

Comprehensive Needs Assessment Report

North Muskegon Public Schools

North Muskegon, Michigan, United States

Prepared for the Michigan Department of Education

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Comprehensive Needs Assessment Report

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	9
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	15
Standard 1 - Personnel Qualifications	15
Standard 2 - Professional Learning	16
Strand IV - School and Community Relations	17
Standard 1 - Parent/Family Involvement	17
Standard 2 - Community Involvement	18
Strand V - Data Management	19
Standard 1 - Data Management	19
Standard 2 - Information Management	20
Goals	22
CNA - Conclusion	23
Report - Summary	24

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 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

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. 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.

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.

Conclusions and Goals:

Provides a format to align identified student achievement challenges with system challenges.

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 40 Education YES! 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 Muskegon Public Schools
ISD/RESA:	Muskegon Area ISD
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	61230
City:	North Muskegon
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:

1.1.A.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:

The district has a written curriculum guide for all subject areas and courses, however, it is in need of updating to better reflect recent changes in the MDE GLCE. Content groups meet to discuss recent changes, review data and determine strengths and weaknesses and adjust course content according. Text book review teams have met for the last five years to review texts for purchase. The district has made an effort to set aside funding for purchases. Materials that align with the MDE GLCE are selected for board purchase.

Benchmark B: Communicated

Indicators:

1.1.B.1 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 district has a written curriculum document. Buildings have identified the need for better articulation of curriculum up and down the grade levels. Time has been allocated to allow teachers to meet and discuss content. Common planning time is a goal in all buildings as schedules are developed. Parents are communicated in a variety of ways from being involved in school improvement committees to having new initiatives presented to parent forums and PTA's. The district provides parents with information nights as needed when new initiatives are put in place, for example the district's move to a trimester scheduling format.

Focus Questions

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

On average, students are doing well on MEAP, Explore and ACT/MME. Elementary and middle school achievement rates are in the 90 percentiles for nearly all subject matters. Writing is a target for improvement. Staff needs to time share across content areas the need for improved writing skills for all students.

Standard 2 - Instruction

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

Benchmark A: Planning

Indicators:

1.2.A.1 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:

The district has curricular content study groups. Per the master agreement, the district has a "educational excellence committee" where discussions take place regarding changes in curriculum are presented for review by a K-12 representational body and administration. Teachers K-12 have been trained in a variety of instructional strategies and best practices designed to better meet the needs of all students, for example, Differentiated Instruction. 100% of the district's instructors are considered NCLB "Highly Qualified."

Benchmark B: Delivery

Indicators:

1.2.B.1 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:

The district via student achievement data determines areas of need and develops professional developmental plans around those needs. Staff is trained in methodology and then asked to train others within their content or grade level. Grade level staff has some common planning time. Content teachers (MS/HS) are given several planning days throughout the school year. The district receives only a small amount of title one funding and at risk funding. Funds are set aside to meet the needs of under performing students in those programs.

Focus Questions

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

There is a need for additional time for teachers to plan and share. Schedules will be designed to assure joint planning times whenever possible.

Standard 3 - Assessment

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

Benchmark A: Aligned to Curriculum & Instruction

Indicators:

1.3.A.1 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:

The district utilizes data from multiple sources including MEAP, IGOR data warehouse, ACT Explore testing, ACT/MME testing, Mi-Access and others. Surveys are also conducted to determine student, parent and staff attitudes and perceptions on various topics. Staff have been trained in accessing the data. The administration provides staff an analysis of data as it becomes available every year. That data becomes the foundation of discussion relative to changes in content delivery, or professional development initiatives.

Focus Questions

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

Data collecting and useage is a strength in the district.

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:

II.1.A.1 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:

The district has student studying teams where students with academic or social issues are discussed by building levels staff that include teachers, administrators, psychologists and social workers. The district has been acknowledged by the Standard's and Poor's school evaluation program as a school that meets the needs of all of it's students even those from low economic groups. The district has a "new teacher" mentoring program in place as well as a two prong teacher evaluation process.

Benchmark B: Instructional Support

Indicators:

II.1.B.1 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:

The district promotes collaboration among staff and parents through a variety of venues. Staff examine new initiatives or changes as a department group or grade level. New educational initiatives are presented by department groups to all staff at staff meetings. They then appeal to the Educational Excellence Committee for consideration. Those initiatives are then presented to parents groups and BoE. All major decisions are made with input from staff. Staff has clear sense that they are a key component is change. Staff meets regularly K-12 and has regular building level meetings. In addition, grade level teachers have several contractual planning days throughout the school year.

II.1.B.2 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:

Because the district is small and shares facility and staff, most initiatives are district wide ones. There is regular communication with all stakeholders. The relationship between staff and administration is a good one. The BoE is undergoing a review of the strategic plan beginning in the fall of 2009. A three year technology plan and a review of the role of technology in the classroom has just been finished.

Focus Questions

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

The district has only three administrators who are over stretched in their duties. An additional administrator in the form of a curriculum director would be helpful but cost is a big factor in getting that accomplished.

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:

II.2.A.1 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:

The district evaluates the emergency response plan yearly. Policies are adopted by the board of ed as needed, for example, a homeless student policy, cyber bullying policy, anti discrimination statements and policy etc. The district takes great pains to address the needs of sub groups and provide service and funding for needed programs. In a review of board policies over the 2008-2009 school year, no policies were found to be discriminatory to students or staff. The BoE maintains monthly policy committee meetings.

Benchmark B: Continuous Improvement

Indicators:

II.2.B.1 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:

The district's administrators seek input from staff regarding staff and student needs. PD for staff is determined based upon jointly agreed upon student needs. Staff are expected to share what is learned in PD with other staff in both formal and informal presentations.

II.2.B.2 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:

Data drives school improvement decisions. The admin provides staff with numerous data sources. Areas of strength and weakness are determined yearly. Decisions made for implementing adjustments are driven by staff and supported by admin. Student achievement is high across the district. Those not achieving are referred to student study teams for review. An assistance plan is made for the student with the cooperation of the teachers or staff impacted.

Focus Questions

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

Limited financial resources prevent the district from staffing as we would like. Because of it's low poverty rate in the community the district is not eligible for many grants, or federal programs that would assist our students. School improvement efforts are kept lean and point blank specific to clearly identified needs.

Standard 3 - Operational and Resource Management

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

Benchmark A: Resource Allocation

Indicators:

II.3.A.1 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:

Building level CNA's have determined a need for additonal planning and collaboration. Scheduling has an impact so we are adjusting the methods we use to schedule to better meet the needs of staff.

Resources are set based upon recommendations to the superintendent regarding professional development needs, student programs needs and so on. Technology is an important factor in every classroom. Currently, the district has concluded a technology study and has a new three year tech plan in place. The district will likely seek a bond to improve its technology for instruction in the classroom.

Focus Questions

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

Long range planning is difficult due to the unpredictability of revenue streams. (enrollment, per pupil increases) The district will determine areas of focus during the strategic planning process that will begin this fall.

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:

III.1.A.1 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:

The district has approximately 55 teaching staff. 100% of the staff is teaching in areas that they are highly qualified for. The district recently passed an MDE MiTap NCLB teacher audit without issues or concerns. All new staff is mentored by paid on site mentors. The district has a good program in place as well as a comprehensive two prong teacher evaluation process that meets the needs of new and master teachers.

Focus Questions

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

NCLB puts additional constraints on staff utilization and scheduling. The secondary schedule drives staff availability in the elementary when shared staff is concerned. That has an impact on scheduling elementary staff and programs which sometimes does not meet the needs of students in the way we would like to.

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:

III.2.A.1 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 needs are determined for the next year in a collaborative process. Needs are based upon data and student achievement. The building level CNA also suggests areas of focus for the district, for example, common planning time requires that the building level master schedules be worked to accommodate staff needs. The master agreement requires that staff attain periodic college level course work. The district pays for college tuition. The district utilizes the local ISD for professional development opportunities as well as paying for membership in a number of staff professional content organizations.

Focus Questions

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

Current district wide initiative is in the area of writing and writing across the content areas. Funds have been allocated for staff training over a period of years until all have been trained.

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:

IV.1.A.1 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:

The district conducts surveys on line with parents to determine support or consensus. Forums, parent nights and PTA meetings are commonly held throughout the school year to convey information; trimester meeting, college bound parents night, kindergarten parent roundup night, Title One parent night, PTA monthly meetings, parent teacher conference 3 times a year. Weekly newsletters, web site, on line access for parent to view student progress and district newsletter keep the public informed.

Focus Questions

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

Parent involvement is high across the district.

Standard 2 - Community Involvement

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

Benchmark A: Communication

Indicators:

IV.2.A.1 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:

The district's school improvement team is comprised of parents and community members as well a staff. The school board communicates with the entire school community at least 4 times a year using a informative newsletter highlighting new school initiatives and events. Periodically, the district asks for community members to serve on a variety of committees such as school improvement, Health and Wellness, reproductive health, facilities, and technology study teams and others.

Focus Questions

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

The community is active in the school. After school events are widely attended. Parents and teachers communicate on an almost daily basis via agenda books in the elementary and "parent viewer," an internet based program that allows parents access to student grades and staff email. This creates good two way communication.

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:

V.1.A.1 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:

The district uses multiple sources to examine performance of sub groups including title one, special ed, economically disadvantaged, multi racial and schools of choice. MEAP, SAT10, ACT Explore ACT/MME PLAN. PSAT and occassional surveys.

Focus Questions

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

Data has determined that the elementary has a sub group in special education and economically disadvantaged students. These students will be monitored. Those with needs will be identified and addressed at a student study team meeting. Identified students will be dealt with using the RTI process prior to being refered for special education. A need would be for additional release time for staff to hold these student study team meetings.

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:

V.2.A.1 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:

The district has access to the IGOR data warehouse system provided by the Muskegon Area ISD and Kent ISD. Training in the data warehouse has been conducted for the entire staff using the on line web based system. Administration also evaluates data and disseminates it to the appropriate staff, school board and school improvement committees. Various assessments such as SAT10 and MEAP are compared to determine patterns, differences or similarities. In school data systems allow admin and staff to determine academically at risk students. Data drives professional development for the staff.

Benchmark B: Applications

Indicators:

V.2.B.1 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:

The district uses the Standard and Poor's school rating analysis as a way for parents to understand the school's level of effectiveness. Access to S&P is linked on the school's web page. The district has all

A's for many years in all of it's buildings and was awarded a "Silver Medal" by S&P in 2008/9 as a top performing Michigan high school. School admin are trained by MAISD staff or attend workshops specific to data interpetation.

Focus Questions

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

Students are performing at high levels compared to county and state averages. The study of data is time consuming for the limited admin staff who are charged with examing the information and bringing it forward to staff and the community.

Goals

No goals are added to the report.

CNA - 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?

Funding is a key concern. The district receives very little Title One funding due to low poverty numbers. The impact is that the district has to find alternative funding streams to pay for programs to address the needs of these sub groups. Professional development efforts are targeted to specific issues identified by staff, response to Intervention, Differentiated Instruction and teaching writing via the Calkins Units of Writing method have been and currently are areas of focus. In general, all students are achieving at high rates (80s-90s)of proficiency in all areas with the exception of writing.

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?

The staff has identified the area of "writing" as a need for improvement We are under staffed in some areas. Shared staff and share facilities (K-12) make scheduling difficult and sometimes not in the best interest of students or staff. (planning, collaboration)It is felt that there is a need for additional administrative help due to the number of ever increasing mandates.

3. What process did the district used to complete the Comprehensive Needs Assessment for the district?

The building staffs reviewed their CNA's and updated data. Central office administration met with building level administration to discuss the district CNA. This was reviewed with the BoE and the district school improvement team.

Report - Summary

Indicators	Getting Started	Partially Implemented	Implemented	Exemplary
Strand I - Teaching For Learning				
Standard 1 - Curriculum				
Benchmark A - Aligned, Reviewed & Monitored				
I.1.A.1 Aligned, Coherent and Inclusive Curriculum			✓	
Benchmark B - Communicated				
I.1.B.1 Communicated and Articulated Curriculum			✓	
Standard 2 - Instruction				
Benchmark A - Planning				
I.2.A.1 Systematic Planning for Quality Instruction			✓	
Benchmark B - Delivery				
I.2.B.1 Coherent and Effective Support for the Delivery of Instruction			✓	
Standard 3 - Assessment				
Benchmark A - Aligned to Curriculum & Instruction				
I.3.A.1 Use of Multiple Measures to Support School-wide Decision-making			✓	
Strand II - Leadership				
Standard 1 - Instructional Leadership				
Benchmark A - Educational Program				
II.1.A.1 High Standards and Clear Expectations				✓
Benchmark B - Instructional Support				
II.1.B.1 Culture of Collaboration			✓	
II.1.B.2 Instructional Program Coherence			✓	
Standard 2 - Shared Leadership				
Benchmark A - School Culture & Climate				
II.2.A.1 Coordinated Policies and Procedures			✓	
Benchmark B - Continuous Improvement				
II.2.B.1 Culture of Collective Responsibility			✓	
II.2.B.2 Continuous Improvement			✓	
Standard 3 - Operational and Resource Management				
Benchmark A - Resource Allocation				
II.3.A.1 Accountability and Strategic Resource Allocation			✓	
Strand III - Personnel and Professional Learning				
Standard 1 - Personnel Qualifications				
Benchmark A - Requirements				
III.1.A.1 Highly Qualified Personnel			✓	
Standard 2 - Professional Learning				
Benchmark A - Collaboration				
III.2.A.1 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				
IV.1.A.1 Purposeful Communication and Collaborative Relationships			✓	
Standard 2 - Community Involvement				
Benchmark A - Communication				
IV.2.A.1 Purposeful Communication and Collaborative Relationships			✓	
Strand V - Data Management				
Standard 1 - Data Management				
Benchmark A - Data Generation				
V.1.A.1 Comprehensive, Accessible and Meaningful Data System			✓	
Standard 2 - Information Management				
Benchmark A - Analysis & Interpretation				
V.2.A.1 Systematic Support for Data Analysis			✓	
Benchmark B - Applications				
V.2.B.1 Informed Data-Based Decision-Making			✓	