

District Process Rubrics (19)

North Central Area Schools
HERMANSVILLE, Michigan, United States

Prepared for the Michigan Department of Education

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District Process Rubrics (19)

Contents

Introduction	3
Purpose of the Report	3
Structure of the Report	3
Summary of Uses for the CNA	4
District Information	5
Strand I - Teaching For Learning	6
Standard 1 - Curriculum	6
Standard 2 - Instruction	7
Standard 3 - Assessment	8
Strand II - Leadership	10
Standard 1 - Instructional Leadership	10
Standard 2 - Shared Leadership	11
Standard 3 - Operational and Resource Management	13
Strand III - Personnel and Professional Learning	14
Standard 1 - Personnel Qualifications	14
Standard 2 - Professional Learning	14
Strand IV - School and Community Relations	16
Standard 1 - Parent/Family Involvement	16
Standard 2 - Community Involvement	17
Strand V - Data Management	18
Standard 1 - Data Management	18
Standard 2 - Information Management	19
DPR - Conclusion	21
Report - Summary	22

Introduction

Purpose of the Report

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. *Completion of these reports will also fulfill many of the federal requirements for a comprehensive needs assessment prior to decisions regarding how federal funds will be spent in a building or district.*

Structure of the Report

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 School Process Rubrics (40) 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 five sections

School Data Profile and School 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. This process is done as the first step of the CNA. The information links and template should be obtained from the NORMES website. The links are available on your homepage.

School Process Profile:

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 School Process Rubrics Performance Indicators report.

Summary of Uses for the CNA

- Guide the school's identification of additional resources (grants) to support its goals and objectives.
- Annually evaluate progress on the School Process Rubrics (40) Performance Indicators.
- Annually review and/or evaluate all 90 indicators in the School Improvement Framework.
- Serve as the basis for all other needs assessments that may be required of the school.
- Form the basis of the school's professional learning plan as required by PA25.
- Identify areas of need to be included in the school's technology plan.
- Satisfy NCA requirement for a School Profile Report.
- Comply with federal grant requirements of aligning resources with identified needs through a comprehensive needs analysis.

District Information

District:	North Central Area Schools
ISD/RESA:	Menominee ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	55115
City:	HERMANVILLE
State/Province:	Michigan
Country:	United States

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.

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

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

Indicators:

Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

Curriculum documents, curriculum maps, school/district goals implemented, training in the common core standards of ELA

Benchmark B: Communicated

Indicators:

Indicator 2 Communicated and Articulated Curriculum: The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a

variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

Classroom discussion, agenda. Meetings across grade levels, curriculum maps and classroom newsletters

Standard 2 - Instruction

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

Benchmark A: Planning

Indicators:

Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

Evidence:

Materials are aligned with the state standards and accommodations are made for special population students. A coherence plan is in place and professional development is structured via the plan

Benchmark B: Delivery

Indicators:

Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ Exemplary

Evidence:

Professional development is keyed into goals district wide and additional support is provided to special needs students. ISD Counseling services. SIT team and Title I services

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

Curriculum guides, field trips, instructional plans and lesson plans. Observational protocols

Standard 3 - Assessment

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

Benchmark A: Aligned to Curriculum & Instruction

Indicators:

Indicator 5 Use of Multiple Measures to Support School-wide Decision-making: The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ Exemplary

Evidence:

ACT, MME, STAR testing in Reading and Math, and Dibels in Reading are all utilized to establish data driven professional development to assist in achieving district targets.

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

Reading Street unit tests, assessments aligned by curriculum, progress monitoring - to name a few

Strand II - Leadership

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

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

Standard 1 - Instructional Leadership

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

Benchmark A: Educational Program

Indicators:

Indicator 6 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ Exemplary

Evidence:

Student support structures are in place. Character intervention, Title One programs for k-6 with the tent of expansion, Healthy Youth Coalition, Antbullying programs, Foster Grandparent programs, Motivational speakers, and a Drug Intervention-School Liason Officer has been implemented within the district.

Benchmark B: Instructional Support

Indicators:

Indicator 7 Culture of Collaboration: District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

School leaders have a visible presence throughout the school, school policies and procedures. Colleagues have a well-established system for monitoring instruction, guiding school improvement and assessing school climate

Indicator 8 Instructional Program Coherence: In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

Parent satisfactions surveys initially done at the beginning of the school year lending itself to more parental involvement, etc.. Parent communication in most committees provides clear indications of direction as well

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

Parent meetings in various grades and buildings, Orientations for beginning students and parents as well as those entering Middle School, Parent-Teacher Conference survey results

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

Indicators:

Indicator 9 Coordinated Policies and Procedures: District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

Crisis procedures; school safety guidelines; equity policies; requirements for alignment of curriculum, instruction and assessment have been implemented and are regularly evaluated on their merits. Professional developments focuses on instruction and assessment across the curriculum.

Benchmark B: Continuous Improvement

Indicators:

Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

Evidence:

Professional development is a collaborative effort throughout the district; leadership is shared between administration and staff

Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

The district has provided the each building with a continuous improvement framework consistent with progress and mandated requirements.

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

Lesson plans, minutes of action items, on-going professional development

Standard 3 - Operational and Resource Management

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

Benchmark A: Resource Allocation

Indicators:

Indicator 12 Accountability and Strategic Resource Allocation: The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

With continued state funding woes affecting our school, the district finds a way to support staffing, textbooks, technology, supplies, and maintenance. There is prioritization being done

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

State funding resources is a continued concern and directly impacts all we do here

Strand III - Personnel and Professional Learning

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

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

Standard 1 - Personnel Qualifications

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

Benchmark A: Requirements

Indicators:

Indicator 13 Highly Qualified Personnel: The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ Exemplary

Evidence:

Audit of teacher credentials; mentors for new staff; most staff members are teaching in their highly qualified areas; need to work on district promotional plans to attract new teachers.

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

Continuing education, highly qualified status of colleagues on staff, action teams

Standard 2 - Professional Learning

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

Benchmark A: Collaboration

Indicators:

Indicator 14 Coordinated Professional Development Based Upon Common Principles: The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

Professional development has been provided at each of our buildings but not district wide; professional development is data driven focussing on student need; after-school professional development teacher team meet after-school and all professional development is support by our local ISD.

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

K-12 curriculum review, parent satisfaction survey, professional development plan

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.

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

Standard 1 - Parent/Family Involvement

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

Benchmark A: Communication

Indicators:

Indicator 15 Purposeful Communication and Collaborative Relationships: The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

Weekly newsletters are sent home by all k-6 staff members; district website has been updated and includes a lot of data; PowerSchool and PowerGrade is used so that parents can look at their child's grades every day; parent involvement on school improvement team; monthly newsletter is available for all k-12 parents; parent surveys have been utilized; school nurse keeps parents up to date; parent/teacher conferences are held k-12.

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

Various standardized reports and requirements

Standard 2 - Community Involvement

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

Benchmark A: Communication

Indicators:

Indicator 16 Purposeful Communication and Collaborative Relationships: The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

Local businesses; Menominee ISD and Delta-Schoolcraft ISD partnerships; Bay College partnership; Pinecrest Medical Care facility partnership through the Eden Project; community service day; Key Club community service; discovery zone program through Community Schools; Safe Routes to School grant; BC/BS Community Healthy Schools Grant

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

North Central Area Parent Group, school and district communication and forms, staffing at parent events

Strand V - Data Management

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

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

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

Indicators:

Indicator 17 Comprehensive, Accessible and Meaningful Data System: Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

Evidence:

Data provided through the ACT, MME, MEAP, STAR testing, Dibels, Plan Testing can classroom assessments provide measurable data as to student learning. This information in turn helps guide professional development k-12 and the curriculum. Data is provided to parents and the community in a timely manner.

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

Power school, data for school success, DIBELS, School Improvement Plan

Standard 2 - Information Management

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

Benchmark A: Analysis & Interpretation

Indicators:

Indicator 18 Systematic Support for Data Analysis: District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

Extensive training has been provide to our staff via Menominee ISD; school improvement teams k-12 utilize data to guide professional development. The partnership analyzes the data, identifies gaps between expectations for student learning and student performance, evaluates the effectiveness of curriculum and instruction, and plans for interventions designed to improve student performance.

Benchmark B: Applications

Indicators:

Indicator 19 Informed Data-Based Decision-Making: System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

Evidence:

System-wide curricular and instructional decisions are based on data and research at all levels. ACT, MME, MEAP, STAR, Dibels, Plan testing are all utilized. Professional development is guided by these scores and assisted by Menominee ISD.

Focus Questions

1. What in our systems and practices may be impacting our student achievement goals?

annual reports, MEAP results, data reports

DPR - Conclusion

1. As the district staff reviewed the school and district responses to questions asked about the system processes and practices, (key characteristics at the school level and indicators at the district level) what trends were noticed that may have an impact on student achievement?

Standardized test results and interpretation of them, multiple types of data from multiple sources used making the review seem more thorough.

2. What did the district staff identify as over-arching system challenges that would need to be addressed at the district level? At the building level?

For BOTH areas, funding is the primary obstacle to having the utopian programs we all desire. This desired access can only be achieved when all personnel from state on down have the same mind-set to fully fund programs for our students' future.

3. What process did the district used to complete the District Process Rubrics?

Meetings with Title I and SIT team members, sought opinions on multiple tasks and the guidance of skilled task master who has assisted us in other standardized forms

Report - Summary

Indicators	Getting Started	Partially Implemented	Implemented	Exemplary
Strand I - Teaching For Learning				
Standard 1 - Curriculum				
Benchmark A - Aligned, Reviewed & Monitored				
Indicator 1 Aligned, Coherent and Inclusive Curriculum			✓	
Benchmark B - Communicated				
Indicator 2 Communicated and Articulated Curriculum			✓	
Standard 2 - Instruction				
Benchmark A - Planning				
Indicator 3 Systematic Planning for Quality Instruction				✓
Benchmark B - Delivery				
Indicator 4 Coherent and Effective Support for the Delivery of Instruction				✓
Standard 3 - Assessment				
Benchmark A - Aligned to Curriculum & Instruction				
Indicator 5 Use of Multiple Measures to Support School-wide Decision-making				✓
Strand II - Leadership				
Standard 1 - Instructional Leadership				
Benchmark A - Educational Program				
Indicator 6 High Standards and Clear Expectations				✓
Benchmark B - Instructional Support				
Indicator 7 Culture of Collaboration			✓	
Indicator 8 Instructional Program Coherence			✓	
Standard 2 - Shared Leadership				
Benchmark A - School Culture & Climate				
Indicator 9 Coordinated Policies and Procedures			✓	
Benchmark B - Continuous Improvement				
Indicator 10 Culture of Collective Responsibility				✓
Indicator 11 Continuous Improvement			✓	
Standard 3 - Operational and Resource Management				
Benchmark A - Resource Allocation				
Indicator 12 Accountability and Strategic Resource Allocation			✓	
Strand III - Personnel and Professional Learning				
Standard 1 - Personnel Qualifications				
Benchmark A - Requirements				
Indicator 13 Highly Qualified Personnel				✓
Standard 2 - Professional Learning				
Benchmark A - Collaboration				
Indicator 14 Coordinated Professional Development Based Upon Common Principles			✓	

Report - Summary: Continued.....

Indicators	Getting Started	Partially Implemented	Implemented	Exemplary
Strand IV - School and Community Relations				
Standard 1 - Parent/Family Involvement				
Benchmark A - Communication				
Indicator 15 Purposeful Communication and Collaborative Relationships			✓	
Standard 2 - Community Involvement				
Benchmark A - Communication				
Indicator 16 Purposeful Communication and Collaborative Relationships			✓	
Strand V - Data Management				
Standard 1 - Data Management				
Benchmark A - Data Generation				
Indicator 17 Comprehensive, Accessible and Meaningful Data System				✓
Standard 2 - Information Management				
Benchmark A - Analysis & Interpretation				
Indicator 18 Systematic Support for Data Analysis			✓	
Benchmark B - Applications				
Indicator 19 Informed Data-Based Decision-Making				✓