations for student success

FOCUS QUESTIONS				
1. What strategies are staff using to ensure that ALL students have equal access to the aligned curriculum? 2. How are staff using different strategies to individualize instruction based on student needs (both high and low)? 3. Based on student achievement data, what needs for differentiated instructions are indicated?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Developmental Appropriateness Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.	<input type="checkbox"/> The delivery of instruction is driven by the need to cover the content of the entire scope and sequence of the grade level or subject. As a result, little time is devoted to considering instructional practice that is developmentally appropriate.	<input type="checkbox"/> Less than half of the adopted curriculum is developmentally appropriate with attention being paid to age-appropriate characteristics, cultural differences, learning styles and individual learner abilities. <input type="checkbox"/> Fewer than half of the teachers in the school are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.	<input type="checkbox"/> The majority of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. <input type="checkbox"/> Over half of the teachers in the school are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.	<input type="checkbox"/> All of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. <input type="checkbox"/> All teachers in the school are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Instructional plans/lesson plans	<input type="checkbox"/> Variety of instructional activities and options for individual learners; relevant activities; activities demonstrating recognition of cultural differences; cooperative group instruction
<input type="checkbox"/> Curriculum guides	<input type="checkbox"/> Multiple approaches to instruction; relevant curriculum
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Variety of instructional approaches; relevance of activities; cooperative group instruction; engagement of learners

NOTES

FOCUS QUESTIONS

1. Describe the structure in the school that supports and nurtures a collaborative culture that incorporates a philosophy of continuous improvement.
2. How are planned instructional processes reviewed and refined to meet the needs of all students?
3. How has the review of data informed the school's professional development?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Reflection and Refinement</p> <p>A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.</p>	<p><input type="checkbox"/> The bulk of the reflection and refinement that occurs at the school is focused on the improvement of classroom and school procedures and policies.</p>	<p><input type="checkbox"/> Teams of teachers meet together on a regular basis. Although some discussion focuses on the improvement of instruction, the majority of time is spent either on procedural issues or individual student issues.</p>	<p><input type="checkbox"/> School improvement is based upon grade level/content area collaborative teams which meet for the purpose of gathering data, analyzing information and making school-wide decisions regarding changes in instructional practices.</p> <p><input type="checkbox"/> Professional development decisions are based upon input from the collaborative school improvement teams.</p>	<p><input type="checkbox"/> The school is organized around interdisciplinary and/or cross-grade level collaborative teams that review the effectiveness of instructional practices.</p> <p><input type="checkbox"/> A continuous improvement process is in place whereby the interdisciplinary and/or cross-grade level collaborative teams gather data, analyze information, and make decisions to modify instructional practice including lesson plans and units.</p> <p><input type="checkbox"/> Decisions regarding modification of instruction incorporates input from assessment data, students, parents and knowledgeable colleagues and research.</p> <p><input type="checkbox"/> Instructional improvement and the content of professional development is aligned. Support measures have been put in place such as demonstration classrooms, peer coaching and professional study groups.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Agendas, meeting minutes	<input type="checkbox"/> Record of decisions made, process leading up to the decisions, record of individuals involved in the decisions and data employed to inform the decision
<input type="checkbox"/> Committee lists	<input type="checkbox"/> Committee membership and meeting schedules
<input type="checkbox"/> Current and historical instructional plans	<input type="checkbox"/> Changes in plans over time
<input type="checkbox"/> Survey Data	<input type="checkbox"/> Reports of decision-making process by stakeholder group
<input type="checkbox"/> Professional development plan	<input type="checkbox"/> Professional development based upon instructional improvement; professional development structures employed

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

Instructional practices are used to facilitate student learning.

FOCUS QUESTIONS				
1. What structure is in place to provide time specifically for teachers to dialogue about instructional practices geared to meeting the needs of a diverse student population?				
2. Describe the measures taken by the school to ensure that all students will have the support they need to meet the required expectations.				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Delivered Curriculum</p> <p>The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency.</p> <p>The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.</p>	<p><input type="checkbox"/> Current instructional practices are seen to be the best methods to deliver a large amount of content over time. In addition, the school believes that its current modes of instructional practice are best suited to the student population that it serves.</p>	<p><input type="checkbox"/> The delivered curriculum is designed for the average ability range of the student population.</p>	<p><input type="checkbox"/> A system is in place that allows for teams of teachers to have a dialog about instructional practices based upon the schools' curriculum framework.</p> <p><input type="checkbox"/> In order to improve student success in meeting the standards/expectations, teachers employ a variety of instructional strategies geared to meet the varied needs of the student population.</p>	<p><input type="checkbox"/> A formal process is in place to monitor curriculum delivery in the classroom and occurs in an on-going, scheduled manner. This process provides data that results in modifications to the school's delivered curriculum.</p> <p><input type="checkbox"/> Teachers agree to employ a variety of common instructional strategies as appropriate in all their lessons designed to meet the varied needs of the student population.</p> <p><input type="checkbox"/> Evidence exists that the delivered curriculum is based upon essential content and demonstrates that new units of study build upon information taught in prior units.</p> <p><input type="checkbox"/> The school provides a variety of structures to support those students who require them in order to successfully achieve the district or state standards/expectations.</p>
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS		
<input type="checkbox"/> Meeting agendas and minutes		<input type="checkbox"/> Discussions and decisions made regarding instructional strategies and curriculum		
<input type="checkbox"/> Observational protocols		<input type="checkbox"/> Records of instructional practices across the school		
<input type="checkbox"/> Curriculum and unit plans		<input type="checkbox"/> Documentation of connections between units		
<input type="checkbox"/> School schedule/staff list		<input type="checkbox"/> Staffing and scheduling demonstrating support for targeted students		
<input type="checkbox"/> Teacher/student artifacts		<input type="checkbox"/> Demonstration of differentiated lessons and assignments		

FOCUS QUESTIONS

1. How do all staff demonstrate high expectations for student achievement?
2. How is technology integrated into the instructional program in all classrooms to meet the needs of individual learners?
3. What process is used to monitor and evaluate the effectiveness of best practice strategies being used in all classrooms? How are these data effectively communicated to others?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Best Practice</p> <p>There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional practices at the school emphasize the memorization of content and repeated practice of isolated skills. Staff believe that all learners should be exposed to the same strategies regardless of learning style or cultural background. 	<ul style="list-style-type: none"> <input type="checkbox"/> The instructional plans of some staff members are written to take into account the diverse needs of their students. <input type="checkbox"/> Individual teachers are exploring best practice and are beginning to implement new strategies in the classroom. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some instructional plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge. <input type="checkbox"/> Technology is an important component in the differentiation of instructional practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> All instructional plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge. <input type="checkbox"/> Structured practices are in place for staff to research and implement best practice instructional strategies. Written documentation exists outlining the best practice strategies implemented including the effective use of technology. <input type="checkbox"/> A system is in place to monitor and evaluate the effectiveness of best practice strategies being employed at the school. <input type="checkbox"/> Instructional practices are selected to align to the type of learning target (knowledge, reasoning, skill, performance or disposition) of the benchmark(s) and the matched assessment method(s) selected.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Teacher surveys 	<ul style="list-style-type: none"> <input type="checkbox"/> Results describing the impact of best practices on enacted curriculum
<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum maps 	<ul style="list-style-type: none"> <input type="checkbox"/> Display of content standards, assessments, instructional strategies and technology support
<ul style="list-style-type: none"> <input type="checkbox"/> Classroom walk-through journals 	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of best practices strategies being implemented
<ul style="list-style-type: none"> <input type="checkbox"/> School improvement plan / committee structures 	<ul style="list-style-type: none"> <input type="checkbox"/> Systems and structures for professional learning in place
<ul style="list-style-type: none"> <input type="checkbox"/> Minutes/action plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of professional learning community structures being implemented and actions taken
<ul style="list-style-type: none"> <input type="checkbox"/> Instructional plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporation of best practices into written plans

FOCUS QUESTIONS

1. How are students provided regular opportunities to demonstrate their learning using authentic content and context?
2. What is done to ensure that lessons emphasizing high-level thinking are taught on a regular basis?
3. How are cross-curricular integrated units of instruction used to meet the needs of all students?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Student Engagement</p> <p>School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom instruction emphasizes primarily memorization and rote learning. <input type="checkbox"/> Few opportunities are provided for students to apply their knowledge in a real world context. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some opportunities are provided for students to apply knowledge in a real world context. <input type="checkbox"/> Some lessons are taught that emphasize higher order thinking skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent opportunities are provided for students to apply knowledge in a real world context. <input type="checkbox"/> Some cross-curricular integrated units of instruction are taught. <input type="checkbox"/> Many lessons are taught that emphasize higher order thinking skills and some units take into account multiple aptitudes, learning styles and intelligences. 	<ul style="list-style-type: none"> <input type="checkbox"/> It is routine practice in all classrooms that students are provided opportunities to apply curricular concepts in a real world context. <input type="checkbox"/> Staff members provide students with a variety of cross-curricular, integrated units of instruction. <input type="checkbox"/> Structures are in place to insure that high level thinking skills are emphasized throughout the curriculum and instructional strategies are employed that take into account multiple aptitudes, learning styles and intelligences. <input type="checkbox"/> Assessments employed provide students with authentic opportunities to demonstrate their mastery of the standards/ expectations.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Community Surveys 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of community resources within and outside the classroom
<ul style="list-style-type: none"> <input type="checkbox"/> Classroom walk-through journals 	<ul style="list-style-type: none"> <input type="checkbox"/> Extent to which students are engaged in learning across classrooms; teacher use of higher order thinking skills; use of relevant curriculum
<ul style="list-style-type: none"> <input type="checkbox"/> Assessments employed 	<ul style="list-style-type: none"> <input type="checkbox"/> Extent to which assessments employ application and demonstration of knowledge and skills

NOTES

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 Standard Analysis Report
 Strand I: Teaching for Learning

Standard 2: Instruction

Benchmark A: Planning

Key Characteristics: Content Appropriateness, Developmental Appropriateness, Reflection and Refinement

Benchmark B: Delivery

Key Characteristics: Delivered Curriculum, Best Practice, Student Engagement

The following questions reflect the overall analysis of the self-assessment of the Benchmarks and Key Characteristics contained in Standard 2 of Strand I of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the school's responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Instruction	Fully Implemented	Exemplary
Content Appropriateness		
Developmental Appropriateness		
Reflection and Refinement		
Delivered Curriculum		
Best Practice		
Student Engagement		

3. What did the staff identify as challenges?

Instruction	Getting Started	Partially Implemented
Content Appropriateness		
Developmental Appopriateness		
Reflection and Refinement		
Delivered Curriculum		
Best Practice		
Student Engagement		

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 AND INSTRUCTION

Student assessments are aligned to the school's curricula and instruction.

FOCUS QUESTIONS				
1. What process is used to ensure that assessments being used are valid, reliable, and without bias? 2. To what extent are assessments aligned with assessment standards in the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate)?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Alignment/ Content Validity Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)	<input type="checkbox"/> Local assessments administered at the school are designed by individuals or teams with no procedures in place to examine their alignment or content validity.	<input type="checkbox"/> Some assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. <input type="checkbox"/> Individuals within the school examine their assessments for bias.	<input type="checkbox"/> The majority of assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. <input type="checkbox"/> There is evidence that attention has been paid to the elimination of bias in assessments administered at the school. <input type="checkbox"/> Assessments comply with a majority of the assessment standards/expectations of the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).	<input type="checkbox"/> All assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. <input type="checkbox"/> Procedures are in place to assure that all assessments administered at the school have been critically reviewed for bias. <input type="checkbox"/> Assessments comply with the assessment standards/expectations of the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate). <input type="checkbox"/> A process is in place for all assessments conducted to assure that the concepts sampled on the assessment are an accurate reflection of the important concepts covered within the curriculum.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Formative and summative assessments	<input type="checkbox"/> Extent of alignment with district curriculum and Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate); extent to which assessment reflects curricular content covered
<input type="checkbox"/> Committee minutes	<input type="checkbox"/> Description of process used to adopt and analyze assessments
<input type="checkbox"/> Written curriculum	<input type="checkbox"/> Match between assessment method and learning target
<input type="checkbox"/> Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate)	<input type="checkbox"/> Michigan Curriculum Framework assessment standards aligned with question on locally developed assessments.

FOCUS QUESTIONS				
1. In what ways are assessments reliable? (Are they stable sources of information?)				
2. How do different sources of information (e.g., tests, rubrics, teachers, etc.) produce comprehensive and/or comparable results?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Consistency/ Reliability</p> <p>Schools employ procedures to assure that assessments administered consistently and reliably measure common learning targets.</p>	<p><input type="checkbox"/> Attention has not been paid to the consistency and reliability of the assessment instruments employed at the school.</p>	<p><input type="checkbox"/> There is evidence that some attention has been paid to the consistency and reliability of assessments administered at the school.</p>	<p><input type="checkbox"/> Procedures assure that most assessments administered to a common group of students are designed to have similar ranges of difficulty and sample the learning targets in a similar way.</p>	<p><input type="checkbox"/> Common assessments of student learning are developed from the same set of learning targets</p> <p><input type="checkbox"/> Procedures assure that all assessments administered to a common group of students are designed to have similar ranges of difficulty and sample content within the learning targets in a similar way.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Formative and summative assessments	<input type="checkbox"/> Extent to which content of assessment is in alignment with learning targets
<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Discussions occurring and decisions made at grade level and content area meetings reflecting analysis of assessments based upon student characteristics

NOTES

FOCUS QUESTIONS

1. What type of system is in place to monitor the quality of assessments being used throughout the school, and what is done with these data they are collected?
2. How are assessments being used to inform classroom instruction?
3. What structure is in place to help staff monitor classroom assessments for validity and reliability and to dialogue with peers about the assessments being used and the results they are getting?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Multiple Measures</p> <p>The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.</p>	<p><input type="checkbox"/> The instructional staff relies primarily on standardized assessments and end-of-semester grades to evaluate student learning.</p>	<p><input type="checkbox"/> The instructional staff evaluates student learning primarily through the use of summative assessments (e.g., MEAP, MI-Access, end of unit test, quarter/semester grades.)</p> <p><input type="checkbox"/> Most formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).</p>	<p><input type="checkbox"/> The instructional staff evaluates and monitors student learning through the use of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.)</p> <p><input type="checkbox"/> Most formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).</p>	<p><input type="checkbox"/> All instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.)</p> <p><input type="checkbox"/> In addition to the use of multiple summative assessments, teachers systematically employ multiple formative assessments (e.g., benchmark assessments, student portfolios, teacher-designed assessments) to target areas requiring individualized instruction for students and/or small groups.</p> <p><input type="checkbox"/> All formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Teacher and administrator surveys</p>	<p><input type="checkbox"/> Description of range and types of assessments employed in the classroom and at the school</p>
<p><input type="checkbox"/> Formative and summative classroom assessments</p>	<p><input type="checkbox"/> Listing of types employed and frequency of use</p>
<p><input type="checkbox"/> School Improvement plan progress report</p>	<p><input type="checkbox"/> Description of assessments employed as well as short term and longitudinal data gathered; discription of data employed in instructional decision making</p>

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 B: DATA REPORTING AND USE

Student assessment results are communicated to, and used by, staff, students and parents to improve student achievement.

FOCUS QUESTIONS				
1. In what ways are assessment results reported to staff in a timely manner and in a form they can use?				
2. In what ways are assessment results reported to students in a timely manner and in a form they can use?				
3. In what ways are assessment results reported to parents in a timely manner and in a form they can use?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Reporting</p> <p>The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency.</p> <p>Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.</p>	<p><input type="checkbox"/> Although assessment results are available to teachers, students and parents, they require interpretation but no systems are in place to address this need.</p>	<p><input type="checkbox"/> Standardized assessment results are provided to all teachers, students and parents and interpretation is provided at the request of the stakeholder.</p>	<p><input type="checkbox"/> Assessment results are provided to all teachers, students and parents in a format they can understand.</p> <p><input type="checkbox"/> Some opportunities are provided for parents and students to meet with staff and discuss assessment results.</p> <p><input type="checkbox"/> The school has a reporting system that describes specific student achievement of the tested benchmarks as well as the knowledge and skills in each subject area.</p>	<p><input type="checkbox"/> Updated and easily interpreted results of a wide range of student assessments are provided to all teachers, students and parents in a timely fashion on a regular basis.</p> <p><input type="checkbox"/> Instructional staff meet with parents and students on a regular basis to discuss assessment information and develop strategies to improve student achievement.</p> <p><input type="checkbox"/> The school has a reporting system that describes specific student achievement of the tested benchmarks as well as the knowledge and skills in each subject area.</p> <p><input type="checkbox"/> The school's reporting system is organized in a manner that allows staff to dialog about the data to revise instruction and provide other interventions for individual students.</p>
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS		
<input type="checkbox"/> Report cards and student progress reports		<input type="checkbox"/> Extent to which student achievement of listed Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) is documented		
<input type="checkbox"/> Parent/teacher conference records		<input type="checkbox"/> Description of types and extent of communication regarding student progress		
<input type="checkbox"/> School progress reporting system		<input type="checkbox"/> Variety of resources employed to communicate progress to parents and students		
<input type="checkbox"/> Portfolios, learning logs		<input type="checkbox"/> Analysis based upon standards and benchmarks		

FOCUS QUESTIONS				
1. How are data used to determine/improve curriculum and instruction at the building and classroom levels?				
2. How are data used to determine/improve student learning?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Informs Curriculum and Instruction</p> <p>The school regards data as an essential tool in the analysis and improvement of curriculum and instruction.</p> <p>Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.</p>	<p><input type="checkbox"/> Any data gathered are used by individual teachers for the purpose of improvements in curriculum and instruction at the classroom level.</p>	<p><input type="checkbox"/> One basic source of data is relied on to improve curriculum and instruction.</p> <p><input type="checkbox"/> Data review and revisions in curriculum and instruction occur on an annual basis.</p>	<p><input type="checkbox"/> Improvement in curriculum and instruction occurs on an annual basis and is organized around school improvement committees.</p> <p><input type="checkbox"/> More than one source of data is used when determining modifications in curriculum and instruction.</p>	<p><input type="checkbox"/> Improvement in curriculum and instruction is data-driven, on-going, systematic and collaborative.</p> <p><input type="checkbox"/> Individual teachers and teacher teams continuously assess and modify curriculum and instruction through the use of multiple sources of data.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School improvement plan	<input type="checkbox"/> Connection between instructional decisions and data
<input type="checkbox"/> Grade level / departmental meeting minutes	<input type="checkbox"/> Description of use of data to inform student progress; description of use of data to drive instructional decisions
<input type="checkbox"/> Teacher records	<input type="checkbox"/> Description of use of data to target instructional strategies to individual students or small instructional groups

NOTES

FOCUS QUESTIONS				
1. In what ways are assessment results used to identify needs and assist students? 2. How do students use data and related staff feedback to monitor and improve their own performance? 3. In what ways are students re-assessed on skills they have not previously attained?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Meets Student Needs All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.	<input type="checkbox"/> Student assessment results are communicated to the individual classroom teacher. The primary focus of the classroom teacher is in preparing students to succeed in a variety of assessments.	<input type="checkbox"/> Structures are in place to utilize the results of assessments to respond to individual student needs. This system relies primarily upon specialists within the school to provide the interventions for students. There is limited coordination between the specialist and classroom teacher. <input type="checkbox"/> Teachers understand that formative assessment practices are valuable for informing and enhancing instruction during the course of a lesson or unit.	<input type="checkbox"/> A process is in place for teams to review individual student data to identify needs and design interventions. This data is shared with the student and parent on a regular basis and improvement goals are the outcome. <input type="checkbox"/> Teachers work closely with other support staff to monitor the student's progress. Those students not demonstrating adequate progress are provided additional resources and opportunities to be successful. <input type="checkbox"/> All teachers periodically conduct formative assessments during the course of a lesson or unit to enhance instruction and to provide themselves and their students concrete information on how to improve individual student performance. <input type="checkbox"/> Student self-assessment is one component of the school's assessment system.	<input type="checkbox"/> Analyses of district/building assessments are systematically and routinely used by teacher teams to identify and provide interventions for students who are not mastering standards/expectations. <input type="checkbox"/> It is routine school practice to reassess students who have previously not mastered classroom, building or district assessments. <input type="checkbox"/> A system is in place to communicate to students and parents in a timely fashion and in language they can understand, the results of the student's performance on classroom, building and district assessments. Information is provided on how these results are related to the student's achievement of the standards/benchmarks and learning targets of the curriculum. <input type="checkbox"/> All teachers frequently conduct formative assessments during the course of a lesson or unit to enhance instruction and to provide themselves and their students concrete information on how to improve individual student performance.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Committee meeting minutes	<input type="checkbox"/> Description of use of data to target instruction to students not meeting standards/expectations
<input type="checkbox"/> School policies and procedures manual	<input type="checkbox"/> Description of policies in place to address students who have not met standards/expectations
<input type="checkbox"/> Walk-through journals	<input type="checkbox"/> Evidence of differentiation of instruction for students requiring additional assistance to meet standards/expectations
<input type="checkbox"/> Student historical records	<input type="checkbox"/> Analysis of records indicating reassessment data and practices
<input type="checkbox"/> Parent communication documentation	<input type="checkbox"/> Description of means used to communicate to parents information on progress of students not meeting standards/expectations

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Standard Analysis Report
Strand I: Teaching for Learning

Standard 3: Assessment

Benchmark A: Aligned to Curriculum and Instruction

Key Characteristics: Alignment/Content Validity, Consistency/Reliability, Multiple Measures

Benchmark B: Data Reporting and Use

Key Characteristics: Reporting, Informs Curriculum and Instruction and Meets Student Needs

The following questions reflect the overall analysis of the self-assessment of the Benchmarks and Key Characteristics contained in Standard 3 of Strand I of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Assessment	Fully Implemented	Exemplary
Alignment/Content Validity		
Consistency/Reliability		
Multiple Measures		
Reporting		
Informs Curriculum and Instruction		
Meets Student Needs		

3. What did the staff identify as challenges?

Assessment	Getting Started	Partially Implemented
Alignment/Content Validity		
Consistency/Reliability		
Multiple Measures		
Reporting		
Informs Curriculum and Instruction		
Meets Student Needs		

School Improvement Framework Strand Analysis Report

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

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand I: Teaching for Learning Key Characteristic Challenges

Include in Plan	Alignment with Student Goals				Standard 1: Curriculum	Getting Started	Partially Implemented
	ELA	M	S	SS			
					Curriculum Documents		
					Standards Alignment		
					Articulated Design		
					Curriculum Review		
					Inclusive		
					Staff		
					Students		
					Parents		
					Standard 2: Instruction		
					Content Appropriateness		
					Developmental Appropriateness		
					Reflection and Refinement		
					Delivered Curriculum		
					Best Practice		
					Student Engagement		
					Standard 3: Assessment		
					Alignment/Content Validity		
					Consistency/Reliability		
					Multiple Measures		
					Reporting		
					Informs Curriculum and Instruction		
					Meets Student Needs		

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

School leaders are knowledgeable about the school's educational programs and act on this knowledge.

FOCUS QUESTIONS				
1. List ways school leaders have enhanced their knowledge about teaching and learning, and fostering change in the school. 2. How do school leaders share their skills and knowledge about curriculum, instruction, and assessment with staff? List examples. 3. What changes have occurred in your school's educational programs as a result of these activities?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Knowledge of Curriculum, Instruction and Assessment School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction or assessment.	<input type="checkbox"/> School leaders focus the majority of their attention on management. They rely on the staff to make the decisions regarding the improvement of teaching and learning.	<input type="checkbox"/> Although they are active participants on school improvement teams, school leaders have limited knowledge of curriculum, instruction, or assessment. They rely primarily on others for expertise. <input type="checkbox"/> School leaders are working to improve their knowledge of curriculum, instruction, and assessment through participation in professional development.	<input type="checkbox"/> School leaders are frequently consulted in decisions regarding curriculum, instruction, and/or assessment within the school. <input type="checkbox"/> School leaders demonstrate their knowledge of curriculum, instruction, and assessment by providing other staff with research, material resources, and appropriate professional development activities based upon the school's improvement goals.	<input type="checkbox"/> School leaders are frequently requested as consultants in curriculum, instruction, and/or assessment within and outside of the school. <input type="checkbox"/> Based upon their expertise of curriculum, instruction, and assessment, school leaders create systems and organizational frameworks that support school improvement efforts. <input type="checkbox"/> School leaders demonstrate their knowledge of curriculum, instruction, and assessment by modeling best practice strategies in the classroom and through their everyday activities.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Resumes	<input type="checkbox"/> Workshops attended; participation in study groups; presentations made
<input type="checkbox"/> Committee minutes	<input type="checkbox"/> School leaders' suggested readings
<input type="checkbox"/> Certification requirements	<input type="checkbox"/> Coursework, conference & workshop attendance

FOCUS QUESTIONS

1. In what ways do school leaders demonstrate both their understanding and use of multiple types and sources of data in support of student learning?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Knowledge and Use of Data</p> <p>School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders provide limited types and sources of data to the staff. Assessment results received by the leaders are passed directly on to teachers without additional interpretation. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders provide several types and sources of data to staff. They arrange for others to assist in the data interpretation. <input type="checkbox"/> School leaders participate in the teams that interpret the data. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders are able to guide the school in the selection of multiple types and sources of data to inform school improvement. <input type="checkbox"/> School leaders are able to interpret all data required at the district and state levels and provide the staff with adequate information so they can use the data to make decisions. <input type="checkbox"/> School leaders periodically provide training to help the school staff maintain a focus on the interpretation and use of data for continuous improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders collaborate with staff and share their expertise in the selection of a wide range of types and sources of data to inform school improvement. <input type="checkbox"/> School leaders are seen as experts in the interpretation of all data required at the district and state levels and lead the staff through a process that facilitates their understanding of this data. <input type="checkbox"/> School leaders continually provide updated training that assures maintenance of a sustained focus on the interpretation and use of data for continuous improvement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Workshop attendance, study group participation records 	<ul style="list-style-type: none"> <input type="checkbox"/> Content includes use of data and/or data sources with building/district data beyond standardized reporting services
<ul style="list-style-type: none"> <input type="checkbox"/> Committee minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> Role of leaders in data use and interpretation
<ul style="list-style-type: none"> <input type="checkbox"/> Professional development plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of data for continuous improvement

NOTES

FOCUS QUESTIONS

1. How do school leaders assure that technology supports curriculum, instruction, and assessment?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Technology School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.</p>	<p><input type="checkbox"/> Technology is available at the school level but the school leaders have a limited role in promoting and coordinating its use. They rely on others to provide the expertise required to expand its use and plan for the future.</p>	<p><input type="checkbox"/> School leaders' efforts focus on providing resources for teachers in their use of current technology for curriculum and instruction.</p>	<p><input type="checkbox"/> School leaders provide technology and related resources to instructional staff to support curriculum, instruction, and assessment.</p> <p><input type="checkbox"/> School leaders provide updated professional development training focused on technology use.</p>	<p><input type="checkbox"/> School leaders focus school-wide attention on the use of technology to support increasing student achievement.</p> <p><input type="checkbox"/> School leaders support the coordination and integration of technology and related resources in all aspects of curriculum, instruction, and assessment.</p> <p><input type="checkbox"/> School leaders provide on-going professional development training for the staff in the innovative application of technology.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Application of technology
<input type="checkbox"/> Professional development plans	<input type="checkbox"/> Extent of link between technology and instruction
<input type="checkbox"/> School budget	<input type="checkbox"/> Description of technology resources

NOTES

FOCUS QUESTIONS

1. How do school leaders consider student developmental stages and adolescent learning theory when making decisions?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>4. Knowledge of Student Development and Learning</p> <p>The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn is an essential factor in decisions related to curriculum planning, delivery, and assessment.</p>	<p><input type="checkbox"/> In order to cover the curriculum expectations, school leaders condone the extensive use of teacher-directed instruction. The emphasis is on coverage of material rather than developmentally appropriate practice.</p>	<p><input type="checkbox"/> School leaders have an understanding of developmentally appropriate practice, yet they lack the depth of understanding to assist their staff in implementing this practice on a daily basis.</p> <p><input type="checkbox"/> School leaders are in the process of increasing their knowledge of developmentally-appropriate instructional practices.</p>	<p><input type="checkbox"/> School leaders encourage their staff to demonstrate their application of student-centered instruction through several ways in the classroom, such as: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments; and displaying cultural sensitivity.</p> <p><input type="checkbox"/> School leaders take into account developmental appropriateness as they make decisions about discretionary policies and procedures as well as all-school events.</p>	<p><input type="checkbox"/> School leaders assure that staff apply student-centered instruction in a variety of ways in the classroom including: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments; and displaying cultural sensitivity.</p> <p><input type="checkbox"/> School leaders assure that discretionary policies and procedures as well as all-school events are designed in a developmentally-appropriate fashion.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Instructional materials	<input type="checkbox"/> Suitability to student developmental level
<input type="checkbox"/> Daily schedule	<input type="checkbox"/> Designed based upon research
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Extent to which instructional activities are student-centered, meaningful, differentiated and culturally sensitive; evidence of active
<input type="checkbox"/> Assessments	<input type="checkbox"/> Extent to which assessments are relevant, authentic and culturally sensitive

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FOCUS QUESTIONS

1. Describe the process used to establish collaborative learning communities within your school.
2. List ways professional learning activities have been incorporated into your school's daily practices.
3. What data/information do you collect to monitor and adjust the effectiveness of these activities?
4. How often does the principal participate in these activities?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>5. Knowledge of Adult Learning</p> <p>School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.</p>	<p><input type="checkbox"/> School leadership provides common learning experiences for all adults within the school with little input from those involved. There are limited opportunities for dialog and no organized structures are in place to assist staff members to practice the learning.</p>	<p><input type="checkbox"/> School leaders provide a variety of adult learning topics and they provide support for follow-through of the professional development experiences. Application of the concepts covered is dependent on individual initiative.</p>	<p><input type="checkbox"/> School leaders demonstrate their understanding that adults learn best when given the opportunity to direct their own learning. This is done through the provision of professional development initiatives that are varied and provide the opportunity for incorporation of the content into daily practice.</p>	<p><input type="checkbox"/> School leaders have provided a variety of structures from which staff can choose when participating in the school's professional development program.</p> <p><input type="checkbox"/> School leaders have designed structures to assure the successful transfer of learning into practice including opportunities to receive feedback on teaching strategies, observe exemplary practices and reflect on practice.</p> <p><input type="checkbox"/> School leaders have instituted professional learning communities throughout the school and have provided common time during the contracted school day for the teams to meet.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Professional development plans and activities</p>	<p><input type="checkbox"/> Extent to which plans and activities are staff-driven and based upon adult learning needs; variety of activities and structures provided</p>
<p><input type="checkbox"/> School schedule</p>	<p><input type="checkbox"/> Use and structure of non-instructional time</p>
<p><input type="checkbox"/> Teacher evaluations</p>	<p><input type="checkbox"/> Evidence of transfer of learning into practice and teacher input</p>

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FOCUS QUESTIONS

1. In what ways do school leaders understand and act on their role as a catalyst for change?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>6. Change Agent School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school’s improvement vision.</p>	<p><input type="checkbox"/> The primary role of the school leader is seen as management and to make sure that the directives from superiors are acted upon.</p>	<p><input type="checkbox"/> The school leaders recognize the importance of their role in promoting change, yet their actions are primarily focused on the delegation of responsibilities to implement any change.</p>	<p><input type="checkbox"/> The school leaders communicate a vision for the future direction of the school to multiple stakeholders and facilitate a dialog around the change.</p> <p><input type="checkbox"/> There is a conscious effort to foster internal leadership within the school community.</p>	<p><input type="checkbox"/> There is a collective responsibility among the entire school staff for the success of all students.</p> <p><input type="checkbox"/> In order to accomplish the school improvement goals, the school leaders foster a spirit of collaboration, inquiry, risk-taking and reflective practice. The leaders solicit and value the opinions and ideas of staff, students, parents and the community.</p> <p><input type="checkbox"/> When a new program is introduced, the staff is supported by the school leadership throughout the stages of implementation.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Professional development plans and activities</p>	<p><input type="checkbox"/> Inservice on change theory</p>
<p><input type="checkbox"/> Rubrics</p>	<p><input type="checkbox"/> Movement along a continuum of change</p>
<p><input type="checkbox"/> Surveys</p>	<p><input type="checkbox"/> Attitudes of stakeholders toward change and school improvement; extent to which stakeholders report a feeling of efficacy in decision-making</p>

NOTES

FOCUS QUESTIONS				
1. Describe how decisions are made regarding curriculum, instruction, and assessment in the school and who is involved in these decision-making activities. 2. List the different types of data sources that are used for these decisions and how each are used. 3. How does all staff in the school have an opportunity to be regularly involved in the decisions made using these data?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
7. Focus on Student Results School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.	<input type="checkbox"/> Staff members either individually or in small groups are responsible for interpreting and acting on data.	<input type="checkbox"/> School leaders stress the importance of student achievement data to guide school improvement.	<input type="checkbox"/> School leaders provide a data-based decision-making structure to focus on student achievement. <input type="checkbox"/> School leaders consider data from multiple sources when guiding school improvement.	<input type="checkbox"/> School leaders assure that all decisions regarding changes in curriculum and instruction are based on data. <input type="checkbox"/> School leaders structure decision-making so the impact on student achievement is the most important determinant of changes in curriculum, instruction, and assessment. <input type="checkbox"/> School leaders focus the school staff on the interpretation of multiple measures of disaggregated data to drive school improvement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes	<input type="checkbox"/> Use of student data in meetings; extent to which instructional and curricular decisions are data-based
<input type="checkbox"/> School schedule and calendar	<input type="checkbox"/> Extent to which schedule and calendar is based upon analysis of data
<input type="checkbox"/> Student schedules	<input type="checkbox"/> Flexibility based upon student data-based needs
<input type="checkbox"/> School's annual report	<input type="checkbox"/> Examples of a variety and types of data describing student results
<input type="checkbox"/> School improvement plan	<input type="checkbox"/> Data disaggregated to demonstrate and explain student progress

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

School leaders set high expectations, communicate, monitor, support and make adjustments to enhance instruction.

FOCUS QUESTIONS				
<ol style="list-style-type: none"> Describe the process the school leaders have established to monitor school climate, classroom instruction, and provide feedback to classroom teachers regarding these monitoring activities. What data/information is collected to monitor instructional practices? How often have individual classrooms been visited for the purpose of providing teachers with feedback about the visit? How has the information collected on these visits affected decision-making within the school? 				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Monitoring School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.	<input type="checkbox"/> School leaders regard their role to be primarily one of teacher supervision. They visit the classrooms periodically or as needed.	<input type="checkbox"/> School leaders make structured classroom visits based upon the requirements of the district, the teacher contract, and other visits, as necessary. <input type="checkbox"/> School leaders participate on school committees.	<input type="checkbox"/> School leaders are frequently in the classrooms and hallways, monitoring behavior and instruction, and interacting with the staff and students. <input type="checkbox"/> School leaders are active participants on school committees. In addition, they provide these committees with information of the entire school program, gathered during their monitoring efforts.	<input type="checkbox"/> School leaders have a constant visible presence throughout the entire school including the hallways and classrooms. <input type="checkbox"/> School leaders have developed and employ in daily practice, a systematic record-keeping system that provides data on their monitoring efforts for the purpose of informing school improvement. <input type="checkbox"/> School leaders provide meaningful and frequent feedback to staff and students, and school committees regarding data gathered from their monitoring efforts. <input type="checkbox"/> School leaders model in their own monitoring behavior, the high expectations they have for staff and students.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS		
<input type="checkbox"/> Administrative classroom observation logs		<input type="checkbox"/> Records of observations and description of actions taken as a result of observations		
<input type="checkbox"/> School policies and procedures		<input type="checkbox"/> Documentation of collection of lesson plans and grade books		
<input type="checkbox"/> Meeting minutes		<input type="checkbox"/> Extent to which school leaders initiate and participate in a discussion of student progress and grade reports		
<input type="checkbox"/> Surveys		<input type="checkbox"/> Stakeholders' opinions regarding extent to which school leaders hold high expectations for all; extent to which school leaders are reported to provide meaningful and frequent feedback		

FOCUS QUESTIONS

1. In what ways do school leaders model, coach, and facilitate best-practices of teaching for learning?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Coaching & Facilitating</p> <p>School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders rely on the skills of individual teachers to implement best practice strategies. Their primary facilitation role occurs in leading staff meetings. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders facilitate the coordination of the school improvement teams through periodic meetings with team leaders. <input type="checkbox"/> School leaders encourage their staff members to form professional learning communities but the leaders do not serve in an active capacity within these communities. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders provide a variety of resources to facilitate the successful implementation of best practice strategies. <input type="checkbox"/> School leaders coach teachers who are implementing best practices through observation of and subsequent discussion about these practices. <input type="checkbox"/> School leaders design their school around professional learning communities and actively participate in these communities. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders assure that all staff are kept up to date on current theory of best instructional practice. <input type="checkbox"/> School leaders differentiate their interactions with staff based upon the needs of the individual staff members. <input type="checkbox"/> School leaders provide staff with frequent opportunities to reflect on best practice in professional learning communities. The leaders serve as coaches and mentors within these communities. <input type="checkbox"/> School leaders provide frequent opportunities for staff members exhibiting exemplary practices to serve as models and peer leaders.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting minutes/logs	<input type="checkbox"/> Extent to which best practices are discussed and implemented
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Extent to which staff members serve as models and peer leaders
<input type="checkbox"/> Surveys	<input type="checkbox"/> Staff perceptions regarding school leaders as coaches and mentors; extent to which school leaders are seen as continually focusing the school on best practices

NOTES

FOCUS QUESTIONS

1. In what ways do staff evaluations include components critical to effective teaching for learning?

SCOPE OF PRACTICE

CHARACTERISTIC/KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Evaluation</p> <p>School leaders design an evaluation system that is considered to be an extension and enhancement of an individual's plan for professional improvement. They work directly with each staff member to assure that the plan incorporates goals toward increased effectiveness in teaching for learning.</p>	<p><input type="checkbox"/> School leaders follow the required evaluation guidelines within their district.</p>	<p><input type="checkbox"/> School leaders employ evaluation as a tool for supervision with an emphasis on the improvement of teaching and learning.</p>	<p><input type="checkbox"/> Evaluation is an on-going process and includes the setting of individual improvement goals and objectives and incorporates strategies to meet them. An integral part of the evaluation is a plan of action with a timeline and mutual expectations.</p> <p><input type="checkbox"/> School leaders provide staff with periodic feedback on progress toward meeting the goals listed in the professional development plan.</p>	<p><input type="checkbox"/> School leaders collaborate with all staff members individually in order to develop a plan for professional improvement focused on effective teaching for learning.</p> <p><input type="checkbox"/> School leaders provide staff with frequent feedback on progress toward meeting the goals listed in the professional development plan.</p> <p><input type="checkbox"/> School leaders provide a variety of opportunities for teachers to participate in activities that are job-embedded (i.e. action research, peer coaching) and contribute to their goals for professional improvement.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Staff evaluation form	<input type="checkbox"/> Reflects best practice strategies
<input type="checkbox"/> Meeting minutes/administrative logs	<input type="checkbox"/> Conversations centering on effective instructional practices
<input type="checkbox"/> Professional development plans and activities	<input type="checkbox"/> Job-embedded professional development; evidence of individualized professional development goals

FOCUS QUESTIONS

1. Give examples of how school leaders communicate to all stakeholder groups, their vision for the school and how they demonstrate their high expectations for all students.
2. What data/information do you collect/monitor to assess stakeholder expectations for all students?
3. How do school stakeholder groups demonstrate their high expectations for all students?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>4. Clear Expectations</p> <p>School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders believe that staff members should be free to teach in the way that best suits them. As a result, they do not provide a clear message regarding teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders agree to deliver a common message about teaching and learning in all of their school meetings and community events. <input type="checkbox"/> School leaders rely on all school events such as open house or student orientation to pass along information regarding school policies and procedures. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders extend on the message of high expectations for learning by actively participating with the staff in an on-going school-wide dialog about the instructional goals. <input type="checkbox"/> School leaders communicate periodically with staff, students, parents and the community so that all school policies and procedures are clearly understood. <input type="checkbox"/> The majority of students and parents report that school leaders consistently and fairly apply all school rules. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders are clear and consistent with the message that all efforts at the school are to focus on student learning and they expect that all instructional decisions made support the goals of the school improvement plan. <input type="checkbox"/> School leaders communicate frequently, orally and in writing with staff, students, parents, and the community in order to assure that all school policies and procedures are clearly understood. <input type="checkbox"/> Students and parents report that school leaders consistently and fairly apply all school rules.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Meeting minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> Written list of expectations for teaching
<ul style="list-style-type: none"> <input type="checkbox"/> Parent communications; other written communications 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of high expectations for students and staff; clear statement of policies and procedures
<ul style="list-style-type: none"> <input type="checkbox"/> Mission statement 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of high expectations
<ul style="list-style-type: none"> <input type="checkbox"/> Survey 	<ul style="list-style-type: none"> <input type="checkbox"/> Extent to which school leaders are perceived as consistently and fairly applying school rules

NOTES

FOCUS QUESTIONS

1. How do school leaders provide opportunities to staff for communicating about teaching for learning?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>5. Collaboration and Communication</p> <p>School leaders promote and facilitate critical and interactive dialog that refines the school’s mission and goals for continuous improvement.</p>	<p><input type="checkbox"/> School leaders encourage the meeting of grade level and content area teams. Teachers within the grade level and/or content area discuss teaching and learning when it is a required part of the meeting agenda or when an issue has been identified and needs resolution.</p>	<p><input type="checkbox"/> School leaders provide for collaborative teams and provide time for these teams to meet at least monthly. They encourage these teams to engage in dialogue around data analysis and instruction.</p>	<p><input type="checkbox"/> The school is structured around collaborative teams. Each team is provided with one or more common planning periods per week within the school day.</p> <p><input type="checkbox"/> School leaders structure professional development, data analysis and instructional decision-making around collaborative teams. These teams are provided with adequate information and support to create meaningful dialogue.</p> <p><input type="checkbox"/> School leaders frequently seek input from the staff and other stakeholders about the school’s teaching and learning goals as well as their own leadership in the attainment of those goals.</p>	<p><input type="checkbox"/> The school is structured around highly functioning collaborative teams. Each team is provided with two or more common planning periods per week within the school day.</p> <p><input type="checkbox"/> School leaders assure that all professional development, data analysis and instructional decision-making is structured around collaborative teams. These teams are provided with adequate information and support to create meaningful dialog.</p> <p><input type="checkbox"/> School leaders continually seek input from the staff and other stakeholders about the school’s teaching and learning goals as well as their own leadership in the attainment of those goals.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School schedule	<input type="checkbox"/> Structure of planning / team time
<input type="checkbox"/> School improvement plan	<input type="checkbox"/> Description of decision-making structures
<input type="checkbox"/> Communications from school leaders	<input type="checkbox"/> Extent to which input is sought regarding teaching and learning decisions

NOTES

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 Standard Analysis Report
 Strand II: Leadership

Standard 1: Instructional Leadership

Benchmark A: Educational Program

Key Characteristics: Knowledge of Curriculum, Instruction and Assessment, Knowledge and Use of Data, Technology, Knowledge of Student Development and Learning, Knowledge of Adult Learning, Change Agent, Focus on Student Results

Benchmark B: Instructional Support

Key Characteristics: Monitoring, Coaching and Facilitating, Evaluation, Clear Expectations, Collaboration and Communications

The following questions reflect the school's overall analysis of the self assessment of the Benchmarks and Key Characteristics contained in Standard 1 of Strand II of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?

2. What did the staff identify as areas of strength?

Instructional Leadership	Fully Implemented	Exemplary
Knowledge of Curriculum, Instruction, Assessment		
Knowledge and Use of Data		
Technology		
Knowledge of Student Development and Learning		
Knowledge of Adult Learning		
Change Agent		
Focus on Student Results		
Monitoring		
Coaching and Facilitating		
Evaluation		
Clear Expectations		
Collaboration and Communication		

3. What did the staff identify as challenges?

Instructional Leadership	Getting Started	Partially Implemented
Knowledge of Curriculum, Instruction, Assessment		
Knowledge and Use of Data		
Technology		
Knowledge of Student Development and Learning		
Knowledge of Adult Learning		
Change Agent		
Focus on Student Results		
Monitoring		
Coaching and Facilitating		
Evaluation		
Clear Expectations		
Collaboration and Communication		

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

Staff creates an environment conducive to effective teaching and learning.

FOCUS QUESTIONS				
1. Does a safe and orderly environment exist in the building?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Safe and Orderly</p> <p>The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Although policies and procedures that promote a safe and orderly environment exist, they are not effective in producing their desired result. <input type="checkbox"/> Some efforts are underway to move toward the goal of a safer and more orderly environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> School administration and staff members are working together to try and create a safer and more orderly environment. <input type="checkbox"/> A committee comprised of staff and school administration are focusing on improving the safety and order at the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> School administrators are a visible presence at the school encouraging and modeling positive behaviors. <input type="checkbox"/> All staff members demonstrate that they share responsibility for student discipline, and both adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school. <input type="checkbox"/> The school's physical plant is well-maintained and areas considered unsafe are closely monitored. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff, students and parents are consulted on a regular basis to inform policy and procedural decisions that enhance the safety and orderliness of the school. <input type="checkbox"/> Hallways are free of students during class periods. <input type="checkbox"/> Staff members report that they spend minimal instructional time on discipline and express that their efforts at maintaining an orderly classroom environment are supported by the school administration. <input type="checkbox"/> The school is viewed as safe and orderly within the community. <input type="checkbox"/> Adults and students consistently intervene when they observe inappropriate behavior, such as bullying, teasing or harassment. <input type="checkbox"/> All teachers have clearly established behavioral expectations and routines that reflect the school-wide goals for safety and orderliness and they are consistently enforced and followed by all of their students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School data	<input type="checkbox"/> Documentation of number and percent of disruptive school events and their increase/decrease over time
<input type="checkbox"/> School communications	<input type="checkbox"/> Posted and written expectations of student behavior
<input type="checkbox"/> Surveys	<input type="checkbox"/> Attitudes of stakeholders regarding safety, school orderliness and discipline; consistency of behavioral expectations; and staff response to behavioral disruptions

NOTES

FOCUS QUESTIONS

1. In what ways does a culture and climate focused on learner outcomes exist in the school?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Learning Focused</p> <p>All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional practices do not consistently reflect state/district standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional practices are designed to address the state/district standards. <input type="checkbox"/> Classroom observations indicate students demonstrate periodic active engagement in learning. <input type="checkbox"/> Teachers collaborate periodically to discuss student progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> Each classroom teacher emphasizes instructional practices that are designed to achieve student success in the state/district standards. <input type="checkbox"/> Classroom observations support that many students are actively engaged in the application of standards-based instruction throughout their school day. <input type="checkbox"/> Teachers collaborate on a weekly basis to discuss student progress for the purpose of providing instructional interventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standards-based instruction is predominant in each classroom and an emphasis on meeting the standards is evident throughout the school facility. <input type="checkbox"/> Classroom observations support that active student engagement in authentic tasks occurs frequently in all classrooms, in all curricular areas. <input type="checkbox"/> Teachers collaborate at least twice a week to discuss and act on strategies designed to improve student achievement through instruction and individual interventions.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Mission statement	<input type="checkbox"/> Description of student expectations
<input type="checkbox"/> Meeting agendas, minutes	<input type="checkbox"/> Extent to which content of meetings focuses on learning as opposed to the management of details
<input type="checkbox"/> Team meetings, lesson plans	<input type="checkbox"/> Content reflects review of data to redirect teaching
<input type="checkbox"/> Surveys	<input type="checkbox"/> Student opinions regarding teacher expectations for student success
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Percentage of time students actively engaged in standards-based instruction

NOTES

FOCUS QUESTIONS

1. In what ways do all students have equal access to the curriculum and learning opportunities?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Inclusive and Equitable</p> <p>Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Although some efforts are being made to provide an equitable and inclusive environment for all students, the instruction of students with diverse socio-cultural backgrounds focuses on lower-order thinking skills. <input type="checkbox"/> Any opportunities that exist for students of diverse backgrounds to receive personalized instruction are dependent upon the skills of the individual teacher. <input type="checkbox"/> Tracking practices currently exist at the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students in special programs (i.e. Special Education, English Language Learners) have infrequent opportunities to integrate into mainstream classrooms. <input type="checkbox"/> The primary supports for students with individual needs are provided in a non-mainstream setting. <input type="checkbox"/> There is an awareness at the school that some students are tracked, yet efforts are being made to reduce this practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Numerous opportunities exist for students in special programs (i.e. Special Education, English Language Learners) to integrate into mainstream classrooms. <input type="checkbox"/> The school provides additional supports for those students who require them. <input type="checkbox"/> Although ability grouping occurs across the school, opportunities exist for students to move up to higher levels of instruction. <input type="checkbox"/> Efforts are made to provide equal access to curriculum and activities for all students. <input type="checkbox"/> There is a conscious effort on the part of the school staff to take into account the needs of students of differing cultures, abilities, and primary languages. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students in special programs (i.e. Special Education, English Language Learners) are fully integrated into the mainstream classrooms. <input type="checkbox"/> The school assures that all necessary supports are in place for those students who require them. <input type="checkbox"/> Grouping practices at the school assure that students are not tracked. <input type="checkbox"/> All students have equal access to all curriculum and activities. <input type="checkbox"/> School-wide practices include strategies to assure that the needs of students of differing cultures, abilities, and primary languages are taken into account.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Technology plan	<input type="checkbox"/> Access to technology by demographic groups
<input type="checkbox"/> School budget	<input type="checkbox"/> Distribution of curriculum materials by achievement/ethnic groups
<input type="checkbox"/> Classroom rosters	<input type="checkbox"/> Demographic distribution of students in special programs
<input type="checkbox"/> Professional development plan	<input type="checkbox"/> Distribution of staff in quality professional development programs

NOTES

FOCUS QUESTIONS

1. How is time organized to allow teachers to meet to discuss instructional practices and assessments to be used? List the types of collaborative inquiry practices that have been established in the school.
2. What data/information is used to guide collegial dialog at these meetings? How is this information used to guide and inform instructional/assessment practices with the school?
3. What percent of the building instructional staff regularly serve on these committees? How often is the principal involved in these meetings?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>4. Collaborative Inquiry</p> <p>A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices.</p> <p>The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There are no structures in place to facilitate a dialog about teaching and learning practices among the staff. <input type="checkbox"/> "Pockets" of interactive small groups do exist within the school but there is little support to extend this dialog to others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Grade-level teachers and/or departments collaborate periodically, although collaborative time is not built into the daily school schedule. <input type="checkbox"/> Some staff members have initiated and participate in inquiry practices such as classroom action research, peer study teams, and peer coaching. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school is organized into collaborative teams that meet on at least a weekly basis. <input type="checkbox"/> Collaborative practices focus primarily on the improvement of instruction. <input type="checkbox"/> The majority of staff participate in inquiry practices such as classroom action research, study teams, and peer coaching. <input type="checkbox"/> Periodic collaboration occurs across grade levels and content areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school is organized into collaborative teams which meet on a daily basis <input type="checkbox"/> Collaborative practices are focused on the improvement of instruction, analyzing student work, and strategies to improve the achievement of individual students. <input type="checkbox"/> Inquiry practices such as classroom action research, study teams, and peer coaching are a part of the daily routine of school staff. <input type="checkbox"/> Frequent collaboration occurs across grade levels and content areas.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas/minutes	<input type="checkbox"/> Evidence of collaborative practices
<input type="checkbox"/> Grade/departmental curriculum maps	<input type="checkbox"/> Extent to which maps cut across and connect with other subject areas and grade levels
<input type="checkbox"/> Documentation of inquiry practices including logs and videos	<input type="checkbox"/> Demonstration of quality and extent of inquiry practices employed

NOTES

FOCUS QUESTIONS

1. List the types of data that are available for staff to use to monitor instructional progress of their students.
2. List the types of training staff have had to increase their ability to effectively use these data.
3. How does the classroom staff demonstrate regular use of these data to guide and inform instructional practices in the classroom? List the evidence used.

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>5. Data-Driven Culture</p> <p>All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.</p>	<p><input type="checkbox"/> Data on school-wide achievement is reviewed and interpreted by a representative committee at the school. Classroom teachers are expected to consider this data in their own instructional decision-making.</p>	<p><input type="checkbox"/> The school improvement committee bases its action plan primarily on the analysis of state and district assessments. Data summations are distributed to all staff members, but assistance in interpreting it is limited.</p>	<p><input type="checkbox"/> The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to:</p> <ul style="list-style-type: none"> • plan changes in the instructional program • set curricular priorities directed at assuring that all students meet high standards • achieve the criteria for adequate yearly progress • analyze the effectiveness of programs over time. 	<p><input type="checkbox"/> All staff members are involved in collaborative teams that analyze state, district, school and classroom assessment information to:</p> <ul style="list-style-type: none"> • plan instruction • set curricular priorities directed at assuring that all students meet high standards; • work toward achievement of the criteria for adequate yearly progress and analyze the effectiveness of programs over time. <p><input type="checkbox"/> On-going support is provided for all staff members and teams to refine their skills in the use of data to make decisions that affect individual students and school programs.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School improvement and/or state and district reporting data	<input type="checkbox"/> Variety of data accessible to staff; extent to which data is user-friendly; extent to which comparative data over time is available
<input type="checkbox"/> NCA/School improvement plans	<input type="checkbox"/> Extent to which data is used to determine appropriate best practices
<input type="checkbox"/> Committee meeting agendas/minutes	<input type="checkbox"/> Data-based discussions and actions taken as the result of data analysis
<input type="checkbox"/> Professional development plans	<input type="checkbox"/> Content that focuses on developing skill in the interpretation and use of
NOTES	

FOCUS QUESTIONS

1. Describe your school’s collaborative decision-making process for planning, monitoring, and evaluation for school improvement.
2. In what ways do all staff have the opportunity to participate in the schools collaborative decision-making process for planning, monitoring, and evaluation for school improvement?
3. In you school, how does all staff demonstrate shared ownership and responsibility for the implementation of decisions made regarding curriculum, instruction, and assessment?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>6. Collaborative Decision-Making Process</p> <p>Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff.</p> <p>Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members are represented on some school improvement committees. They have been recruited by the administration. <input type="checkbox"/> Instructional decisions are made by the administration with input from the committee members. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is an effort by the administration to have staff members represented on many of the school improvement committees. <input type="checkbox"/> Input for decisions about curriculum and instruction is gathered primarily from the instructional staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders provide a structure in which major decisions affecting curriculum and instruction are made collaboratively. <input type="checkbox"/> School leaders provide opportunities for sharing of collaborative decisions with all staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders assure that all major decisions affecting curriculum and instruction are made collaboratively with any staff member impacted by the decision included in the process. <input type="checkbox"/> Staff members report a clear sense of efficacy in decisions that are made.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Minutes from School improvement/Title I meetings	<input type="checkbox"/> Documentation of collaborative decision-making; impact of discussion of instructional decisions
<input type="checkbox"/> School communication tools	<input type="checkbox"/> Extent of communication regarding decisions
<input type="checkbox"/> Surveys	<input type="checkbox"/> Staff attitudes toward decision-making process

NOTES

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

Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

FOCUS QUESTIONS				
1. How are the vision and mission of the school clearly articulated to all stakeholders?				
2. How do staff communicate high expectations for students?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Shared Vision and Mission</p> <p>The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.</p>	<p><input type="checkbox"/> Although a vision and a mission statement exist, they are primarily employed as public relations tools.</p>	<p><input type="checkbox"/> Efforts have been made by the individual school leaders to obtain commitment to the vision and mission of the school. Although these efforts have been only partially successful, stakeholders are aware of the vision and mission statements.</p>	<p><input type="checkbox"/> All staff members can clearly articulate the vision and mission of the school to parents, colleagues, and community members.</p> <p><input type="checkbox"/> The shared vision is translated by the staff into measurable grade level and content area expectations and objectives.</p> <p><input type="checkbox"/> Individual teachers, grade level and content area teams, and school administrators collaborate to ensure that curricular, instructional, and assessment practices reflect the intent of the vision and mission of the school.</p>	<p><input type="checkbox"/> Goals that reflect the vision and mission of the school are operationalized in the classroom.</p> <p><input type="checkbox"/> Assessment practices and results are used to refine the vision and mission of the school.</p> <p><input type="checkbox"/> Formal and frequent opportunities exist for staff to collaborate on successes, challenges, and assessment results as they put into practice the vision and mission of the school.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School postings; letterhead, newsletters; other official parent communications	<input type="checkbox"/> Visibility and distribution of vision and mission; sharing of course/content expectations
<input type="checkbox"/> Notices regarding parent meetings, Open House and back-to-school events	<input type="checkbox"/> Visibility of vision and mission
<input type="checkbox"/> School/district website	<input type="checkbox"/> Posting of course/grade expectations
<input type="checkbox"/> Surveys	<input type="checkbox"/> Extent to which vision and mission can be clearly articulated by staff

FOCUS QUESTIONS

1. Is there a school-developed, written plan for continuous improvement?
2. How do the improvement plan strategies and interventions support the attainment of the school's student goals as identified by data?
3. How does the plan meet the requirements of state and federal mandates?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Results-Focused Plan</p> <p>The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school improvement plan is primarily a series of activities written to satisfy the requirements and meet the expectations of the district and state. <input type="checkbox"/> Broad achievement measures are the primary focus of data-gathering and activities within the school improvement plan focus externally rather than internally. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conversations take place that emphasize the importance of making changes at the school level that will impact broad measures of student achievement. The school improvement plan is being revised to reflect this effort. <input type="checkbox"/> Meetings occur that assess the impact on student achievement that will result from changing instructional practice, yet few measures have been developed to evaluate school processes. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school improvement plan meets all requirements of state and federal mandates <input type="checkbox"/> The staff has written a school improvement plan, all aspects of which are informed by data including data measuring school processes, student achievement, and attitudinal data, all disaggregated by demographics. 	<ul style="list-style-type: none"> <input type="checkbox"/> The staff has written a school improvement plan; all aspects of which are continuously informed by data including data, measuring school processes as well as student achievement and attitudinal data, all disaggregated by demographics. <input type="checkbox"/> Analysis of the data from the school improvement plan occurs on a continuous basis and informs changes in the plan. <input type="checkbox"/> Each individual staff member is responsible for using data to guide his or her own professional practice. This data is also used to inform the school improvement plan.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Schedule 	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of activities that support student achievement goals
<ul style="list-style-type: none"> <input type="checkbox"/> Observational protocols 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of data to guide professional practice

NOTES

FOCUS QUESTIONS

1. How is the plan for improvement implemented and supported by the entire school and community?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Implemented</p> <p>The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.</p>	<p><input type="checkbox"/> The school leadership has the primary responsibility for the implementation of the school improvement plan strategies.</p>	<p><input type="checkbox"/> Staff members have some involvement in the implementation of school improvement plan strategies.</p>	<p><input type="checkbox"/> All staff has commitment to the school improvement plan and teams of staff members have the responsibility for successful implementation of the plan's strategies.</p>	<p><input type="checkbox"/> The school improvement plan is activated through the formation of teacher teams and school-community task groups.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Minutes of School Improvement Plan development</p>	<p><input type="checkbox"/> Committee membership</p>
<p><input type="checkbox"/> Minutes of parent organization meetings</p>	<p><input type="checkbox"/> Extent to which community is aware of school goals and supports them through organizational activities</p>
<p><input type="checkbox"/> Surveys</p>	<p><input type="checkbox"/> Extent of involvement in and commitment of all stakeholders to the school improvement plan</p>

NOTES

FOCUS QUESTIONS

1. Describe the process school leaders follow to monitor student behavior and instruction in the school.
2. What types of information are collected during this process, and how are they shared with staff?
3. What changes in behavior/instruction can be attributed to the information gathered and shared?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>4. Monitored</p> <p>Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.</p>	<p><input type="checkbox"/> School leaders have the primary responsibility for the monitoring of the school improvement plan strategies and do so without input from the rest of the staff.</p>	<p><input type="checkbox"/> School leaders and appointed committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.</p>	<p><input type="checkbox"/> Each semester, staff committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.</p> <p><input type="checkbox"/> Members of the action teams implementing the specific goals and strategies contained within the school improvement plan, are provided data that annually results in adjustments to the strategies being employed.</p>	<p><input type="checkbox"/> Staff committees closely monitor over-all results of the school improvement through an on-going analysis of the data informing the plan.</p> <p><input type="checkbox"/> Members of the action teams implementing the specific goals and strategies contained within the plan take the responsibility for monitoring the success of their individual team goals and adjust strategies accordingly.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> School Improvement plan and process employed in its development</p>	<p><input type="checkbox"/> Frequency of review and adjustment of the plan; timelines in place to reflect monitoring of strategies and activities; data that is gathered to measure success toward goals</p>
<p><input type="checkbox"/> Lesson plans</p>	<p><input type="checkbox"/> Demonstration of adjustment of lessons based upon feedback from school improvement plan</p>
<p><input type="checkbox"/> Minutes of action teams</p>	<p><input type="checkbox"/> Details of monitoring process</p>

NOTES

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 Standard Analysis Report
 Strand II: Leadership

Standard 2: Shared Leadership

Benchmark A: School Culture and Climate

Key Characteristics: Safe and Orderly, Learning Focused, Inclusive and Equitable, Collaborative Inquiry, Data-Driven Culture, Collaborative Decision-Making Process

Benchmark B: Continuous Improvement

Key Characteristics: Shared Vision and Mission, Results-Focused Plan, Implemented, Monitored

The following questions reflect the school's overall analysis of the self assessment of the Benchmarks and Key Characteristics contained in Standard 2 of Strand II of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the school's responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Shared Leadership	Fully Implemented	Exemplary
Safe and Orderly		
Learning Focused		
Inclusive and Equitable		
Collaborative Inquiry		
Data-Driven Culture		
Collaborative Decision-Making Process		
Shared Vision and Mission		
Results-Focused Plan		
Implemented		
Monitored		

3. What did the staff identify as challenges?

Shared Leadership	Getting Started	Partially Implemented
Safe and Orderly		
Learning Focused		
Inclusive and Equitable		
Collaborative Inquiry		
Data-Driven Culture		
Collaborative Decision-Making Process		
Shared Vision and Mission		
Results-Focused Plan		
Implemented		
Monitored		

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 and learning.

BENCHMARK A: RESOURCE ALLOCATION

School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.

FOCUS QUESTIONS				
1. How do school leaders deploy and support human resources to maximize student learning?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Human Resources The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.	<input type="checkbox"/> School leaders rarely change how human resources are allocated and used. They tend to base their decisions on staff satisfaction, political issues and tradition.	<input type="checkbox"/> Although school leaders have tended to make few staff changes from year to year, they are in the process of realigning human resources to address the school's vision, mission and educational goals.	<input type="checkbox"/> School leaders base their allocation of human resources primarily upon data that demonstrates the contribution the resource makes to the student achievement goals.	<input type="checkbox"/> The improvement of student achievement is the primary determinant of the allocation of human resources. Data is gathered on a continuous basis that informs decisions to reallocate these resources.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> District strategic plan; Schoolmatters.com report; Registry of Educational Personnel (REP) report	<input type="checkbox"/> Description of allocation of human resources
<input type="checkbox"/> Class / course offerings	<input type="checkbox"/> Comparative offerings per semester
<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Discussions regarding human resource allocation

NOTES

FOCUS QUESTIONS

1. How do school leaders align the allocation of monetary resources to support teaching for learning goals?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Fiscal</p> <p>School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals.</p>	<p><input type="checkbox"/> Fiscal resources are divided equitably across the school but their direct impact on student achievement is not taken into account.</p>	<p><input type="checkbox"/> School leaders take student achievement into account when determining the allocation of fiscal resources.</p>	<p><input type="checkbox"/> The improvement of student achievement is the primary determinant of the allocation of fiscal resources. Data is gathered on a yearly basis that informs decisions to reallocate these resources and decisions on fiscal resource allocation are made at least yearly.</p> <p><input type="checkbox"/> There is an on-going effort to seek supplemental funds, monetary contributions to support efforts to improve student achievement.</p>	<p><input type="checkbox"/> The improvement of student achievement is the primary determinant of the allocation of fiscal resources. Data is gathered on a continuous basis that informs decisions to reallocate these resources and decisions on fiscal resource allocation are made at least every semester.</p> <p><input type="checkbox"/> There is an on-going effort to seek supplemental funds, monetary contributions and various grants that address the goals of the plan and a system is in place to assure that the use of these supplemental funds aligns with the goals of the school improvement plan.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> District strategic plan; District annual audit report; District annual budget; Schoolmatters.com report; financial information database reporting (FID)</p>	<p><input type="checkbox"/> Extent to which fiscal resources align with teaching and learning goals</p>
<p><input type="checkbox"/> External funding sources</p>	<p><input type="checkbox"/> Comprehensiveness of sources and alignment with teaching and learning goals</p>
<p><input type="checkbox"/> School improvement plan</p>	<p><input type="checkbox"/> Listing of fiscal resources aligned with school improvement goals</p>

FOCUS QUESTIONS

1. How do school leaders align the allocation of equipment and materials to support teaching for learning goals?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Equipment and Materials</p> <p>Decisions regarding equipment and materials are made by the individuals who use them. These committees base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.</p>	<p><input type="checkbox"/> The allocation of equipment and materials is based on the past use by the staff. Staff members currently using the materials express ownership to them.</p>	<p><input type="checkbox"/> Equipment and materials are divided equitably across the school by school leaders. Individuals using them are encouraged to share with colleagues.</p> <p><input type="checkbox"/> School leaders make the decision on the purchase of new or the discarding of outdated equipment and materials.</p>	<p><input type="checkbox"/> School leaders decide on the purchase or discarding of equipment and materials with input from those individuals affected by the decision.</p> <p><input type="checkbox"/> The sharing of equipment and materials is the responsibility of those staff members currently using them.</p>	<p><input type="checkbox"/> Decisions made to purchase new and discard outdated equipment and materials are made by the group of individuals who use them after careful consideration of the impact on school goals.</p> <p><input type="checkbox"/> School leaders have established a guideline that entrusts the responsibility for sharing of equipment and materials to the staff. There is open communication and collaboration among the staff as allocation decisions are made based on the teaching and learning goals.</p> <p><input type="checkbox"/> A process is in place to assure that all students have equitable access to quality, developmentally appropriate and free-from-bias instructional resources.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> District strategic plan; district annual budget; Schoolmatters.com report</p>	<p><input type="checkbox"/> Extent to which equipment and materials are aligned to support teaching and learning</p>

NOTES
<p> </p>

FOCUS QUESTIONS

1. Describe the building’s daily instructional and planning time schedule. How does the model support collaborative planning time for staff during the regular school day?
2. What data was/is gathered and reviewed before deciding on the schedule?
3. How does the allocation of time support the school’s student learning needs? How is this monitored?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>4. Time</p> <p>Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.</p>	<p><input type="checkbox"/> The school schedule has been designed based upon tradition. Convenience for adults is the primary driving force in the allocation of time at the school level.</p>	<p><input type="checkbox"/> Staff is aware of the importance of efficient use of time and its impact on student achievement. They are beginning to address the importance of looking at the use of time beyond their own instructional programs.</p>	<p><input type="checkbox"/> School leaders use data to make decisions on time allocation.</p> <p><input type="checkbox"/> A high priority is placed upon designating common collaborative team planning time during the school day and every attempt is made to provide this.</p>	<p><input type="checkbox"/> School leaders base all of their decisions on the allocation of instructional time on data gathered from the school improvement plan and related research.</p> <p><input type="checkbox"/> School leaders assure that staff has common collaborative team meeting time built into the weekly schedule. Agendas are written and followed to assure this time is used efficiently.</p> <p><input type="checkbox"/> Data is gathered on a regular basis on the effectiveness of meetings and activities that involve staff planning time and school leaders make a continuous effort to assure that this time is spent in an efficient and productive manner.</p> <p><input type="checkbox"/> Time issues that are barriers to student learning are identified and reduced or eliminated.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School schedule; school calendar	<input type="checkbox"/> Coherence of school schedule and calendar with school improvement plan
<input type="checkbox"/> District strategic plan	<input type="checkbox"/> Alignment of school schedule and classroom instructional time with district goals
<input type="checkbox"/> School improvement plan	<input type="checkbox"/> Goals related to time use or time allocation

FOCUS QUESTIONS

1. How do school leaders allocate space to support teaching for learning goals?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>5. Space</p> <p>There is school-wide recognition that space is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.</p>	<p><input type="checkbox"/> Space is primarily territorial and space allocation is based upon “ownership” by staff currently occupying the space.</p>	<p><input type="checkbox"/> Some staff members see space as a key component of instruction and use it in flexible ways depending on their instructional objectives.</p>	<p><input type="checkbox"/> The majority of instructional staff see space as a key component of instruction and use it in flexible ways depending on their instructional objectives,</p> <p><input type="checkbox"/> School leaders have a process in place to review current space usage based upon instructional goals.</p>	<p><input type="checkbox"/> Instruction occurs both within and beyond the school walls.</p> <p><input type="checkbox"/> All instructional staff see space as a key component of instruction and use it in flexible ways depending on their instructional objectives.</p> <p><input type="checkbox"/> As the result of staff recommendations, space is allocated flexibly based upon instructional goals.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Facilities plan; district strategic plan; master schedule; School Infrastructure Database Report (SID)</p>	<p><input type="checkbox"/> Connection between the allocation of space at the school and the school/district strategic plan</p>
<p><input type="checkbox"/> Observational protocols</p>	<p><input type="checkbox"/> Description of use of classroom space across the school</p>

NOTES

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 and learning.

BENCHMARK B: OPERATIONAL MANAGEMENT

School leaders develop, implement and/or monitor policies and procedures for the operation of the school.

FOCUS QUESTIONS				
1. In what ways do school leaders implement state- and federal-level mandates, regulations and rules as they apply to the school?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. State and Federal</p> <p>School leaders assure that state and federal mandates are adhered to, updated and communicated to all stakeholders.</p>	<p><input type="checkbox"/> The school principal has the responsibility for implementing and monitoring state and federal mandates.</p>	<p><input type="checkbox"/> An appointed group of staff members have the responsibility for developing, implementing and monitoring state and federal mandates, regulations and rules.</p>	<p><input type="checkbox"/> School leaders collectively review and plan for development, implementation, and monitoring of state and federal mandates, regulations and rules, on a yearly basis.</p>	<p><input type="checkbox"/> A process is in place that assures school leaders collectively review and plan for development, implementation, and monitoring of state and federal mandates, regulations and rules, on a regular basis.</p> <p><input type="checkbox"/> State and federal mandates are communicated to all stakeholders.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Consolidated Grant Report; Section 31A Report; Annual Report; documentation of all compliance reporting</p>	<p><input type="checkbox"/> Ways and methods state and federal-level mandates, regulations and rules are implemented; efficiency and consistency with which mandates and regulations are implemented</p>
<p><input type="checkbox"/> School communications</p>	<p><input type="checkbox"/> Documentation of clear communication of mandates to all stakeholders</p>

FOCUS QUESTIONS

1. How do school leaders implement local Board policies and district-level procedures as they apply to the school?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. District</p> <p>School leaders collectively assure that all new and existing Board and district level policies are adhered to and/or implemented.</p>	<p><input type="checkbox"/> The principal relies on reminders from the district to implement local Board and district level procedures and policies.</p>	<p><input type="checkbox"/> The principal reviews and plans for development, implementation and monitoring of local Board policies and district level procedures on a consistent basis.</p>	<p><input type="checkbox"/> School leaders collectively review and plan for development, implementation, and monitoring of local Board policies and district level procedures on an as-needed basis.</p>	<p><input type="checkbox"/> A process is in place that assures school leaders collectively review and plan for development, implementation and monitoring of local Board policies, and district level procedures on a regular basis.</p> <p><input type="checkbox"/> School leaders form ad hoc committees as necessary to implement new or existing Board policies and district procedures.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Annual report; Board meeting minutes</p>	<p><input type="checkbox"/> Description of system in place and extent of monitoring of local Board policies and district-level procedures</p>

NOTES

FOCUS QUESTIONS

1. In what ways do school leaders design, implement, and monitor school-level policies and procedures?
2. In what ways does the school meet all required state and federal regulations and building maintenance standards?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. School</p> <p>School leaders assure that school policies and procedures are adhered to, updated, and communicated to all stakeholders.</p>	<p><input type="checkbox"/> The principal develops all school-level policies, procedures, and mandates and is responsible for assuring that they are adhered to.</p>	<p><input type="checkbox"/> An appointed group of staff members have the responsibility for developing, implementing and monitoring school level policies, procedures and mandates.</p>	<p><input type="checkbox"/> School leaders collectively design, implement and monitor school-level policies and procedures, as well as, monitor all required state and federal regulations and building-maintenance standards on a periodic basis.</p> <p><input type="checkbox"/> School leaders communicate with stakeholders when necessary to provide information and receive feedback regarding school-level policies and procedures and state and federal regulations.</p> <p><input type="checkbox"/> School leaders depend on custodial staff to alert them to any violations of building maintenance standards.</p>	<p><input type="checkbox"/> A system is in place that assures school leaders collectively design, implement, and monitor school-level policies and procedures.</p> <p><input type="checkbox"/> School leaders have developed a two-way communication system with stakeholders to provide mutual and frequent feedback regarding all policies and procedures.</p> <p><input type="checkbox"/> School leaders meet with custodial staff on a regular basis to assure that all building maintenance standards are being adhered to.</p> <p><input type="checkbox"/> School leaders form ad hoc committees as necessary to implement new or existing Board policies and district procedures.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> School Improvement Plan; Annual Report; School Infrastructure Database Report (SID)</p>	<p><input type="checkbox"/> Extent to which school leaders design, implement, and monitor school-level policies and procedures; extent to which school meets all required state and federal regulations and building maintenance standards</p>
<p><input type="checkbox"/> School communications</p>	<p><input type="checkbox"/> Extent to which school communicates to stakeholders school level policies and procedures and communications are in place that allow the school to receive feedback on these policies and procedures</p>

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Standard Analysis Report
Strand II: Leadership

Standard 3: Operational and Resource Management

Benchmark A: Resource Allocation

Key Characteristics: Human Resources, Fiscal, Equipment and Materials, Time, Space

Benchmark B: Operational Management

Key Characteristics: State and Federal, District, School

The following questions reflect the overall analysis of the self-assessment of the Benchmarks and Key Characteristics contained in Standard 3 of Strand II of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the school's responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Operational and Resource Management	Fully Implemented	Exemplary
Human Resources		
Fiscal		
Equipment and Materials		
Time		
Space		
State & Federal		
District		
School		

3. What did the staff identify as challenges?

Operational and Resource Management	Getting Started	Partially Implemented
Human Resources		
Fiscal		
Equipment and Materials		
Time		
Space		
State & Federal		
District		
School		

School Improvement Framework Strand Analysis Report

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

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand II: Leadership Key Characteristic Challenges

Include in Plan	Alignment with Student Goals				Standard 1: Instructional Leadership	Getting Started	Partially Implemented
	ELA	M	S	SS			
					Knowledge of Curriculum, Instruction, Assessment		
					Knowledge and Use of Data		
					Technology		
					Knowledge of Student Development and Learning		
					Knowledge of Adult Learning		
					Change Agent		
					Focus of Student Results		
					Monitoring		
					Coaching and Facilitating		
					Evaluation		
					Clear Expectations		
					Collaboration and Communication		
					Standard 2: Shared Leadership		
					Safe and Orderly		
					Learning Focused		
					Inclusive and Equitable		
					Collaborative Inquiry		
					Data-Driven Culture		
					Collaborative Decision-Making Processes		
					Shared Vision and Mission		
					Results-Focused Plan		
					Implemented		

Include in Plan	Alignment with Student Goals				Standard 3: Operational and Resource Management	Getting Started	Partially Implemented
	ELA	M	S	SS			
					Human Resources		
					Fiscal		
					Equipment and Materials		
					Time		
					Space		
					State and Federal		
					District		
					School		

STRAND III: PERSONNEL & 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

Staff meet requirements for the position held.

FOCUS QUESTIONS				
1. How do school leaders assure that all staff hold necessary certification(s) and/or meet applicable requirements?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Certification / Requirements</p> <p>The qualifications of the faculty and staff meet or exceed the state and district certification requirements in the content areas and the instructional levels.</p> <p>Faculty and staff are recruited to enhance the capacity of the school to achieve its goals.</p>	<p><input type="checkbox"/> Most classes are taught by certified teachers.</p>	<p><input type="checkbox"/> Most classes are taught by certified teachers, and the school is in the process of providing certified teachers for all classes taught.</p>	<p><input type="checkbox"/> The qualifications of all permanent staff meet state and district certification requirements in the content areas and grade levels.</p> <p><input type="checkbox"/> The school is promoting continuous professional learning, and as such is encouraging its teachers to work toward National Board certification.</p>	<p><input type="checkbox"/> The qualifications of all staff meet state and district certification requirements in the content areas and grade levels.</p> <p><input type="checkbox"/> The school is promoting continuous professional learning, and as such is encouraging and supporting its teachers to become National Board certified.</p> <p><input type="checkbox"/> A process exists to hire staff whose qualifications match the identified needs of the student population.</p>
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS		
<p><input type="checkbox"/> Audit of teacher credentials</p>		<p><input type="checkbox"/> Extent to which staff meet certification and licensure requirements</p>		
<p><input type="checkbox"/> Teacher candidate interview notes</p>		<p><input type="checkbox"/> Questions designed to match the needs of the student population with new staff</p>		
NOTES				

FOCUS QUESTIONS				
1. How do impacted staff meet requirements as specified in federal law?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. NCLB (Highly Qualified) The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.	<input type="checkbox"/> The majority of instructional staff are certified as Highly Qualified under NCLB in any area in which they teach.	<input type="checkbox"/> Most instructional staff are certified as highly qualified under NCLB in any area in which they teach. <input type="checkbox"/> Any permanent staff not considered highly qualified under NCLB are in the process of obtaining this certification. <input type="checkbox"/> The school/district is in the process of putting a program in place to attract and retain highly qualified teachers.	<input type="checkbox"/> All instructional staff are certified as Highly Qualified under NCLB in any area in which they teach. <input type="checkbox"/> The school/district makes consistent attempts to attract and retain highly qualified teachers.	<input type="checkbox"/> All instructional staff are certified as highly qualified under NCLB in any area in which they teach. <input type="checkbox"/> The school/district has a comprehensive program in place to attract and retain highly qualified teachers.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Audit of teacher credentials	<input type="checkbox"/> Percentage of staff certified as highly qualified
<input type="checkbox"/> District Promotional Hiring Materials	<input type="checkbox"/> Description of district promotions to attract new teachers

NOTES

STRAND III: PERSONNEL & 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 B: Skills, knowledge and dispositions

Staff has the professional skills to be effective in their positions.

FOCUS QUESTIONS				
1. Describe the types of professional development opportunities given to teachers to maintain or enhance content knowledge or pedagogy.				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Content Knowledge</p> <p>Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are frequently required to teach outside their area of content knowledge. <input type="checkbox"/> Staff do not have discretion in the choice of professional development activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> The majority of teaching staff demonstrate competency in their content area and/or grade level through their individual teaching practices. <input type="checkbox"/> Most staff members update their content knowledge through accessing professional development opportunities. 	<ul style="list-style-type: none"> <input type="checkbox"/> All teaching staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration. <input type="checkbox"/> Staff members attend periodic staff development offerings to enhance their content knowledge and frequently apply the new knowledge in classroom practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> All teaching staff demonstrate through teaching practices and collaborative staff interactions that they have extensive knowledge within their content area and/or grade level. <input type="checkbox"/> Staff members are requested as consultants by educators from other schools and districts. <input type="checkbox"/> Staff members frequently update their content knowledge through accessing a variety of professional development opportunities, and demonstrate that they are consistently applying the new knowledge in the classroom.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Professional Development Plan and records	<input type="checkbox"/> Professional development focusing on content knowledge based on needs assessment of teachers; information made available to teachers for distance learning
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Extent to which teachers demonstrate expertise in their content area/grade level; demonstration of knowledge derived from professional development
<input type="checkbox"/> Teacher resumes	<input type="checkbox"/> Description of leadership roles taken with other staff and other districts or local / national professional organizations

FOCUS QUESTIONS

1. In what ways does staff communicate effectively with students, parents, and colleagues?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Communication</p> <p>All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.</p>	<p><input type="checkbox"/> Communication between staff and parents occurs primarily through parent/teacher conferences and traditional parent/teacher organization events.</p>	<p><input type="checkbox"/> Individual staff members have the skill to communicate effectively with students, parents, and colleagues and take responsibility for this communication.</p> <p><input type="checkbox"/> Communication within instructional levels occurs periodically.</p>	<p><input type="checkbox"/> Structures are in place that provide frequent opportunities for students and parents to communicate directly with instructional and administrative staff.</p> <p><input type="checkbox"/> Parents and students receive regular written communications from the school.</p> <p><input type="checkbox"/> Staff training has been provided and staff communicates on a regular basis with others at their instructional level. Periodic communication also occurs across grade levels and/or departments.</p>	<p><input type="checkbox"/> The school has a variety of structures in place that provide frequent opportunities for students and parents to communicate directly with instructional and administrative staff.</p> <p><input type="checkbox"/> Written communications from the school and individual staff members to parents and students occur frequently and these communications are viewed as effective by their intended audience.</p> <p><input type="checkbox"/> All staff has received training in and/or can demonstrate that they are able to communicate effectively with a culturally and linguistically diverse population.</p> <p><input type="checkbox"/> Structures are in place to assure that staff communicates regularly within and across grade levels and content areas. Training has been provided to all staff in effective team communication strategies.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Classroom, building, and district newsletters; web page information and Email listservs; teacher phone calls and Emails to parents</p>	<p><input type="checkbox"/> Demonstration of accuracy and frequency of communications</p>
<p><input type="checkbox"/> Communications inviting parents to school events</p>	<p><input type="checkbox"/> Frequency of events focused on parent and student communication</p>
<p><input type="checkbox"/> Professional Development Plan</p>	<p><input type="checkbox"/> Training focused on communication</p>
<p><input type="checkbox"/> Surveys</p>	<p><input type="checkbox"/> Staff and parent perceptions of effectiveness and frequency of communications; attitudes toward school communications among culturally and linguistically diverse populations</p>

FOCUS QUESTIONS

1. How do staff establish and use systems to maximize student learning?
2. How do staff utilize strategies to maximize student learning?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. School/Classroom Management</p> <p>All staff agree that behavioral management is a top priority for the school. The entire school community is aware of and understands the school’s behavioral management plan which has been developed with extensive input from stakeholders.</p>	<p><input type="checkbox"/> The school’s code of discipline is not reviewed on a regular basis. It tends to be punitive and offers few opportunities for students to learn from the situation. The code is imposed on the students and is inconsistently enforced.</p>	<p><input type="checkbox"/> A school-wide behavioral management plan is in place. Staff is working toward enforcing the plan in a consistent manner.</p> <p><input type="checkbox"/> Each teacher has a separate behavioral management plan within the classroom.</p>	<p><input type="checkbox"/> A school-wide behavioral management plan is in place and enforced in a consistent manner.</p> <p><input type="checkbox"/> All staff members have clearly established routines and behavioral expectations within their classrooms.</p> <p><input type="checkbox"/> School staff have agreed that consistent enforcement of the school’s behavioral management plan is a school-wide goal.</p>	<p><input type="checkbox"/> With extensive staff input, the school has developed and enforces a school-wide behavioral management plan that supports students’ understanding and internalization of the importance of the stated norms, rules, and expectations for behavior.</p> <p><input type="checkbox"/> All staff members have clearly established routines and behavioral expectations within their classrooms that are consistent with the school-wide plan and consistent across classrooms.</p> <p><input type="checkbox"/> There is common agreement among staff members, students and parents, that the school-wide behavioral management plan is fairly and consistently enforced.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Professional Development Plans	<input type="checkbox"/> Teacher workshops on student engagement and discipline
<input type="checkbox"/> District policies and procedures	<input type="checkbox"/> Procedures governing student behavior; classroom rules and policies

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<p> </p>

FOCUS QUESTIONS				
1. How do staff collaborate on student learning?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>4. Collaboration</p> <p>Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff have the skill to be effective collaborators and value the contribution that collaboration makes to student success.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The extent of collaboration at the school is dependent upon the initiative of individual teachers and/or grade levels or departments. <input type="checkbox"/> While some staff employ strong collaborative skills, others either do not have these skills or do not choose to collaborate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers collaborate at grade levels and/or departments. <input type="checkbox"/> While some staff have had collaborative skill training, collaboration is not the primary mode of decision-making or professional development. 	<ul style="list-style-type: none"> <input type="checkbox"/> A common mode of decision-making and professional development at the school is through collaborative teams. <input type="checkbox"/> The majority of staff members have participated in professional development designed to enhance their collaboration skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> The primary mode of decision-making and professional development at the school is through collaborative teams within and across grade levels and departments. <input type="checkbox"/> All instructional staff are skilled in collaborative techniques including: decision-making skills, managing conflict, stages of team dynamics, providing constructive feedback, and group maintenance skills.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Team meeting agendas and minutes	<input type="checkbox"/> Evidence of collaboration and collaborative decisions
<input type="checkbox"/> Professional Development Schedule	<input type="checkbox"/> Extent to which professional development is collaborative and occurs on a regular basis

NOTES

FOCUS QUESTIONS				
1. How do staff give the needs of students first priority?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>5. Student-Centered</p> <p>Instruction at the school is student-centered. Staff view each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.</p>	<p><input type="checkbox"/> Some staff members at the school demonstrate student-centered practices but the primary emphasis at the school is on teaching content.</p>	<p><input type="checkbox"/> Some staff members employ some of the following student-centered instructional strategies: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments, and displaying cultural sensitivity.</p>	<p><input type="checkbox"/> Most staff members demonstrate their application of student-centered instruction through several ways in the classroom such as: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments, and displaying cultural sensitivity.</p> <p><input type="checkbox"/> The majority of staff teach in a holistic way. They demonstrate that they take into account the cognitive, social, emotional, and physical needs of each individual.</p>	<p><input type="checkbox"/> All instructional staff members demonstrate their application of student-centered instruction through a variety of ways in the classroom including: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments, and displaying cultural sensitivity.</p> <p><input type="checkbox"/> All staff teach in a holistic way. They demonstrate that they take into account the cognitive, social, emotional and physical needs of each individual.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Policies and Procedures Manual	<input type="checkbox"/> Description of policies that emphasize student needs as the priority
<input type="checkbox"/> Survey	<input type="checkbox"/> Extent to which teachers report that administrators provide time for planning and equipment and materials for instruction
<input type="checkbox"/> Observational protocol	<input type="checkbox"/> Description of teaching practices that demonstrate student-centered instruction

NOTES

FOCUS QUESTIONS				
1. In what ways does staff possess/use instructional technology skills to support/enhance professional practice?				
2. How does staff integrate educational technology into curriculum, instruction and assessment?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>6. Technology</p> <p>All staff are skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.</p>	<p><input type="checkbox"/> Technology use is beginning to become an important tool for instructional use. Staff members are developing the necessary skills to effectively employ technology in their instructional practice.</p>	<p><input type="checkbox"/> Most staff members have a basic understanding of the use of technology for purposes such as: accessing student assessment data; communicating with parents and students and; designing curricula and assessments.</p> <p><input type="checkbox"/> Some instructional staff members understand and can employ basic technology applications such as word processing and spreadsheets, and can assist their students in accessing the internet for instructional purposes.</p>	<p><input type="checkbox"/> All staff employ technology for particular purposes such as: accessing student assessment data; communicating with parents, and students and; designing curricula and assessments.</p> <p><input type="checkbox"/> All staff members understand and can employ basic technology applications including word processing, and spreadsheets.</p> <p><input type="checkbox"/> Instructional staff are able to assist their students in accessing the internet for instructional purposes.</p>	<p><input type="checkbox"/> All staff employ technology in their daily practice for a variety of purposes including accessing student assessment data, communicating with parents and students, and designing curricula and assessments.</p> <p><input type="checkbox"/> Instructional staff members assist their students in learning technology applications including Presentation software, spreadsheets, and word processing programs.</p> <p><input type="checkbox"/> Instructional staff use technology in multiple ways to achieve their instructional goals.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Utilization of programs to support instructional technology; extent to which teachers employ technology for a variety of uses and in a variety of contexts
<input type="checkbox"/> Professional Development Plan	<input type="checkbox"/> Description of ongoing professional development supporting the use of technology

NOTES

Standard Analysis Report
Strand III: Personnel and Professional Learning

Standard 1: Personnel Qualifications

Benchmark A: Requirements

Key Characteristics: Certifications/Requirements, NCLB (Highly Qualified)

Benchmark B: Skills, Knowledge and Dispositions

Key Characteristics: Content Knowledge, Communications, School/Classroom Management, Collaboration, Student Centered, Technology.

The following questions reflect the school's overall analysis of the self assessment of the Benchmarks and Key Characteristics contained in Standard 1 of Strand III of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the school's responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Personnel Qualifications	Fully Implemented	Exemplary
Certification/Requirements		
NCLB (Highly Qualified)		
Content Knowledge		
Communication		
School/Classroom Management		
Collaboration		
Student-Centered		
Technology		

3. What did the staff identify as challenges?

Personnel Qualifications	Getting Started	Partially Implemented
Certification/Requirements		
NCLB (Highly Qualified)		
Content Knowledge		
Communication		
School/Classroom Management		
Collaboration		
Student-Centered		
Technology		

STRAND III: PERSONNEL & 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

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

FOCUS QUESTIONS				
1. How frequently and in what ways do teachers collaborate regarding curriculum, instruction, review of data, research and best practices? 2. How are teachers of special needs students (i.e., special education, English Language Learners, etc.) included in collaborative activities? 3. Describe ways that teachers are afforded opportunities to mentor/coach other teachers, to model teaching strategies, and to share, within the learning team, professional learning experiences.				
SCOPE OF PRACTICE				
CHARACTERISTIC/KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Staff Participates in Learning Teams Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.	<input type="checkbox"/> The school encourages teachers to meet to discuss professional development experiences, but common time is not built into the school schedule.	<input type="checkbox"/> Teachers from the same department or grade level have the opportunity to meet periodically to collaborate around common professional development experiences.	<input type="checkbox"/> Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education), meet periodically to collaborate around context-embedded professional development.	<input type="checkbox"/> Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education), meet weekly to collaborate around context-embedded professional development. <input type="checkbox"/> Professional development initiatives are enhanced through constructivist practice including action research, peer study groups, and demonstration classrooms within the school. <input type="checkbox"/> The highest priority of the school is in the maintenance of consistency in both the time and membership of collaborative teams.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Team meeting agendas and minutes	<input type="checkbox"/> Description of collaborative practices occurring within and across grade levels and content areas
<input type="checkbox"/> Professional Development Schedule	<input type="checkbox"/> Evidence of regularly-scheduled professional development opportunities
<input type="checkbox"/> Survey	<input type="checkbox"/> Teacher reports of variety of opportunities for context-embedded professional development; teacher reports of coaching/mentoring opportunities
<input type="checkbox"/> Common Planning Time Schedule	<input type="checkbox"/> Documentation of scheduling of planning time for teacher teams
<input type="checkbox"/> Professional Development Plan	<input type="checkbox"/> Demonstration of implementation strategies that incorporate collaboration such as coaching/mentoring, action research, or peer study groups

FOCUS QUESTIONS

1. How does staff continuously collaborate to adjust instruction based on on-going student performance?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Staff Collaboratively Analyze Student Work</p> <p>Staff continuously collaborate to adjust instruction based on on-going student performance.</p>	<p><input type="checkbox"/> Student work is analyzed primarily by the individual teacher who works with that student.</p>	<p><input type="checkbox"/> The analysis of student work occurs primarily by school improvement teams for the purpose of informing the school improvement plan.</p>	<p><input type="checkbox"/> Teacher teams within grade levels or content areas meet periodically to analyze student work to enhance the achievement of individual students as well as analyze and improve the instructional program.</p>	<p><input type="checkbox"/> Teacher teams within grade levels or content areas meet on a weekly basis to analyze student work to enhance the achievement of individual students, as well as analyze and improve the instructional program.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Meeting minutes</p>	<p><input type="checkbox"/> Description of collaborative analysis of student work; extent to which staff discusses student progress, and required revisions in instruction</p>
<p><input type="checkbox"/> Lesson plans</p>	<p><input type="checkbox"/> Description of lessons revised based upon analysis of student work and progress</p>

NOTES

STRAND III: PERSONNEL & 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 B: Content and Pedagogy

Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.

FOCUS QUESTIONS				
1. List the professional development activities provided that are based on current research and best practices?				
2. What process is in place to ensure that district-provided professional development is driven by district standards and student data?				
SCOPE OF PRACTICE				
CHARACTERISTIC/KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Uses Best Practices</p> <p>Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.</p>	<p><input type="checkbox"/> Professional development initiatives are controlled from the district level with limited input allowed from the individual school site.</p>	<p><input type="checkbox"/> Professional development initiatives follow from the school improvement plan with limited input from staff members ,and there is little connection from one initiative to the next.</p>	<p><input type="checkbox"/> All professional development activities are based on current research and best practices.</p> <p><input type="checkbox"/> Professional development is driven by district standards and student data and focuses on both content and pedagogy.</p>	<p><input type="checkbox"/> All professional development, driven by district standards and student data, is based on current research and best practices and has been shown to demonstrate effectiveness in classroom application.</p> <p><input type="checkbox"/> The school offers on-going opportunities for staff to acquire and apply interrelated long-term professional development content to practice.</p> <p><input type="checkbox"/> Professional development initiatives train teachers to integrate core skills (literacy, mathematics, and higher order thinking) into all content areas.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes	<input type="checkbox"/> Documentation of discussions of instructional practices
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Demonstration of on-going use of instructional practices discussed during collaborative meeting time
<input type="checkbox"/> Surveys	<input type="checkbox"/> Extent to which staff reports integration of professional development strategies into classroom practice in core content areas

FOCUS QUESTIONS				
1. In what ways do teachers have deeper content understanding due to professional learning?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Applies Curriculum Content</p> <p>Curriculum content is a key component of professional development.</p> <p>Staff participation in professional development results in improved delivery of the curriculum content.</p>	<p><input type="checkbox"/> Due to the disjointed nature of professional development initiatives, staff members frequently do not have the opportunity to focus on curriculum content.</p>	<p><input type="checkbox"/> Teachers are provided opportunities to expand their content knowledge through professional development opportunities but follow-through regarding the results of these opportunities is dependent on individual initiative.</p>	<p><input type="checkbox"/> Professional development expands on a teacher's understanding of the classroom content, and it provides ongoing support to increase the teacher's ability to deliver the content.</p>	<p><input type="checkbox"/> Professional development provides opportunities for teachers to become immersed in the content in a way that provides them a deeper understanding, and results in documented changes in the curriculum and its delivery.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Unit plans; Observational protocols</p>	<p><input type="checkbox"/> A description of how the Content Expectations (GLCE, HSCE) or Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) (where appropriate) and the Grade Level Content</p>
<p><input type="checkbox"/> Survey</p>	<p><input type="checkbox"/> Extent to which professional development is perceived as improving the delivery of curriculum</p>

NOTES

FOCUS QUESTIONS

1. Describe the process used to ensure new teachers are recruited and supported in a manner that helps them be successful.
2. What Information/data is collected to monitor this process?
3. How is this information/data collected and used to respond to the unique needs of the new teacher? Give examples.

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Induction / Mentoring / Coaching</p> <p>To enhance the quality of instruction at the school, each new staff member participates in an extensive induction program prior to the beginning of school. A mentor/coach with common responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> New staff meet with the principal prior to the start of school. <input type="checkbox"/> The school is in the process of designing a mentoring program. 	<ul style="list-style-type: none"> <input type="checkbox"/> New staff receive a day-long orientation prior to the start of school. <input type="checkbox"/> New staff are assigned a staff member who will answer any questions the new staff member may have. 	<ul style="list-style-type: none"> <input type="checkbox"/> A structured induction program for all new instructional staff lasts three or more days and occurs prior to the formal teaching experience. <input type="checkbox"/> Each new staff member is assigned a mentor chosen from the experienced teachers at the school. Mentors serve as coaches for new staff for at least a three year period. Mentors provide modeling of instruction and feedback on the mentee's instructional practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> A structured induction program for all new instructional staff lasts a week or longer, and occurs prior to the formal teaching experience. <input type="checkbox"/> Each new staff member is assigned a job-alike mentor chosen from the experienced teachers at the school. <input type="checkbox"/> A comprehensive professional development program provides on-going training for the mentors in curricular content as well as interpersonal skills. <input type="checkbox"/> The mentors are organized into support networks to enhance their mentoring skills.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> New teacher orientation materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of induction and mentoring program
<ul style="list-style-type: none"> <input type="checkbox"/> Survey 	<ul style="list-style-type: none"> <input type="checkbox"/> Value that new and experienced teachers place on the induction/ mentoring program

NOTES

STRAND III: PERSONNEL & 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 C: Alignment

School/district professional development is needs-based, aligned, job-embedded, and results-driven.

FOCUS QUESTIONS				
1. Describe how the school ensures that professional development is directly linked to teaching and learning goals.				
2. How are professional learning opportunities provided to meet identified individual/group staff needs?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Aligned Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.	<input type="checkbox"/> The majority of the professional development decisions are based upon the needs or desires of teachers or the principal. Little attention is paid to the standards and benchmarks under which the school is supposed to operate.	<input type="checkbox"/> Although there is an effort to align professional development initiatives to school improvement planning and district initiatives, sometimes the needs of individuals and/or groups of staff members frequently take precedence.	<input type="checkbox"/> A committee of staff members from across the grade levels and content areas has been formed to assure that professional development is directly linked to the school improvement plan, district initiatives and the Content Expectations (GLCE, HSCE) or Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) (where appropriate).	<input type="checkbox"/> All professional development experiences are aligned with the Content Expectations (GLCE, HSCE) or Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) (where appropriate), district initiatives and the school improvement plan.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Records and reports of curriculum committees	<input type="checkbox"/> Documentation of the cycle of curriculum review and discussions of alignment of curriculum with the Content Expectations (GLCE, HSCE) or Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) (where appropriate) and the Grade Level Content Expectations
<input type="checkbox"/> Documentation of professional development initiatives	<input type="checkbox"/> Description of the extent and types of self-determined professional development that is occurring
<input type="checkbox"/> School Improvement Plan	<input type="checkbox"/> Inclusion of professional development initiatives and their relationship to the student achievement goals in the plan

FOCUS QUESTIONS				
1. Describe the plan for directly connecting content and/or pedagogy with professional development for individual teachers as well as groups of teachers. 2. Describe the opportunities teachers have to provide relevant and meaningful training to peers? 3. Describe the format and frequency of teacher-to-teacher training opportunities.				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Job-Embedded Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.	<input type="checkbox"/> Professional development activities are seen as “events” and tend to be isolated, whole-group training sessions with no systematic follow-up support.	<input type="checkbox"/> Professional development initiatives are focused primarily on the district agenda. <input type="checkbox"/> Although no formal structures to follow up on professional development are in place, teachers are encouraged to apply their learning and share the outcomes with colleagues.	<input type="checkbox"/> The professional development is tied directly to the enhancement of curriculum and teaching practices. <input type="checkbox"/> The school encourages teachers and other staff to provide training to their peers in order to provide relevant and meaningful in-house professional development. <input type="checkbox"/> Professional development initiatives take into account the diversity of staff experience, backgrounds, areas of expertise, and teaching assignments.	<input type="checkbox"/> Integrated, structured and extensive opportunities for staff to pursue professional development are part of the regular school schedule. <input type="checkbox"/> The school provides relevant, job-embedded professional development such as: coaching (peer and/or expert), facilitated study groups, and action research. <input type="checkbox"/> The professional development initiatives are widely varied and include opportunities for participation of all adults whether certified or non-certified.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Professional Development Plans and Descriptions	<input type="checkbox"/> Description of opportunities experienced by teachers to study new instructional, assessment, or classroom management techniques and strategies in their classrooms and their interaction with peers and other support personnel around these opportunities; professional development delivery options including modeling and demonstration
<input type="checkbox"/> Professional Development Logs	<input type="checkbox"/> Description of activities that demonstrate involvement in job-embedded professional development
<input type="checkbox"/> School Improvement Plan	<input type="checkbox"/> Description of professional development initiatives and their job-embedded nature

FOCUS QUESTIONS				
1. Describe how professional development activities have led to increased student achievement. 2. Describe the ways professional development activities are evaluated with regard to staff participation and impact on the instructional program. 3. How are the evaluation results used to determine the level of support that is needed, the type of follow-up activities and any future plans?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Results-Driven Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.	<input type="checkbox"/> Professional development initiatives are primarily district-driven. Although the professional development activities are formally evaluated, the results of the evaluations have little or no impact on future professional development initiatives.	<input type="checkbox"/> Professional development initiatives are aligned with the school improvement plan. <input type="checkbox"/> Formal evaluations of the initiatives are conducted upon their completion and the results of these evaluations are considered for future professional development.	<input type="checkbox"/> The professional development evaluation results are used to determine the level of support that is needed, the type of follow-up activities and any future plans. <input type="checkbox"/> A comprehensive evaluation plan for professional development is in place and includes an assessment of effective implementation, the impact on teacher practice and positive changes in student achievement.	<input type="checkbox"/> The evaluation of the professional development initiatives are ongoing and embedded within the structure of the particular initiative. Individual teachers and teacher teams analyze the results of the initiative based upon changes in teaching practice. <input type="checkbox"/> A continuous improvement cycle is the foundation of all professional development initiatives. Results are continually analyzed by individual teachers and teacher teams based upon changes in instructional practice and student achievement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School Improvement Plan	<input type="checkbox"/> Role of data analysis in strategies to improve student learning; frequency and comprehensiveness in data-gathering and extent to which data is analyzed to monitor student progress
<input type="checkbox"/> Survey	<input type="checkbox"/> Reports of the value placed upon and the attitudes toward the relationship between student achievement and professional growth
<input type="checkbox"/> Professional Development Plan	<input type="checkbox"/> Role that evaluation plays in analysis of the effectiveness of professional development and its impact on student achievement

Standard Analysis Report Strand III: Personnel and Professional Learning

Standard 2: Professional Learning

Benchmark A: Collaboration

Key Characteristics: Staff Participates in Learning Teams, Staff Collaboratively Analyze Student Work

Benchmark B: Content and Pedagogy

Key Characteristics: Uses Best-Practice, Applies Curriculum content, and Induction/Mentoring/Coaching

Benchmark C: Alignment

Key Characteristics: Aligned, Job-embedded, Results Driven

The following questions reflect the overall analysis of the self-assessment of the Benchmarks and Key Characteristics contained in Standard 2 of Strand III of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the school's responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?

2. What did the staff identify as areas of strength?

Professional Learning	Fully Implemented	Exemplary
Staff Participates in Learning Teams		
Staff Collaboratively Analyze Student Work		
Uses Best-Practice		
Applies Curriculum Content		
Induction/Mentoring/Coaching		
Aligned		
Job-embedded		
Results Driven		

3. What did the staff identify as challenges?

Professional Learning	Getting Started	Partially Implemented
Staff Participates in Learning Teams		
Staff Collaboratively Analyze Student Work		
Uses Best-Practice		
Applies Curriculum Content		
Induction/Mentoring/Coaching		
Aligned		
Job-embedded		
Results Driven		

School Improvement Framework Strand Analysis Report

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

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand III: Personnel and Professional Learning Key Characteristic Challenges

Include in Plan	Alignment with Student Goals				Standard 1: Personnel Qualifications	Getting Started	Partially Implemented
	ELA	M	S	SS			
					Certification/Requirements		
					NCLB (Highly Qualified)		
					Content Knowledge		
					Communication		
					School/Classroom Management		
					Collaboration		
					Student-Centered		
					Technology		
					Standard 2: Professional Learning		
					Staff Participates in Learning Teams		
					Staff Collaboratively Analyze Student Work		
					Uses Best-Practice		
					Applies Curriculum Content		
					Induction/Mentoring/Coaching		
					Aligned		
					Job-embedded		
					Results Driven		

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

School/parent/family communications are two-way, ongoing and meaningful.

FOCUS QUESTIONS				
1. How are a variety of communication tools used on a regular basis by the schools? 2. How are opportunities provided for direct contact between the school and parents/families that take into consideration a variety of parent needs (e.g., parents' schedules, transportation, translations, interpretation, and child care)? 3. How does the school share the board-approved district and school parent involvement plans with parents and families?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Methods The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.	<input type="checkbox"/> Communication between parents/families and the school is dependent primarily on individual teachers. <input type="checkbox"/> The school uses the traditional quarterly reporting period to communicate about student progress and curricular expectations.	<input type="checkbox"/> The school employs a few basic strategies to communicate with its parents/families. <input type="checkbox"/> The primary focus of school communication is one-way from the school to the parents/families. <input type="checkbox"/> There are limited school-wide efforts to communicate with parents/families. The primary mode of communication is through the individual classroom teacher. <input type="checkbox"/> The school provides parents with important school and district policies and procedures.	<input type="checkbox"/> The school uses several strategies to facilitate communication with its parents/families. <input type="checkbox"/> The school has in place a system of two-way, ongoing parent/family communication to share and gather information periodically throughout the year. <input type="checkbox"/> The strategies employed to communicate with parents are reassessed on a regular basis. <input type="checkbox"/> The school and individual teachers frequently communicate and articulate information that is related to student progress and approved curriculum.	<input type="checkbox"/> The school uses a variety of strategies to facilitate communication with its parents/families, paying particular attention to the economic and cultural diversity of its population. <input type="checkbox"/> The school has in place a system of two-way, ongoing parent/family communication that uses multiple methods to share and gather information frequently throughout the year. <input type="checkbox"/> The school is continually assessing the quality and impact of its parent/family communication system and adjusting the system in response to the data. <input type="checkbox"/> The school, as well as individual teachers, frequently communicate with parents/families and articulate information that is related to student progress and approved curriculum.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS		
<input type="checkbox"/> School/district websites; local cable TV channels; newsletters; brochures; voice message service		<input type="checkbox"/> Data gathered from these sites: surveys; usage patterns; content of print material		
<input type="checkbox"/> Surveys		<input type="checkbox"/> Results of parent/community communication;		
<input type="checkbox"/> Local newspaper		<input type="checkbox"/> Articles that include information about the school; advertisements		
<input type="checkbox"/> Methods of ELL parent/student communication		<input type="checkbox"/> Use of interpreters; newsletters in native languages; provision of transportation to school events		
<input type="checkbox"/> List of parent support mechanisms		<input type="checkbox"/> Provision of transportation to school events; childcare; advocates		
<input type="checkbox"/> School committee membership lists		<input type="checkbox"/> Number of parents on committees		
<input type="checkbox"/> Student progress reporting system		<input type="checkbox"/> Evidence of varied methods to report student progress		

FOCUS QUESTIONS

1. Describe the ethnic diversity of the school population.
2. Describe the training provided teachers and administrators in order to understand the variety of cultural contexts in the community as it relates to conveying a welcoming environment.
3. How are teachers and administrators evaluated on parental involvement?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Diversity</p> <p>The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.</p>	<p><input type="checkbox"/> Any communication that takes into account the diversity of the parents and families is dependent on the initiative of individual staff members.</p>	<p><input type="checkbox"/> The school makes an effort to communicate with parents and families at traditional school functions, such as parent/teacher conferences and PTO sponsored events.</p>	<p><input type="checkbox"/> The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with these diverse families.</p>	<p><input type="checkbox"/> The school employs a variety of communication strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with these diverse families.</p> <p><input type="checkbox"/> The school has a plan in place to assess the effectiveness of its communication system with all of its diverse populations. Changes are made to the strategies and techniques in place in response to the results of assessment.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> School/district communications/forms</p>	<p><input type="checkbox"/> 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</p>
<p><input type="checkbox"/> Staffing</p>	<p><input type="checkbox"/> Availability of bilingual staff and volunteers to communicate with parents during school events; availability of childcare for parent meetings and conferences</p>
<p><input type="checkbox"/> Meeting schedule</p>	<p><input type="checkbox"/> Extent to which meetings are held in a variety of convenient locations and times</p>
<p><input type="checkbox"/> School calendar</p>	<p><input type="checkbox"/> Demonstration of attempts to avoid scheduling conflicts with cultural/religious days of significance</p>

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 B: ENGAGEMENT

Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.

FOCUS QUESTIONS				
1. In what ways are those who are able to volunteer provided various opportunities to do so?				
2. Is there a system in place to identify and utilize parents' interests, talents, and availability?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Volunteering</p> <p>The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school relies on volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.</p>	<p><input type="checkbox"/> Volunteer opportunities are limited to a few active parents, primarily through the parent/teacher organization.</p>	<p><input type="checkbox"/> Most volunteers are recruited by individual teachers to assist the teacher and work with individual students. Others serve as assistants at the school level to assist with clerical tasks or to assist in supervision of students.</p>	<p><input type="checkbox"/> The school has an organized volunteer program in place. It provides a network of multiple volunteer opportunities that are utilized by the parents.</p> <p><input type="checkbox"/> A method to recruit volunteers that allows them to express a preference for the role they would play is in place.</p>	<p><input type="checkbox"/> An organized and active program for parent volunteers serving in a variety of capacities is operational in the building.</p> <p><input type="checkbox"/> A system to recruit volunteers is in place that matches the abilities and interests of parents with a variety of volunteer opportunities.</p> <p><input type="checkbox"/> Teachers who request volunteers have equitable access to them.</p> <p><input type="checkbox"/> The school has an outreach program in place to assure that parents from traditionally underrepresented groups who need support to allow them to volunteer are provided this support.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Newsletters; Websites	<input type="checkbox"/> Advertisements for parent/community involvement
<input type="checkbox"/> Database	<input type="checkbox"/> List of volunteers and community partners
<input type="checkbox"/> Board Policy	<input type="checkbox"/> Description of policy regarding parent/community involvement
<input type="checkbox"/> Survey	<input type="checkbox"/> Questions that provide feedback for volunteering program efforts

FOCUS QUESTIONS

1. Describe/list the scheduled periodic parent/family involvement activities that have as their purpose enhancing the parent’s education as well as reinforcing and/or supporting their children’s learning at home.
2. Describe efforts to build teacher, principal, and parent capacity by engaging in effective parent involvement both at home and at school that supports underachieving students.
3. Describe how staff time is dedicated to facilitating communications and engagement with low-income and non-English proficient parents with clear objectives linked to improving student performance.

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Extended Learning Opportunities</p> <p>The school is seen as a “learning organization” and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent/family involvement activities occur at the school on an infrequent basis. <input type="checkbox"/> Communication about curriculum is provided primarily through traditional events such “Back-To-School Night” and parent/teacher conferences. Any additional communication occurs through notes, newsletters, and other forms of written communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Periodic school parent/family involvement activities occur at the school. <input type="checkbox"/> Parents/families receive periodic information about their child’s instructional program. <input type="checkbox"/> The primary mode of assistance provided to parents of lower achieving students is through contacts with the classroom teacher. <input type="checkbox"/> An event occurs at least annually focused on providing information to parents/families about their child’s curriculum and instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Periodic parent/family involvement activities occur at the school, some of which extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. <input type="checkbox"/> The school provides some opportunities for parents to learn how to improve their own skills and support their children’s learning through classes, seminars, print material, and direct contact with their child’s teacher. <input type="checkbox"/> Periodic opportunities are provided to parents/families to learn about their child’s instructional program. <input type="checkbox"/> Some assistance is provided to parents of lower achieving students to help them provide additional academic support and guidance for their children at home. 	<ul style="list-style-type: none"> <input type="checkbox"/> School parent/family involvement activities are diverse, frequent, and extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. <input type="checkbox"/> The school provides numerous opportunities for parents to learn how to improve their own skills and support their children’s learning through classes, seminars, print material, and direct contact with their child’s teacher. <input type="checkbox"/> Frequent opportunities are provided to parents/families to become knowledgeable about their child’s instructional program. <input type="checkbox"/> A targeted program is in place to help parents of lower achieving students provide additional academic support and guidance for them at home. <input type="checkbox"/> A comprehensive volunteer training program to support student achievement is in place, organized and lead by parents.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Newsletters; websites; teacher print distributions 	<ul style="list-style-type: none"> <input type="checkbox"/> Information on extended learning opportunities made available to parents; description of parent nights; opportunities for students to continue their learning at home; website that includes extended learning opportunities
<ul style="list-style-type: none"> <input type="checkbox"/> School committee participation lists and minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> Degree to which parents participate on school committees
<ul style="list-style-type: none"> <input type="checkbox"/> Invitations to meetings and programs 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of meeting locations and types of meetings held

FOCUS QUESTIONS

1. Describe the action plan the school has developed and implemented to create successful parent involvement in student learning and school activities.
2. What unique needs of parents and students – at each grade level – are being addressed in the action plan?
3. What data/information will the action team use to evaluate whether or not the goals have been achieved?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Decision-Making</p> <p>The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The basic leadership role of parents is to participate in the parent organization. <input type="checkbox"/> The parent organization serves primarily as a fund-raising organization at the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is limited parent involvement on school improvement committees. <input type="checkbox"/> The school makes an attempt to solicit feedback regarding important school decisions but no coordinated structures are in place for this purpose. <input type="checkbox"/> The parent organization serves a variety of traditional roles at the school such as fund raising, classroom support, and organizing school-wide activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents are members of school improvement committees and their feedback is solicited and welcomed. <input type="checkbox"/> The school attempts to balance parent membership on committees to reflect the demographics of the student population. <input type="checkbox"/> The parent organization has a designated role in the school that goes beyond the traditional role and includes some initiatives designed to improve student achievement. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school provides a structure for parents to serve as liaisons and provide feedback to the school from the entire parent community. <input type="checkbox"/> Parents serve in leadership roles on school improvement teams. <input type="checkbox"/> The school makes purposeful efforts to ensure that the demographics of parent leadership reflects the diversity of the school population. <input type="checkbox"/> The parent organization serves many important roles at the school. The organization works as a partner with school staff to enhance efforts to improve student achievement and over-all school success. The membership of the organization is reflective of the student population being served.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School improvement committee list	<input type="checkbox"/> Inclusion of parents
<input type="checkbox"/> Parent organization committee membership	<input type="checkbox"/> Number and diversity of parents involved
<input type="checkbox"/> School/district curriculum and program committees	<input type="checkbox"/> Extent of parent involvement on these committees
<input type="checkbox"/> Parent organization activities list	<input type="checkbox"/> Diversity of roles served by the parent organization in enhancing student achievement

Standard Analysis Report
Strand IV: School and Community Relations

Standard 1: Parent/Family Involvement

Benchmark A: Communication

Key Characteristics: Methods, Diversity

Benchmark B: Engagement

Key Characteristics: Volunteering, Extended Learning Opportunities, Decision-Making

The following questions reflect the overall analysis of the self-assessment of the Benchmarks and Key Characteristics contained in Standard 1 of Strand IV of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Parent/Family Involvement	Fully Implemented	Exemplary
Methods		
Diversity		
Volunteering		
Extended Learning Opportunities		
Decision-Making		

3. What did the staff identify as challenges?

Parent/Family Involvement	Getting Started	Partially Implemented
Methods		
Diversity		
Volunteering		
Extended Learning Opportunities		
Decision-Making		

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 and involved in student learning and other school activities.

BENCHMARK A: COMMUNICATION

Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

FOCUS QUESTIONS				
1. How are a variety of communication tools used on a regular basis?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Methods</p> <p>The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with the community.</p>	<p><input type="checkbox"/> The school has no organized system in place to communicate with and receive feedback from the community.</p>	<p><input type="checkbox"/> The school employs a basic strategy of one-way communication with the community. Any additional contacts that occur are the result of individual staff initiative.</p>	<p><input type="checkbox"/> The school uses several strategies to communicate with the diverse populations within the community.</p> <p><input type="checkbox"/> Some attempts are made to assess the quality and impact of the school's communication with the community.</p>	<p><input type="checkbox"/> A variety of methods are used to communicate with the diverse populations within the community including but not limited to; businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input.</p> <p><input type="checkbox"/> The school has a system in place to provide on-going assessment of the quality and impact of its communication with the community.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Flyers, websites, newsletters, billboards	<input type="checkbox"/> Resources of community services available to parents; calendar of events advertised; posting of PTO meetings and minutes
<input type="checkbox"/> Student work	<input type="checkbox"/> Examples displayed in community businesses
<input type="checkbox"/> Cable TV Channel; radio stations	<input type="checkbox"/> Board meetings televised; student programs played
<input type="checkbox"/> Walls of school	<input type="checkbox"/> Display of contribution of local businesses
<input type="checkbox"/> Project descriptions	<input type="checkbox"/> Description of service projects with local businesses

NOTES

FOCUS QUESTIONS

1. Describe the goal/purpose of the school or district’s community relations program.
2. How has the school/district reached out to community organizations? Do these organizations reflect the diversity of the school’s population and are represented on decision-making committees?
3. Describe the types/kinds of information that the school/district communicates to these organizations that facilitate two-way communications.

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Diversity</p> <p>In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.</p>	<p><input type="checkbox"/> Any communication with diverse community organizations is dependent on the initiative of individual staff members.</p>	<p><input type="checkbox"/> The school’s communication to diverse organizations within the community is primarily one-way. Its community relations program provides periodic information on school activities to the community.</p>	<p><input type="checkbox"/> The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with diverse community organizations.</p> <p><input type="checkbox"/> The school communicates with diverse community organizations through publicizing the accomplishments and the needs of the student population and inviting members of the organizations opportunities to participate in school activities.</p>	<p><input type="checkbox"/> The school has a community relations program that takes into account language, culture, economic status, and belief systems.</p> <p><input type="checkbox"/> The school regularly communicates with the diverse organizations located in the community. This program employs a variety of communication strategies and techniques based upon the diversity of the population. These strategies and techniques facilitate open and direct two-way communication with a variety of diverse community organizations.</p> <p><input type="checkbox"/> The school’s community relations program provides frequent up-to-date information to the community on school activities as well as the accomplishments and the needs of the student population.</p> <p><input type="checkbox"/> The school has a system in place to assess the effectiveness of its communication system with all of its diverse organizations. Changes are made to the strategies and techniques in place in response to the results of assessment.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> School and district written communications and forms</p>	<p><input type="checkbox"/> Extent to which print material avoids jargon and complex writing and demonstrates sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home</p>
<p><input type="checkbox"/> Translation services</p>	<p><input type="checkbox"/> Communication of contact information to appropriate parents</p>
<p><input type="checkbox"/> Staffing at parent events</p>	<p><input type="checkbox"/> Extent to which bilingual staff and volunteers are available to assist in translation during student enrollment, parent conferences and other parent communication events</p>
<p><input type="checkbox"/> Meeting flyers</p>	<p><input type="checkbox"/> Extent to which meetings are held in a variety of sites at a variety of times to facilitate participation of all parents; provision of child care</p>
<p><input type="checkbox"/> School calendar</p>	<p><input type="checkbox"/> Avoidance of scheduling conflicts with cultural/religions days of significance</p>

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

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

BENCHMARK B: ENGAGEMENT

The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

FOCUS QUESTIONS				
1. In what ways does the partnership extend the learning opportunities for students and relate expectations of the workplace?				
2. In what ways does the school partner with businesses to obtain additional resources to support programs?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Business Community</p> <p>Collaboration between the school and various businesses takes many forms. The school partners with a variety of businesses to enhance the relevance of student experience and provide the school additional resources.</p>	<p><input type="checkbox"/> The school has limited contact with the business community. Occasionally, businesses will donate goods or services for fund-raising events.</p>	<p><input type="checkbox"/> The school partners with a select number of local businesses to share resources and to provide support to a limited group of students.</p>	<p><input type="checkbox"/> The school partners with a variety of businesses throughout the community to share resources and to support students' interests and aptitudes.</p>	<p><input type="checkbox"/> The school has an organized structure in place to communicate with businesses, to share resources and coordinate their involvement. Planned activities occur during and after school, on weekends, and during the summer to support student, family, and community learning.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Mailing list of school/district communications	<input type="checkbox"/> Inclusion of businesses on mailing list
<input type="checkbox"/> Mentoring program	<input type="checkbox"/> Community members serving as mentors for students
<input type="checkbox"/> Partnership list; database	<input type="checkbox"/> Ongoing collaborative partnerships with the community; listing of speakers/community volunteers willing to share their knowledge and expertise
<input type="checkbox"/> Program list and student schedules	<input type="checkbox"/> Availability of job embedded work study and community service projects

NOTES

FOCUS QUESTIONS

1. In what ways does the school partner with educational institutions and other organizations that offer educational programs, to supplement and extend learning opportunities for students?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Educational Institutions</p> <p>Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.</p>	<p><input type="checkbox"/> Although there is some involvement of at least one educational organization in the school it has been the result of individual initiatives rather than a coordinated school-wide effort.</p>	<p><input type="checkbox"/> The school partners primarily with one educational institution or organization to supplement and extend learning opportunities for a select group of students.</p>	<p><input type="checkbox"/> The school has entered into partnership with a few educational institutions or organizations to supplement and extend learning opportunities for some students.</p> <p><input type="checkbox"/> The school provides structures to allow parents, families and community members to access services from educational institutions.</p>	<p><input type="checkbox"/> The school actively involves a variety of educational institutions and organizations in the educational process to supplement and extend learning opportunities for its students.</p> <p><input type="checkbox"/> In order to strengthen the learning opportunities of the families served by the school, structures are in place that provide regular opportunities for families and community members to access and be served by a broad array of educational institutions and other organizations.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Contracts</p>	<p><input type="checkbox"/> Articulation agreements with institutions of higher education</p>
<p><input type="checkbox"/> Student schedule; school event listing</p>	<p><input type="checkbox"/> Availability of dual enrollment classes; conducting of special student events by local college</p>
<p><input type="checkbox"/> Database or staff lists</p>	<p><input type="checkbox"/> Involvement of college students in classrooms, school programs and projects</p>
<p><input type="checkbox"/> Professional development documentation; staff resumes; databases</p>	<p><input type="checkbox"/> Availability of resources from local higher education institutions in obtaining grants to provide professional learning for staff and extended learning opportunities</p>

NOTES

FOCUS QUESTIONS

1. What information has been collected and reviewed in order to identify the key skills and/or knowledge that children lack or need, that affect student achievement when they enter pre-school or Kindergarten? What do the data say?
2. Which community resources have been leveraged to enhance the ability of schools to support students in need? Do the related activities support the academic goals of the building?
3. List the goal(s) that has/have been set in order to ascertain whether or not the community resource has had an effect. Who is responsible within the school for implementing and monitoring goals?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Community Agencies</p> <p>Community agencies play a key role at the school in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.</p>	<p><input type="checkbox"/> The school provides mandated supports in health and social services. Any additional support is referred to outside agencies.</p>	<p><input type="checkbox"/> Student and family access to community agencies is focused on services and treatment, and is available on an as needed basis.</p> <p><input type="checkbox"/> Community agency support to families and students is focused on services and treatment.</p>	<p><input type="checkbox"/> The school has established connections with some community agencies provide services and treatment, as well as prevention and early intervention.</p>	<p><input type="checkbox"/> The school has established partnerships with community agencies to supplement comprehensive health and human services to students and families.</p> <p><input type="checkbox"/> Services provided by community agencies are culturally and linguistically appropriate.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School records	<input type="checkbox"/> Documentation of referrals and follow-up services provided by a variety of community agencies
<input type="checkbox"/> Contracts, agreements	<input type="checkbox"/> Collaboration between school/district and community agencies to provide priority services to high need students; offering of parenting workshops by various agencies
<input type="checkbox"/> School schedule, calendar	<input type="checkbox"/> Examples of screenings by the county health department; dental and health services/clinics are available
<input type="checkbox"/> Listings, databases	<input type="checkbox"/> School social worker maintains a file of community agencies able to provide numerous resources for a variety of family needs

NOTES

FOCUS QUESTIONS

1. How is community input utilized in planning?
2. How are community resources used to enhance educational opportunities?
3. How are school resources used to support community programs?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>4. Collaboration</p> <p>The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The interactions between the school and community are limited to individual staff initiatives. <input type="checkbox"/> Limited opportunities exist for students to access community resources and there is minimal involvement of the community within the school setting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Community members are accessed as learning resources on an as-needed basis. <input type="checkbox"/> Although some students are provided relevant experiences in the community and the classroom, there is little coherence between those experiences and classroom instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Community members role in the instructional process is driven by the goals and objectives of the curriculum. <input type="checkbox"/> Community members are included as partners in the school’s focus on student learning through active classroom participation and membership on planning committees. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school forms sustained partnerships with various community organizations. It is continually seeking out new partners to act as mentors and advisors. <input type="checkbox"/> Community members are directly involved in school improvement planning and community resources are integrated into the school improvement plan.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Survey	<input type="checkbox"/> Results of community survey and/or focus groups used in planning
<input type="checkbox"/> Communication system	<input type="checkbox"/> Existence of a system used for ongoing communication with community organizations
<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Documentation that school leaders including the superintendent meet with community leaders to solicit input and collaboration

NOTES

Standard Analysis Report Strand IV: School and Community Relations

Standard 2: Community Involvement

Benchmark A: Communication

Key Characteristics: Methods, Diversity

Benchmark B: Engagement

Key Characteristics: Business Community, Educational Institutions, Community Agencies, Collaboration

The following questions reflect the overall analysis of the self-assessment of the Benchmarks and Key Characteristics contained in Standard 2 of Strand IV of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the school's responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Community Involvement	Fully Implemented	Exemplary
Methods		
Diversity		
Business Community		
Educational Institutions		
Community Agencies		
Collaboration		

3. What did the staff identify as challenges?

Community Involvement	Getting Started	Partially Implemented
Methods		
Diversity		
Business Community		
Educational Institutions		
Community Agencies		
Collaboration		

School Improvement Framework Strand Analysis Report

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

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand IV: School and Community Relations Key Characteristic Challenges

Include in Plan	Alignment with Student Goals				Standard 1: Parent/Family Involvement	Getting Started	Partially Implemented
	ELA	M	S	SS			
					Methods		
					Diversity		
					Volunerring		
					Extended Learning Opportunities		
					Decision-Making		
					Standard 2: Community Involvement		
					Methods		
					Diversity		
					Business Community		
					Educational Community		
					Community Agencies		
					Collaboration		

STRAND V: DATA AND INFORMATION 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, IDENTIFICATION AND COLLECTION

Schools have a process for the generation, identification and collection of student and school information.

FOCUS QUESTIONS				
<ol style="list-style-type: none"> 1. How does the school use data to identify strengths and challenges? 2. How does the school use data to develop strategies to maintain strengths and address challenges? 3. How does the school collect data that shows who is or is not learning and why? 4. How does the school use data to determine the effectiveness of strategies? 5. How does the school collect the appropriate data for identified groups and use it in the planning process? 				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Purpose</p> <p>The purpose for all data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school is purposeful in implementing its data system and managing its data resources.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school uses data from a student information system (SIS). <input type="checkbox"/> The school attempts to supplement the SIS data with other student data, such as standardized test results, to understand who their students are and how they are performing. <input type="checkbox"/> Individual teachers collect data on student achievement in their classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> A data system has been designed and is being implemented to provide data on student achievement and demographics over time. <input type="checkbox"/> The data system primarily supports principals and central office personnel. <input type="checkbox"/> Teachers primarily have access to comprehensive data on students through data specialists, administrators, or counselors. <input type="checkbox"/> There is a multi-year plan being formulated to extend the data system to additional users and uses, especially teachers. <input type="checkbox"/> Periodic discussions occur in the building regarding the purpose and use of student data system. 	<ul style="list-style-type: none"> <input type="checkbox"/> Major users and uses of the data system have been clearly identified. <input type="checkbox"/> The data system serves the needs of the school (and district) staff, including teachers, support professionals, principals, and central office personnel. <input type="checkbox"/> Major uses have been considered in the design and implementation of the data system, especially support for teachers and instructional decision-making. <input type="checkbox"/> Users and uses of the data system are reviewed and refined at least once a year. <input type="checkbox"/> The purpose of the data system is clear to all users. <input type="checkbox"/> The extent to which the data system meets the needs of all users is reviewed and system changes are made at least once a year. <input type="checkbox"/> All staff are engaged in an active discussion about the purpose and use of data. 	<ul style="list-style-type: none"> <input type="checkbox"/> A broad range of stakeholders has been considered in the design and implementation of the data system, e.g., teachers, principals, central office personnel, support professionals, (i.e., guidance counselors, school psychologists, social workers, etc.) students, and parents. <input type="checkbox"/> Users and uses of the data system are completely and clearly defined. <input type="checkbox"/> A broad range of uses has been considered in the design and implementation of the data system. <input type="checkbox"/> Users and uses of the data system are regularly reviewed and refined as needed. <input type="checkbox"/> The purpose of the data system is clear to all stakeholders/users. <input type="checkbox"/> The extent to which the data system meets the needs of all users is regularly reviewed and system changes are made as needed. <input type="checkbox"/> Stakeholders are involved in active dialog about the purpose, users, and uses of the data system and are part of the decision process regarding the data system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Data system documentation	<input type="checkbox"/> Description of end users of system; data analysis reports (to item level); system for monitoring progress
<input type="checkbox"/> Survey	<input type="checkbox"/> Responses regarding input into the design of the data system; clarity of use of the system; extent to which the system meets individual needs
<input type="checkbox"/> Committee meeting minutes	<input type="checkbox"/> Decisions regarding the data system; staff discussions regarding data
<input type="checkbox"/> Assessment plan	<input type="checkbox"/> Description of assessments, purposes of assessments, and analysis of results

NOTES
Empty space for notes

FOCUS QUESTIONS				
1. Does this school have a data plan that addresses classroom data, schoolwide data, core subject performance and learning gaps? 2. Which key aspects of the school's operation, policies and practices have been identified by the staff and leadership for monitoring? 3. How is data used in the decision making process?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Systematic There is systematic generation, identification, collection, and storage of relevant data about the operation of the school, including its staff and students.	<input type="checkbox"/> The only data that is systematically entered into the data system is that required for various compliance reasons, such as attendance or grades.	<input type="checkbox"/> Some data is gathered and entered into the data system on a regular basis. <input type="checkbox"/> Most regular data entry is done by a few key staff members. <input type="checkbox"/> Other data is entered into the data system when a specific need is identified.	<input type="checkbox"/> The staff in the school know what data needs to be entered into the data system and how to do it, although this is not necessarily documented. <input type="checkbox"/> Most data is entered into the system correctly and in a timely manner, but without regular oversight by staff members who have that responsibility. <input type="checkbox"/> The school is using its data system to support its operations. <input type="checkbox"/> Most of the staff support the data system as appropriate to their role.	<input type="checkbox"/> Defined/documented processes exist for all data required by the data system. <input type="checkbox"/> Administrative oversight ensures that data processes are implemented in a timely, accurate manner. <input type="checkbox"/> Generating, identifying, collecting, and storing data is a routine part of how the school does business. <input type="checkbox"/> Everyone in the school supports the use of the data system as appropriate to, and defined for, their role.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Survey	<input type="checkbox"/> Extent of support for the data system; effectiveness and timeliness of data collection processes; how and when data is collected; knowledge of data system
<input type="checkbox"/> Data system documentation	<input type="checkbox"/> Description of data processes
<input type="checkbox"/> School Improvement plan	<input type="checkbox"/> Description of data to be collected, process for collection and personnel responsible for collection

NOTES

FOCUS QUESTIONS

1. How are multiple types of data collected (e.g., student achievement, demographics, perception, context/process)?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Multiple Types</p> <p>The school collects and stores the data it needs to form an educationally relevant picture of the students and staff members, as well as the school and its community.</p>	<p><input type="checkbox"/> The data system contains primarily those student achievement data required by external mandates and the demographic data needed to disaggregate it as required.</p>	<p><input type="checkbox"/> The data system contains the data needed to identify whether the needs of required groups of students are being met based on standardized test results and some locally generated data.</p> <p><input type="checkbox"/> There is some data about processes and/or perceptions, but it is not comprehensive, and is collected infrequently and/or inconsistently.</p>	<p><input type="checkbox"/> The data system contains the key data elements needed to understand student achievement patterns at the school.</p> <p><input type="checkbox"/> The data system has sufficient demographic and achievement data to adequately and appropriately analyze the achievement results in the school and identify whether the needs of individual students, or groups of students, are being met.</p> <p><input type="checkbox"/> The data system contains some of the data needed to identify effective practices and programs, and target interventions for specific students.</p>	<p><input type="checkbox"/> The data system contains all the data needed to understand student achievement patterns and provide relevant information about each staff member as well as the school and its community.</p> <p><input type="checkbox"/> The data system contains comprehensive data on demographics (static and variable characteristics of individuals), school processes (programs and practices), perceptions (attitudes and beliefs), and outcomes, including individual achievement results.</p> <p><input type="checkbox"/> The data system is able to identify the progress made by each student in achievement of the standards at any point in time.</p> <p><input type="checkbox"/> Both quantitative and qualitative data is collected as required by the needs of the school, its programs, and improvement processes.</p> <p><input type="checkbox"/> The data system contains all of the types of data relevant for analyses.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Data system documentation</p>	<p><input type="checkbox"/> Contents of data system; types of data collected; description of data available on each student</p>
<p><input type="checkbox"/> School improvement plan</p>	<p><input type="checkbox"/> Types of data gathered, description of how data is analyzed and results of that analysis</p>

FOCUS QUESTIONS				
1. What data sources are used to collect school-level and student information? 2. Which data sources address monitoring of individual student growth? 3. How are key aspects of student performance measured over time? 4. Has training been provided to staff to support the accurate collection and use of data?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Multiple Sources The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.	<input type="checkbox"/> The school relies on data from State and national tests (perhaps mandated by the district) and limits the use of comparable data from multiple sources to that provided, if any, by these tests.	<input type="checkbox"/> The school identifies and collects multiple indicators for data used to make critical, high-stakes decisions, such as standards attainment, retention, summer school, or special program placement. <input type="checkbox"/> There is a dialog in the school about expanding the variety and sources of data, with attention to using various methods to collect comparable indicators.	<input type="checkbox"/> The school identifies and collects multiple indicators of key data, such as student attainment of standards. <input type="checkbox"/> The school utilizes a variety of data-gathering methods and instruments for its key data. <input type="checkbox"/> Data is collected longitudinally and accurately tied to individual students where appropriate. <input type="checkbox"/> Process and perception data is collected and put in the data system, but not generally from multiple sources or using different methods. <input type="checkbox"/> There is an active discussion in the school that is moving the data system towards being more complete and useful.	<input type="checkbox"/> The school intentionally identifies, collects and stores multiple indicators of all data where this is needed for subsequent analysis and decision-making. <input type="checkbox"/> A variety of data collection methods and instruments are employed on a regular basis. <input type="checkbox"/> Data is gathered in a way that will support comparability. All student data is accurately tied to individual students (except where this is not appropriate such as anonymous surveys). <input type="checkbox"/> Data is routinely gathered over time to provide accurate longitudinal information.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Policies and Procedures Handbook	<input type="checkbox"/> Description of processes used to gather data, types of collection methods employed and instruments used
<input type="checkbox"/> Data documentation	<input type="checkbox"/> Collection methods and instruments employed
<input type="checkbox"/> Data arrays and student records	<input type="checkbox"/> Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards
<input type="checkbox"/> Administrative software	<input type="checkbox"/> type of software used to collect and store data

FOCUS QUESTIONS				
1. In what ways are the data reliable, valid, and timely?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>5. Technical Quality</p> <p>The school's data/system has technical quality concerning integrity, consistency, appropriateness, timeliness, and comparability.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The integrity of key demographic and achievement data is checked when unexpected results are encountered. <input type="checkbox"/> The data/system is taken somewhat for granted; a dialog about the technical quality of the school's data has not yet begun. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key demographic and achievement data in the system is routinely checked for integrity. <input type="checkbox"/> The data system can accurately and uniquely identify individual students and correctly link key data to them over time. <input type="checkbox"/> The technical quality/adequacy of other data is only considered superficially, such as the face validity of assessment instruments. <input type="checkbox"/> Dialog is beginning to occur in the school regarding the technical quality/adequacy of the data/system, but expertise is not yet generally used or sought in connection with this. 	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate attention is given to ensuring the integrity of all data entering the system. <input type="checkbox"/> Longitudinal data is correctly linked to students over time. <input type="checkbox"/> The reliability (consistency) of methods and instruments used to generate/gather key achievement data is examined. <input type="checkbox"/> Evidence of content validity is sought for key achievement data. <input type="checkbox"/> The data system is designed to allow for comparability of key data. <input type="checkbox"/> Expertise (school, district, ISD or consultant) is occasionally utilized in examining and determining the technical quality/adequacy of the data/system. 	<ul style="list-style-type: none"> <input type="checkbox"/> Defined/ documented processes are in place and are followed to ensure the integrity of all data entering the data system. <input type="checkbox"/> Longitudinal data is correctly linked to students over time. <input type="checkbox"/> The reliability (consistency) of methods and instruments used to generate/gather data is routinely examined. <input type="checkbox"/> Various sources of validity (appropriateness) relative to the use of data in the system are routinely considered, i.e., content, concurrent, and predictive. <input type="checkbox"/> The data system is designed to allow for comparability of data wherever possible. <input type="checkbox"/> Expertise (school, district, ISD or consultant) is routinely utilized in examining and determining the technical quality/adequacy of the data/system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School policies and procedures	<input type="checkbox"/> Processes followed when entering data into the system
<input type="checkbox"/> Data system documentation	<input type="checkbox"/> Description of processes employed to maintain data integrity; sources and types of validity employed

STRAND V: DATA AND INFORMATION 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 B: DATA ACCESSIBILITY

The appropriate information and data is readily accessible.

FOCUS QUESTIONS				
1. In what ways do teachers, students, administrators, parents, and community members, have access to the data they need when they need it?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Retrievable</p> <p>All authorized users have ready access to pertinent data and support is provided as needed.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Most of the data in the system is not directly accessible by staff in the school. <input type="checkbox"/> Schools are provided information as required by mandates. <input type="checkbox"/> Information is available from a central office by special request, but only to limited parties, and only on a need-to-know basis. 	<ul style="list-style-type: none"> <input type="checkbox"/> The data/system is accessible only from within the school. <input type="checkbox"/> Teachers have access to some data, but much of the system is only accessible to administrators or guidance counselors. <input type="checkbox"/> Limited support is available for users to access relevant data. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is an understanding in the school regarding appropriate and inappropriate access to data, and all staff adhere to this understanding. <input type="checkbox"/> School and district staff, including teachers, have direct access to the data/system as appropriate for their use. <input type="checkbox"/> Authorized users have appropriate direct access to all of the data they need, when and where they need it. <input type="checkbox"/> District and/or school-based resources exist to help all users access and use the data/system. 	<ul style="list-style-type: none"> <input type="checkbox"/> Written policies exist and are enforced regarding who may access the data system and what uses of the data are appropriate and inappropriate. <input type="checkbox"/> A broad set of stakeholders have access to all data that are relevant and appropriate for their use. <input type="checkbox"/> Authorized users have appropriate direct access to all of the data they need, when and where they need it. <input type="checkbox"/> The school provides data to individuals and groups who are not authorized (direct) users upon request if/when appropriate. <input type="checkbox"/> Support resources exist to help all users access and use the data/system. The school has developed internal expertise in the use/support of the system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Survey data	<input type="checkbox"/> Reported ease of use of system by type of user
<input type="checkbox"/> Policies and procedures manual	<input type="checkbox"/> Description of procedures in place to access the data system and appropriate use of data within the system; accessibility of records within the system and description of how to gain authorized use of records; listing of personnel assigned to assist those requesting system access

FOCUS QUESTIONS

1. How are data secured so that it is available only to authorized users?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Security</p> <p>The data system provides for secure access to relevant data for authorized users and prevents unauthorized access.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The data system has limited security. <input type="checkbox"/> There is a single user identification and password that is shared by all users in the building. <input type="checkbox"/> There is minimal attention paid to the unauthorized use of the system. <input type="checkbox"/> The ability to edit/change data is not as well controlled as it needs to be. 	<ul style="list-style-type: none"> <input type="checkbox"/> Data security is regarded as important by users of the data system but explicit policies and procedures have not been discussed or developed. <input type="checkbox"/> Access to the data system is secure, but there is a limited permission structure that controls what users can access. <input type="checkbox"/> Attention has been given to making the data system secure against unauthorized use, but there is no guarantee that unauthorized persons cannot access the system. <input type="checkbox"/> There is some control on the ability of users to change/edit data, but it is not as extensive as it needs to be. 	<ul style="list-style-type: none"> <input type="checkbox"/> Data security is a priority and is taken seriously. <input type="checkbox"/> Appropriate access is generally understood, but explicit procedures and enforceable policies are in the discussion stage. <input type="checkbox"/> The data system is permission-based at the individual user level, involving unique user identification and password protection. <input type="checkbox"/> The data system permits all authorized users secure access to all data for which they have permission, while prohibiting their access to all data for which they do not have permission. <input type="checkbox"/> The data system is reasonably secure against unauthorized access. <input type="checkbox"/> The ability to input and/or edit/change data is defined and controlled through the permission system. 	<ul style="list-style-type: none"> <input type="checkbox"/> Policies exist and are enforced regarding the security of the data system. <input type="checkbox"/> The data system is explicitly permission-based at the individual user level, involving unique user identification and strong password protection. <input type="checkbox"/> The data system permits all authorized users secure access to all data for which they have permission, while prohibiting their access to all data for which they do not have permission. <input type="checkbox"/> The data system is highly secure against unauthorized access. <input type="checkbox"/> The ability to input and/or edit/change data is very carefully defined and controlled through the permission system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Survey data 	<ul style="list-style-type: none"> <input type="checkbox"/> Descriptions of access to data system by various stakeholder groups; attitudes toward data security
<ul style="list-style-type: none"> <input type="checkbox"/> Data management system documentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of levels of access to the system; procedures in place to edit or change data

STRAND V: DATA AND INFORMATION 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 C: DATA SUPPORT

The system provides multiple types and sources of data.

FOCUS QUESTIONS				
<ol style="list-style-type: none"> 1. What has been the content of the data training that staff members have received? 2. Identify the school data leader and describe that person's responsibility. 3. What hardware and software resources are available to support data management and analysis? 4. Describe any processes in place to ensure that locally-generated data are accurate. 				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Process</p> <p>Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are largely on their own when it comes to processes for using the data system. <input type="checkbox"/> There has been some dialog regarding collaborative use of data in the school, but it is not evident as a professional practice. <input type="checkbox"/> The school lacks internal expertise in data management processes. <input type="checkbox"/> Training in data management processes has not been provided to the staff, although some individuals may have attended workshops on their own. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some of the staff uses the data system through a set of loosely defined processes that allow them to access the data they need. <input type="checkbox"/> Collaborative use of data is occurring in the school, but is not wide spread. <input type="checkbox"/> A few school staff are investigating the possibility of expanding data management processes to meet their needs or assist colleagues or school committees. <input type="checkbox"/> Little expertise in data management processes exists with the school. The school is dependent on outside help for most process issues. <input type="checkbox"/> A little training has been provided on data management processes, but not much. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most of the staff uses the data system through a set of defined processes that allow them to access the data they need in a way that is useful on a regular basis. <input type="checkbox"/> Collaborative use of data is an established process that is widely used in the school. <input type="checkbox"/> Some school staff are engaged in expanding data management processes to meet the needs of the school. <input type="checkbox"/> Some expertise in data management processes exists with the school, but the school is dependent on outside (district) help for many process issues. <input type="checkbox"/> Training has been provided on data management processes and is repeated/updated occasionally. 	<ul style="list-style-type: none"> <input type="checkbox"/> All staff in the school are engaged in the routine use of the data system through well-defined processes. <input type="checkbox"/> Collaborative use of data is a well-established process that is an integral part of how the school functions. <input type="checkbox"/> School staff are actively engaged in creating/expanding data management processes to meet their needs. <input type="checkbox"/> A layered system of support for data management processes exists. <ul style="list-style-type: none"> •School staff receives ongoing training in processes for managing data. •Expertise exists within the school to support the staff in the use of defined data management processes. •Expertise exists within the district to support the school data experts and general staff use of the data system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Agendas / minutes	<input type="checkbox"/> Extent to which meetings and discussions center around use of data and increasing expertise in its use; professional development initiatives centered around increasing expertise in data use and management
<input type="checkbox"/> Surveys	<input type="checkbox"/> Described expertise in and professional development experienced regarding data management

NOTES
Empty space for notes

FOCUS QUESTIONS

1. To what extent are data provided that show comparison across groups?
2. To what extent are data provided that show comparisons over time?
3. To what extent are multiple types and sources of data provided that show comparison for analysis over time?

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Tools</p> <p>Data management tools are provided and supported as part of the data system.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access and use of the data system occurs in pre-defined ways. Additional tools are not included. 	<ul style="list-style-type: none"> <input type="checkbox"/> A limited set of data management tools is provided as part of the data system. <input type="checkbox"/> All users have the basic tools needed to support their use of the data system. <input type="checkbox"/> Basic training has been made available on the appropriate use of the key tools and some of the staff have received the training. <input type="checkbox"/> Limited expertise exists within the school on the appropriate use of the basic tools. <input type="checkbox"/> Additional expertise is available from outside the school on the use of the basic tools. <input type="checkbox"/> The school has expressed an interest in new tools if they become available. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some data management tools are provided as part of the data system. <input type="checkbox"/> All users have the key tools needed to support their use of the data system. <input type="checkbox"/> All users have been trained on the appropriate use of the key tools. <input type="checkbox"/> Some expertise exists within the school on the appropriate use of key tools. <input type="checkbox"/> Additional expertise is available from outside the school on the use of the key tools. <input type="checkbox"/> The school is made aware of new tools as they become available. Training is available if requested along with support from outside the building. 	<ul style="list-style-type: none"> <input type="checkbox"/> A wide variety of data management tools are provided as part of the data system. <input type="checkbox"/> All users have the complete set of tools needed to support their use of the data system. <input type="checkbox"/> All users have been trained on the appropriate use of the tools relevant to their use of the data system. <input type="checkbox"/> Expertise exists within the school on the appropriate use of each tool. <input type="checkbox"/> Additional expertise is available from outside the school on the use of the complete set of tools. <input type="checkbox"/> As new tools are developed they are made available to the school and training is provided.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Data Warehousing program, Test Wiz and other commercially or locally developed processes for storing data 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of available tools
<ul style="list-style-type: none"> <input type="checkbox"/> Professional development descriptions 	<ul style="list-style-type: none"> <input type="checkbox"/> Training on use of data system

Standard Analysis Report Strand V: Data and information Management

Standard 1: Data Management

Benchmark A: Data Generation, Identification, Collection

Key Characteristics: Purpose, Systematic, Multiple Types, Multiple Sources, Technical Quality

Benchmark B: Data Accessibility

Key Characteristics: Retrievable, Security

Benchmark C: Data Support

Key Characteristics: Process, Tools

The following questions reflect the overall analysis of the self assessment of the Benchmarks and Key Characteristics contained in Standard 1 of Strand V of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the school's responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Data Management	Fully Implemented	Exemplary
Purpose		
Systematic		
Multiple Types		
Multiple Sources		
Technical Quality		
Retrievable		
Security		
Process		
Tools		

3. What did the staff identify as challenges?

Data Management	Getting Started	Partially Implemented
Purpose		
Systematic		
Multiple Types		
Multiple Sources		
Technical Quality		
Retrievable		
Security		
Process		
Tools		

STRAND V: DATA AND INFORMATION 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 collaborate to derive information from data and use it to support decisions.

BENCHMARK A: ANALYSIS AND INTERPRETATION

Staff use appropriate methods to examine data and collaboratively determine its possible meaning.

FOCUS QUESTIONS				
1. How are data routinely considered in building decision-making activity? 2. What techniques are routinely used in data analysis? What is the purpose of alternative analysis? 3. What alternative analysis training has been provided to staff members? Which of these processes is used? 4. How do staff members collaboratively use results of data analysis?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Analysis Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.	<input type="checkbox"/> Limited data is analyzed to turn it into useful information, primarily to summarize. Some examination may take place. Dialog about the use of data to predict and prevent is not yet evident. <input type="checkbox"/> Analysis of data that has direct impact on instruction is limited. <input type="checkbox"/> The effectiveness of programs and practices is not yet being analyzed based on data in the system. <input type="checkbox"/> Standard analyses are limited to disaggregation of state and national test results by mandated demographics. <input type="checkbox"/> Non-standard analyses are not being conducted. <input type="checkbox"/> Although some staff members have skills in data analysis, one individual is responsible for data summation and interpretation. <input type="checkbox"/> Staff members do not have regular opportunities to analyze data that compares targeted groups over time.	<input type="checkbox"/> Some of the data in the system is analyzed to turn it into useful information, primarily to summarize and examine. There is dialog in the school about the use of data to predict and prevent, but such practice is not yet evident. <input type="checkbox"/> Teachers are analyzing some data that has direct impact on their instructional decisions. <input type="checkbox"/> The effectiveness of a few programs and practices is analyzed based on data in the system. <input type="checkbox"/> A few standard analyses are repeated as new data becomes available. <input type="checkbox"/> Only simple, non-standard analyses are conducted as unique questions arise. <input type="checkbox"/> Some staff members have the ability to analyze and interpret multiple types of data.	<input type="checkbox"/> Somewhere within the school most of the data in the system is regularly analyzed to turn it into useful information that is used to summarize, examine, predict, and prevent. <input type="checkbox"/> Teachers routinely analyze the data that has direct impact on their instructional decisions. <input type="checkbox"/> The effectiveness of major programs and practices is analyzed based on data in the system. <input type="checkbox"/> Major standard analyses are repeated as new data becomes available. <input type="checkbox"/> A few non-standard analyses are conducted as unique questions arise. <input type="checkbox"/> The majority of instructional staff are skilled in the analysis and interpretation of multiple types of data.	<input type="checkbox"/> The entire school staff routinely analyzes the data in the system to turn it into useful information that is used to summarize, examine, predict, and prevent. <input type="checkbox"/> Instructional decision-making is universally based on the expert use of robust data. <input type="checkbox"/> The efficacy of all programs and practices is routinely analyzed based on data in the system. <input type="checkbox"/> Standard analyses are repeated as new data becomes available. <input type="checkbox"/> Non-standard analyses are conducted as unique questions arise. <input type="checkbox"/> All instructional staff are skilled in the analysis and interpretation of multiple types of data.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Data reports	<input type="checkbox"/> Description of data sources, types of disaggregation, time periods covered and how the data is arrayed
<input type="checkbox"/> School Improvement team meetings, staff meeting agendas/minutes	<input type="checkbox"/> Description of the role of data and data analysis in improvement of student achievement and school processes
<input type="checkbox"/> Surveys	<input type="checkbox"/> The role played by data analysis at the school, committee, and individual staff levels
<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Analysis of the role played by data in instructional practices

NOTES
Empty space for notes

FOCUS QUESTIONS

1. When has the staff met to review and discuss data? Please list the dates for scheduled meetings for this purpose.
2. How often does the staff meet to focus on student achievement data?
3. What practices are in place to ensure broad staff participation, including that of new staff members?
4. How does the staff demonstrate their support for data-driven decision-making?

SCOPE OF PRACTICE

CHARACTERISTIC/KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Dialog About Meaning</p> <p>The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Some staff are curious about the use of data and may be advocating for conversations about its use and meaning. <input type="checkbox"/> The examination of data, and dialog about its meaning, is infrequent and usually within traditional structures, such as all-staff meetings. <input type="checkbox"/> Collaborative conversations about the meaning of the information derived from the analysis of the school’s data are rare. <input type="checkbox"/> Most staff lacks the skills and knowledge to engage in meaningful dialog about data. <input type="checkbox"/> It may be uncomfortable to have difficult conversations about the meaning of school data. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is an interest among the teaching staff in talking about the meaning of the information derived from an analysis of the school’s data. <input type="checkbox"/> Staff is beginning to understand the need for a critical examination of their data; there is still a tendency to draw conclusions without considering alternative interpretations and seeking contrary perspectives. <input type="checkbox"/> The examination of data and dialog about its meaning occur most often in traditional structures such as grade level or departmental meetings. <input type="checkbox"/> Some staff have the skills and knowledge needed to have difficult conversations about the meaning of data, but the ability to facilitate and participate in true dialog is not yet widespread. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is a high level of acceptance at the school on the importance of data in decision-making <input type="checkbox"/> Staff willingly participates in dialog about the meaning of the information derived from the analysis of their data, and the entire school staff is regularly involved in this dialog. <input type="checkbox"/> Staff is learning to look at their data skeptically and not jump to conclusions. <input type="checkbox"/> Staff is learning to evaluate their data effectively, making decisions based on the data after substantive conversation. <input type="checkbox"/> All teachers, and many other staff, are engaged in collaborative teams that structure and facilitate the dialog about the meaning of data. <input type="checkbox"/> Staff has the basic skills and knowledge needed to engage in difficult dialog about the meaning of data and the school is generally a comfortable place for such dialog. 	<ul style="list-style-type: none"> <input type="checkbox"/> The meaningful use of data is considered a professional cornerstone of the school. <input type="checkbox"/> There is a constant dialog in the school about the meaning of the information derived from the analysis of the school’s data. This dialog involves the entire school community and is an integral part of how the school functions. <input type="checkbox"/> The dialog about the meaning of data is deliberate and based on skeptical inquiry. Staff resists jumping to conclusions; contrary opinions are sought and alternative interpretations/ explanations are explicitly considered. <input type="checkbox"/> Processes are in place, such as collaborative teams, to structure and facilitate the dialog about the meaning of data. <input type="checkbox"/> The dialog about the meaning of data is safe: all staff have and use the personal skills and professional knowledge to engage in difficult conversations about the meaning of their data, especially the efficacy of their programs and practices as they relate to the results being obtained with their students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Agendas/minutes from School Improvement staff and/or grade/course meetings	<input type="checkbox"/> Description of dialog around data and data-based decision-making
<input type="checkbox"/> Agendas/minutes from Parent Advisory Council and/or Parent-Teacher Association, Board of Education meetings	<input type="checkbox"/> Description of discussion around data and data-based decision-making
<input type="checkbox"/> Surveys	<input type="checkbox"/> Staff and other stakeholder attitudes regarding data dialogs and data based decision-making

STRAND V: DATA AND INFORMATION 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 collaborate to derive information from data and use it to support decisions.

BENCHMARK B: APPLICATIONS

Data is used to inform school decisions including monitoring and adjusting teaching for learning.

FOCUS QUESTIONS				
1. How does the school share data with parents and the broader school community?				
2. How is school data-based information shared across the district, across buildings, grade levels and content areas?				
3. Who interprets school and district data to the school community?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Dissemination</p> <p>The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Information derived from the analysis and interpretation of the school's data is not widely shared, and is often on a need-to-know basis. <input type="checkbox"/> Information is often not made available prior to, or in conjunction with, decisions that it leads to and/or supports. <input type="checkbox"/> Attempts are made to solicit input on data-based decisions made at the school level. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school is attempting to share internally the information and meaning derived from the analysis and interpretation of its data. <input type="checkbox"/> Information is sometimes shared in advance of decisions, but not always. The information that has led to and/or supports decisions is usually shared within the school along with the decision. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school goes beyond merely making data available to sharing the information internally. Occasionally, the information and meaning derived from the analysis is shared with the broader school community. <input type="checkbox"/> Information is often shared internally, when possible /appropriate, in advance of decision-making. <input type="checkbox"/> Inside the school, information is shared with the appropriate audience through a variety of report formats. <input type="checkbox"/> Limited information is made available to stakeholders who are not authorized users of the data system. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school goes beyond merely making data available to actively sharing the information and meaning derived from its analysis and interpretation with the broader school community whenever possible/appropriate. <input type="checkbox"/> Information is always shared, when possible/ appropriate, in advance of decision-making. <input type="checkbox"/> Inside the school, information is shared with instructional staff through a variety of report formats and opportunities are provided for teams and individuals to analyze and interpret this information based upon the school's teaching and learning goals. <input type="checkbox"/> Information is made available to stakeholders who are not authorized users of the data system through various standard and special report formats and reporting mechanisms as appropriate.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Staff and parent meeting agendas/ minutes <input type="checkbox"/> School newsletters <input type="checkbox"/> Annual Report <input type="checkbox"/> Board of Education Reports 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of processes employed and types of data shared with stakeholders
<ul style="list-style-type: none"> <input type="checkbox"/> Data reports 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of data reporting process

FOCUS QUESTIONS				
1. How is the school data plan periodically reviewed and evaluated? 2. What improvements and modifications have been made to the data system after review and evaluation? 3. How will the data dissemination plan be reviewed and modified on a regular basis?				
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Data-Driven Decision Making Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.	<ul style="list-style-type: none"> <input type="checkbox"/>The school is just beginning to have conversations about data-driven decision making. <input type="checkbox"/>The data available to the school to support decision-making is limited primarily to some demographics and student achievement results from State and national tests. <input type="checkbox"/>The school relies primarily on mandated testing data or other broad achievement measures and staff input rather than student and school data to evaluate its improvement strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/>The use of data to support decision-making is viewed as important in some contexts, but not all. <input type="checkbox"/>The data system is used to support some decisions about many students. <input type="checkbox"/>Most of the staff use the data system at least occasionally, a few use it frequently. <input type="checkbox"/>A sense of common ownership towards the results being obtained in the school is emerging. <input type="checkbox"/>The data system does not yet contain the data needed to monitor and adjust programs and practices, although some of this data is being collected occasionally and analyzed in other ways. School improvement efforts are focused directly on impacting student achievement. School practice does not emphasize the gathering of data on instructional practices and school processes. <input type="checkbox"/>The data system is not yet fully operational. An implementation plan exists, but continuous improvement of the system is not yet an overt activity. 	<ul style="list-style-type: none"> <input type="checkbox"/>The proper use of data to support decision-making is an important aspect of how the school functions. <input type="checkbox"/>The data system is used to support key decisions about individual students, classroom practices, and school-wide processes and programs. <input type="checkbox"/>All members of the staff make regular use the data system to support their decision processes. <input type="checkbox"/>Staff confers with colleagues regarding key decisions and they share a sense of responsibility for decisions that are made regarding the results being obtained in the school. <input type="checkbox"/>Key programs and processes are monitored and adjusted based on data in the system. Attention is paid to sustaining effective programs/practices and improving/eliminating ineffective ones. <input type="checkbox"/>The data system is periodically evaluated, opportunities for improvement noted, and modifications made. 	<ul style="list-style-type: none"> <input type="checkbox"/>The school functions using “management by fact” at all levels. <input type="checkbox"/>Outcome, process, perception, and demographic data are routinely used in combination to derive a more complete picture of any situation requiring a decision. <input type="checkbox"/>The school has designed, built, and learned to use a data system that anticipates and supports most of the decisions that need to be made about individual students, classrooms practices, and school-wide processes and programs. <input type="checkbox"/>The data system is in daily use by all members of the staff and effectively supports the decisions that are being made. <input type="checkbox"/>Decisions are collaborative when possible/appropriate. <input type="checkbox"/>The entire staff accepts responsibility for decisions that are made regarding the results being obtained in the school. <input type="checkbox"/>All programs and processes are continuously monitored and adjusted based on data in the system. Effective processes/practices are replicated and institutionalized, while ineffective programs are modified or eliminated. <input type="checkbox"/>The data system itself is continuously evaluated and improvements are planned/implemented as needed.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Annual Education Report <input type="checkbox"/> School Improvement plan <input type="checkbox"/> Intervention and/or differentiation plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation of the role data and the data system plays in school and instructional improvement; use of data in differentiating instruction for individual students
<ul style="list-style-type: none"> <input type="checkbox"/> Meeting minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of the role of data and types of data employed in school / instructional decisions
<ul style="list-style-type: none"> <input type="checkbox"/> Surveys 	<ul style="list-style-type: none"> <input type="checkbox"/> Reports of the role played by data in school-based decisions

NOTES

Standard Analysis Report Strand V: Data and information Management

Standard 2: Information Management

Benchmark A: Analysis and Interpretation

Key Characteristics: Analysis, Dialog about Meaning

Benchmark B: Applications

Key Characteristics: Dissemination, Data-Driven Decision-Making

The following questions reflect the overall analysis of the self-assessment of the Benchmarks and Key Characteristics contained in Standard 2 of Strand V of the School Improvement Framework.

Focus Questions:

1. As the staff reviewed the school's responses to the questions asked around the key characteristics in this Standard, what trends were noticed that cut across all of the key characteristics?
2. What did the staff identify as areas of strength?

Information Management	Fully Implemented	Exemplary
Analysis		
Dialog about Meaning		
Dissemination		
Data-Driven Decision-Making		

3. What did the staff identify as challenges?

Information Management	Getting Started	Partially Implemented
Analysis		
Dialog about Meaning		
Dissemination		
Data-Driven Decision-Making		

School Improvement Framework Strand Analysis Report

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

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand V: Data and Information Management Key Characteristic Challenges

Include in Plan	Alignment with Student Goals				Standard 1: Data Management	Getting Started	Partially Implemented
	ELA	M	S	SS			
					Purpose		
					Systematic		
					Multiple Types		
					Multiple Sources		
					Technical Quality		
					Retrievable		
					Security		
					Process		
					Tools		
					Standard 2: Information Management		
					Analysis		
					Dialog about Meaning		
					Dissemination		
					Data-Driven Decision-Making		

Comprehensive Analysis Report On Student Achievement And System Processes & Practices

This report will provide schools with a report on their analysis of data and information about the school and student achievement, and the school's self-assessment ratings of up to 90 of the key characteristics contained in the School Improvement Rubrics that were identified as challenges.

The report will provide a process to identify student achievement goals, needs, objectives, as well as identified challenges in the system processes and practices that can support the student achievement goals and objectives.

Comprehensive Analysis Report On Student Achievement And System Processes and Practices

Based on the analysis and staff conversations about student and system data and information reviewed in the Comprehensive Needs Assessment, complete the following charts.

Note:

Section I of the following charts would have been filled out as the school completed the Analysis Report on Student Data.

In Section II of the following charts, challenges and how they align with content area student achievement goals would have been identified in the Strand Analysis Reports.

Chart 1

Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: English Language Arts				
Student Goal Statement:				
Cause for gap in student achievement – Need Statement (must be based on Multiple Measures of Student Achievement Data):				
Measurable Objective Statement to support Goal:				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Challenge from the Comprehensive Needs Assessment Standard/Strand reports that align with this content area Goal and Objective Statements that will be included in this School Improvement Plan.				
Strand I	Strand II	Strand III	Strand IV	Strand V

Chart 2

Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Math				
Student Goal Statement:				
Cause for gap in student achievement – Need Statement (must be based on Multiple Measures of Student Achievement Data):				
Measurable Objective Statement to support Goal:				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Challenge from the Comprehensive Needs Assessment Standard/Strand reports that align with this content area Goal and Objective Statements that will be included in this School Improvement Plan.				
Strand I	Strand II	Strand III	Strand IV	Strand V

Chart 3

Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Science				
Student Goal Statement:				
Cause for gap in student achievement – Need Statement (must be based on Multiple Measures of Student Achievement Data):				
Measurable Objective Statement to support Goal:				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Challenge from the Comprehensive Needs Assessment Standard/Strand reports that align with this content area Goal and Objective Statements that will be included in this School Improvement Plan.				
Strand I	Strand II	Strand III	Strand IV	Strand V

Chart 4

Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Social Studies				
Student Goal Statement:				
Cause for gap in student achievement – Need Statement (must be based on Multiple Measures of Student Achievement Data):				
Measurable Objective Statement to support Goal:				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Challenge from the Comprehensive Needs Assessment Standard/Strand reports that align with this content area Goal and Objective Statements that will be included in this School Improvement Plan.				
Strand I	Strand II	Strand III	Strand IV	Strand V

- 4. How will the school use the insights gained from this comprehensive needs assessment to inform and enhance continuous school improvement plans?

- 5. What process did the school use to complete this comprehensive needs assessment?

- 6. Who was involved in completing this Comprehensive Needs Assessment? (Use chart below)

Name	Signature	Position

Completion of CNA and Development of a School Improvement Plan

Now that you have aligned the system process/practice challenges with your stated student achievement goals and objectives, you can begin to develop strategies and action steps to include in your school improvement plan that will address those system processes and practices that will have the greatest impact on your student achievement goals.

The School Improvement Plan template that will accompany this CNA will be available in the fall of 2007. Copies of this CNA document can be found at:

www.mi.gov/schoolimprovement