**School Planning Team Section**

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| **Plan Component** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** |
| **School Planning Team** | A planning team has not been identified.  OR  The planning team does not include all required stakeholders. \*  OR  Planning team members have been identified by name, rather than position title. | A planning team that includes all required stakeholders\* is identified. | A planning team that includes all required stakeholders\* and additional representatives from the school is identified. |
| **School Planning Summary** | There is no description of how the planning team was involved in the plan development and its continuous review and update. | There is a general description of the school planning team’s involvement in the development of the plan and its review and update. | There is a detailed description of the process used to develop, review, and update the school plan throughout the year. The description includes timelines throughout the year, engagement activities to gather input, staff involved, methods for determining progress, and procedures for making needed updates. |

\*Minimum required stakeholders include teachers, principals, administrators (including administrators of Title I programs), and other appropriate school personnel, parents of Title I children, and at least one representative who can address English learner needs, if the school has English learners.

**School Plan Needs Assessment Section**

| **Plan Component** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** |
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| **Demographics** | The school failed to describe characteristics of the school separately from characteristics of the community. | The school described characteristics of the school.  AND  The school described characteristics of the community. | The school described characteristics of the school separately from characteristics of the community.  AND  The school provided specific data points in the description of the school.  AND  The school provided specific data points in the description of the community. |
| **Accountability Data** | The school did not complete the chart in its entirety. | The school has completed the chart in its entirety. |  |
| **School Achievement (School’s Performance)** | The school has provided a description of the progress and challenges faced at the school level for some of the required content areas and subgroups, as applicable.  OR  The school’s description of the progress and challenges faced identifies minimal to no root causes to explain the reasons for the progress and challenges faced, or the root causes identified are outside of the school’s control and are therefore not actionable, or the root causes identified contain no variation in accordance with the data.  OR  The school’s description of the progress and challenges faced includes minimal to no reflection on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.  OR  The school has provided minimal to no reflection on how the EL subgroup data will be used to inform the ESL instructional program. | The school has provided a description of the progress and challenges faced at the school level for all the required content areas and subgroups, as applicable.  AND  The school’s description of the progress and challenges faced identifies at least one root cause for each content area and subgroup to explain the reasons for the progress and challenges faced that are within the school’s control to act on and vary appropriately based on the school’s data.  AND  The school’s description of the progress and challenges faced includes some reflection on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.  AND  The school has provided some details regarding the impact that EL data will have on the ESL instructional program. | The school has provided an in-depth and thorough description of the progress and challenges faced at the school level for all the required content areas and subgroups, as applicable.  AND  The school’s description of the progress and challenges faced identifies more than one root cause for many of the content areas and subgroups to provide a robust explanation of the reasons for the progress and challenges faced that are within the school’s control to act on and vary appropriately based on the school’s data.  AND  The school’s description of the progress and challenges faced includes in-depth and thorough reflection on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.  AND  The school’s reflection on the EL data and its impact on the ESL program is detailed and in-depth and summarizes the expected positive impact on the academic achievement of ELs. |
| **College and Career Readiness** | The school has not analyzed the ACT data provided to determine areas of progress and challenges.  OR  The analysis of ACT data is completed; however, the progress and challenges identified do not align with the data.  OR  The analysis of ACT data is completed; however, the progress and challenges identified do not align with the goal of increasing the number of students who score above 21 on the ACT composite.  OR  The school has not described how it will address the identified ACT challenges across subjects and subgroups.  OR  The ACT solutions described do not align with the identified challenges.  OR  The school has not analyzed graduation rate data to determine areas of progress and challenges.  OR  The analysis of graduation rate data is completed; however, the progress and challenges identified do not align with the data.  OR  The analysis of graduation rate data has not been completed overall and among different subgroups.  OR  The school has discussed postsecondary opportunities for students. | The school has analyzed all ACT and graduation rate data and provided a description of the progress and challenges faced at the school level for all the required content areas and subgroups, as applicable.  AND  The school’s progress and challenges generally align to the ACT and graduation rate data and the goal of increasing the number of students who score above 21 on the ACT composite.  AND  The school has provided at least one way it will address identified ACT challenges across subjects and subgroups.  AND The school addressed how it ensure that students | The school has analyzed all ACT and graduation rate data and provided a detailed description of the progress and challenges faced at the school level for all the required content areas and subgroups, as applicable.  AND  The school’s description of progress and challenges directly align to the ACT and graduation rate data and the goal of increasing the number of students who score above 21 on the ACT composite.  AND  The school has provided more than one way it will address identified ACT challenges across subjects and subgroups. |
| **School Climate and Culture** | The school has not analyzed the chronic absenteeism and discipline data provided to determine areas of progress and challenges.  OR  The analysis of chronic absenteeism and discipline data is completed; however, the progress and challenges identified do not align with the data.  OR  The analysis of chronic absenteeism and discipline data is completed; however, not all grade levels and subgroups have been addressed.  OR  The school has not identified the steps to be taken to reduce absenteeism and increase student opportunities to learn.  OR  The school has not identified the steps to be taken to reduce lost instructional time due to student discipline.  OR  The school has not provided any data or analysis regarding the school’s climate and culture.  OR  The school has not identified the priorities to be addressed related to ensuring a safe, supportive, and healthy environment.  OR  The school has not identified how it will address the identified priorities for a safe, supportive, and healthy environment. | The school has analyzed all chronic absenteeism and discipline data and provided a general description of the progress and challenges faced at the school level for all grade levels and subgroups, as applicable.  AND  The school’s progress and challenges generally align to the chronic absenteeism and discipline data analysis.  AND  The school has provided at least one step to be taken to increase student opportunities to learn.  AND  The school has provided at least one step to be taken to reduce lost instructional time due to student discipline.  AND  The school has provided and analyzed school climate data to identify at least one priority for providing a safe, supportive, and healthy environment.  AND  The school has provided at least one way it will address the identified priorities for providing a safe, supportive, and healthy environment. | The school has analyzed all chronic absenteeism and discipline data and provided a detailed description of the progress and challenges faced at the school level for all grade levels and subgroups, as applicable.  AND  The school’s progress and challenges directly align to the chronic absenteeism and discipline data analysis.  AND  The school has provided more than one step to be taken to increase student opportunities to learn.  AND  The school has provided more than one step to be taken to reduce lost instructional time due to student discipline.  AND  The school has provided and analyzed school climate data to identify more than one priority for providing a safe, supportive, and healthy environment.  AND  The school has provided more than one way it will address the identified priorities for providing a safe, supportive, and healthy environment. |
| **Curriculum and Instruction (Methods and/or Instructional Strategies)** | The response does not include a method or instructional strategy that-  Strengthens the academic program in the school;  OR  Increases the amount or quality of learning time;  OR  Helps provide an enriched and accelerated curriculum;  OR  well-rounded education programs, activities, and courses. | The response provides at least one method or instructional strategy that-  Strengthens the academic program in the school;  AND  Increases the amount or quality of learning time;  AND  Helps provide an enriched and accelerated curriculum;  AND  May include well-rounded education programs, activities, and courses. | The response provides two or more methods or instructional strategies that-  Strengthens the academic program in the school;  AND  Increases the amount and quality of learning time;  AND  Helps provide an enriched and accelerated curriculum;  AND  Include well-rounded education programs, activities, and courses. |
| **Curriculum and Instruction (Addressing Needs of All Students)** | The response does not provide an evidence-based strategy that-  Addresses the needs of all children in the school,  OR  Does not include a support such as counseling, mental health support, individual specialized instructional supports, etc. | The response provides at least one evidence-based strategy that-  Addresses the needs of all children in the school,  AND  Includes at least one support such as counseling, mental health support, individual specialized instructional supports, etc. | The response provides two or more evidence-based strategies that-  Address the needs of all children in the school,  AND  Includes two or more supports such as counseling, mental health support, individual specialized instructional supports, etc. |
| **Curriculum and Instruction (Evidence-Based)** | The evidence-based strategy description does not include the-  Evidence-based resource bank,  OR  Level of evidence,  OR  Demographic similarity,  OR  Positive student outcomes. | The evidence-based strategy description includes the-  Evidence-based resource bank,  AND  Level of evidence,  AND  Demographic similarity,  AND  Positive student outcomes. |  |
| **Professional Development** | The school has not described planned professional development activities for teachers and leaders.  OR  The school’s description of professional development activities does not demonstrate how these activities will build capacity for high-quality instruction and positively impact student academic achievement.  OR  The school’s planned professional development activities are not aligned to the needs identified in the needs assessment.  OR  The school has not described how new teachers are supported in the school.  OR  The school has not described the strategies that are in place to grow new teachers.   OR  The school has not described the strategies in place to retain and support teachers who have demonstrated high levels of performance.  OR  The school has not described the process to be used to analyze student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.  OR  The school has not described the procedures in place to ensure equitable access to highly effective teachers and address identified disparities. | The school has provided a general description of planned professional development activities for teachers and leaders.  AND  The planned professional development activities are described to demonstrate the likelihood of positive impact on student academic achievement and teacher and leader capacity.  AND  The professional development activities described address at least one of the needs identified in the needs assessment.  AND  The school has provided a description of at least one support provided to new teachers.  AND  The school has provided a description of at least one strategy that is in place to promote growth among new teachers.  AND  The school has provided a description of at least one retention practice, incentive program, or growth opportunity in place for teachers who have demonstrated high levels of performance.  AND  The school has provided a general description of the process used to review and analyze student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.  AND  The school has provided at least one procedure to ensure equitable access to highly effective teachers and address identified disparities. | The school has provided a specific plan for professional development for teachers and leaders, including timelines, staff to be involved, and follow-up activities.  AND  The planned professional development activities are described to demonstrate the proven effectiveness of the activities and the measures to be used to determine impact on student academic achievement and the building of teacher and leader capacity.  AND  The professional development activities described address more than one of the needs identified in the needs assessment.  AND  The school has provided a description of more than one support provided to new teachers.  AND  The school has provided a description of more than one strategy that is in place to promote growth among new teachers.  AND  The school has provided a description of more than one retention practice, incentive program, or growth opportunity in place for teachers who have demonstrated high levels of performance.  AND  The school has provided a detailed description of the process used to review and analyze student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.  AND  The school has provided more than one procedure to ensure equitable access to highly effective teachers and address identified disparities. |
| **Parent and Family Engagement** | The school does not describe any family and community engagement activities to be implemented.  OR  The family and community engagement activities described do not have any academic focus and are not aligned to the academic needs of the school.  OR  There are no specific activities to engage parents and families of English learners. (if applicable) | The school provides a general description of family and community engagement activities to be implemented.  OR  At least half of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school.  OR  There is at least one activity to engage parents and families of English learners. (if applicable) | The school provides a detailed description of family and community engagement activities to be implemented, including a timeline, the involvement of parents and community members, and methods for measuring the success of activities.  OR  All the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school.  OR  There is more than one activity to engage parents and families of English learners (if applicable). |
| **Prioritized List of Needs** | The school has identified successes and that do not align to the data and feedback provided.  OR  The school has not identified root causes for the successes and challenges identified.  OR  The school has identified root causes, but they do not align with the progresses and challenges identified.  OR  The school has not discussed the actions needed to address the identified challenges.  OR  The school has reviewed the needs assessment but has identified no priority needs or has identified too many prioritized needs (typically more than 5).  OR  The prioritized needs do not align appropriately with the progress and challenges identified in the needs assessment. | The school has identified at least one root cause for the identified successes and challenges.  AND  The school has identified at least one action to be taken to address the identified challenges.  AND The school has reviewed the needs assessment and has identified a reasonable number of priority needs (ideally 3-5).  AND  The prioritized needs generally align with the progress and challenges identified in the needs assessment. | The school has identified more than one root cause for the identified successes and challenges.  AND  The school has identified more than one action to be taken to address the identified challenges.  AND  The school has reviewed the needs assessment and has identified a reasonable number of priority needs (ideally 3-5).  AND  The prioritized needs directly align with the progress and challenges identified in the needs assessment. |

**School Plan Overview- Goals, Strategies, and Action Steps Considerations**

ure equitable access to highly-

| **Plan Component** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | |
| --- | --- | --- | --- | --- |
| **Prioritized Goals & Strategies: Goals Aligned to Priority Needs** | The school has reviewed the needs assessment and district goals but has identified school-level goals that do not align with the district goals (if applicable goal).  OR  The school-level goals do not appropriately align with the progress and challenges identified in the prioritized needs.  OR  The school provides minimal to no description of the school-level goals or associated performance measures. | The school-level goals align with the district goals (if applicable goal).  AND  The school-level goals generally align with the progress and challenges identified in the prioritized needs.  AND  The school provides an adequate description of the school-level goals and includes at least one high-quality associated performance measures. | The school-level goals align with the district goal (if applicable goal).  AND  The school-level goals directly align with the progress and challenges identified in the prioritized needs.  AND  The school provides detailed descriptions of the school-level goals and includes multiple high-quality performance measures. | |
| **Prioritized Goals & Strategies: Strategies Aligned to Goals** | No strategies have been articulated in support of all identified goals.  OR  Not all goals have identified strategies.  OR  Strategies have been identified but show minimal to no logical connection to the identified goal(s) and are not appropriately named.  OR  Strategy descriptions are vague or lack details and don’t connect to the change that will occur. | Strategy/strategies show a generally logical connection to the identified goal(s) and are appropriately named.  AND  All goals have at least one identified strategy.  AND  Strategy descriptions clearly and concisely state the high-level details of the strategy or the change that will occur as a result. | Strategy/strategies show a thoroughly detailed and logical connection to the identified goal(s) and are appropriately named.  AND  All goals have multiple strategies.  AND  Strategy descriptions are explicit in providing details, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. | |
| **Prioritized Goals & Strategies: Action Steps Aligned to Strategies** | No action steps have been identified to support the associated strategies.  OR  Not all strategies have identified action steps.  OR  Action steps show minimal to no logical connection to the strategies and are not appropriately named.  OR  Descriptions of the action steps are vague and do not clearly specify the actions to be taken.  OR  The identified person responsible is a position and not a specific name, or the person responsible is not appropriate for the action step.  OR  Minimal to no estimated dates of completion are listed or are unrealistic for the stated action step. | All strategies have at least one identified action step.  AND  Action steps show a generally logical connection to the strategies and are appropriately named.  AND  Descriptions of the action steps provide general detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed.  AND  The person responsible is a specific school staff person’s name (not a position title) and is an appropriate individual for the action step.  AND  Estimated dates of completion are appropriate. | | All strategies have more than one identified action step.  AND  Action steps show a thoroughly detailed connection to the strategies and action steps are appropriately named and clearly state the focus of the action.  AND  Descriptions of the action steps provide explicit detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed.  AND  The person responsible is a specific school staff person’s name (not a position title) and is an appropriate individual for the action step.  AND  Estimated dates of completion are appropriate, and all dates are not end-of-year dates. |
| **Prioritized Goals & Strategies: Benchmark Indicators** | There are no benchmark indicators identified.  OR  Not all action steps have benchmark indicators.  OR  None of the benchmark indicators identified are leading (predictive) indicators and/or are generally input measures, such as sign-in sheets.  OR  The benchmark indicators identified are generally insufficient for showing progress of the associated action step toward meeting the goal using data and evidence.  OR  The benchmark indicators identified are collected too infrequently to serve as leading indicators (e.g., annual measures). | At least one well-developed benchmark indicator exists for each action step identified in the plan.  AND  Most of the benchmark indicators identified are generally leading (predictive) indicators of the goal and/or include some output measures, such as observed change in practice.  AND  The benchmark indicators identified are sufficient for showing progress of the associated action step toward meeting the goal using data and evidence.  AND  The benchmark indicators identified are collected frequently enough to serve as leading indicators (e.g., more than once a year). | | More than one well-developed benchmark indicator exists for each action step identified in the plan.  AND  All benchmark indicators identified are all leading (predictive) indicators of the goal and are all output measures, such as observed change in practice.  AND  The benchmark indicators identified are directly aligned to show progress of the associated action step toward meeting the goal using data and evidence.  AND  The benchmark indicators identified are collected regularly to serve as leading measures (e.g., multiple times a year) and determine needed adjustments throughout the year. |
| **Funding Source** | The school has not entered the amount of Title I funds allocated in the school year in which the plan will be implemented.  OR  The amount of Title I funds allocated does not match the amount of funds allocated on the PPA page of the CFA.  OR  The school-level budget of Title I funds does not align to the goals, strategies, and action steps developed. | The school has entered the amount of Title I funds allocated in the school year in which the plan will be implemented, and the amount matches the funds allocated on the PPA page of the Consolidated Funding Application.  AND  The amount of Title I funds allocated does match the amount of funds allocated on the PPA page of the Consolidated Funding Application.  AND  The school-level budget of Title I funds does generally align to the goals, strategies, and action steps developed. | |  |