

## **School Plan Review Tool**

### **Minimum Requirements for School Plans**

#### **1. School-level Planning Team**

The school planning team represents all required stakeholders, including teachers, administrators (including administrators of Title I programs), other appropriate school personnel, and parents of Title I children. Schools with large populations of student subgroups, including but not limited to English learner (EL), should ensure that the team includes one member who can address the needs of these student populations. The plan includes each participants' title, and describes how all required stakeholders were engaged in plan development and its continuous review and update.

#### **2. Priority Needs**

Identify and prioritize 3-5 needs based on a thorough data review. For the prioritized needs, the plan should provide:

- a description of progress and challenges related to the prioritized need
- a description of prior strategies that may or may not have contributed to your outcomes
- identification of root causes of the prioritized needs

#### **3. Additional Areas**

The plan should answer all required questions, including those related to:

- Disciplinary Practices
- Safe, Supportive, and Healthy Environments
- Integration and Effective Use of Technology in the Classroom
- Parent and Family Engagement
- Professional Learning for Educators
- Educator Placement
- Title I Component Questions (School-Wide and Targeted Assistance, as applicable)

Plan Component	Needs Improvement	Meets Expectations for Submission
<b>Prepare to Plan</b> <i>-Identify Team</i> <i>-Stakeholder Involvement</i>	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. OR There is no description of how the planning team was involved in the plan development and its continuous review and update.	A planning team that includes all required stakeholders* is identified. AND There is a general description of the school planning team's involvement in the development of the plan and its review and update.

Characteristics of High Quality Planning
A planning team that includes all required stakeholders* and additional representatives from the school is identified. AND 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.

Plan Component	Needs Improvement	Meets Expectations for Submission
<b>Explore Data and Analyze Needs</b>	The school <i>did not analyze and capture insights across all of the major applicable data sections</i> (i.e. Academic Achievement and Growth, Educator, Climate and Access, College and Career Readiness) or <i>identified prioritized needs/groups of needs not well connected to areas of greatest challenge.</i>	The school analyzed and captured <i>at least three insights for each of the four major applicable data sections</i> (i.e. Academic Achievement and Growth, Educator, Climate and Access, College and Career Readiness), grouped together multiple related needs, and <i>prioritized groups of needs adequately connected to areas of greatest challenge.</i>  The school has reviewed the data, captured needs, and has identified a

Characteristics of High Quality Planning
The school analyzed and captured a <i>sufficient number insights for each of the four major applicable data sections</i> (i.e. Academic Achievement and Growth, Educator, Climate and Access, College and Career Readiness) that generates a comprehensive analysis of the school's data and identifies highest priority needs. AND The school grouped together multiple related needs, and <i>prioritized groups of</i>

Plan Component	Needs Improvement	Meets Expectations for Submission
	<p>The school has reviewed the data, captured needs, but has identified <i>no prioritized needs</i> or has identified <i>too many prioritized needs (typically more than 5)</i>.</p> <p>OR</p> <p>The school has provided no description of progress and challenges that may or may not have contributed to the outcomes for <i>the identified prioritized needs</i>.</p> <p>OR</p> <p>The school has provided a description that identifies <i>minimal to no root causes</i> to explain the reasons for the challenges faced, or the root causes identified are <i>outside of the school's control</i> and are therefore not actionable, or the root causes identified contain <i>no variation</i> in accordance with the data.</p> <p>OR</p> <p>The school's description of prior strategies that may or may not have contributed to the outcomes includes <i>minimal to no reflection</i> on prior year strategies that may or may not</p>	<p><i>reasonable number of prioritized needs (ideally 3-5)</i>.</p> <p>AND</p> <p>The school has provided a description of progress and challenges that may or may not have contributed to the outcomes for <i>all of the identified prioritized needs</i>, as applicable.</p> <p>AND</p> <p>The school has provided a description that identifies <i>some root causes</i> to explain the reasons for the challenges faced that are <i>within the school's control to act on, and vary appropriately based on the school's data</i>.</p> <p>AND</p> <p>The school has provided a description of prior strategies that may or may not have contributed to the outcomes includes <i>some reflection</i> on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.</p>

Characteristics of High Quality Planning
<p><i>needs directly connected to areas of greatest challenge</i>.</p> <p>AND</p> <p>The school incorporated <i>local data</i> connected to the needs in relevant and meaningful ways.</p> <p>The school has reviewed the data, captured needs, and has identified <i>a reasonable number of prioritized needs (ideally 3-5)</i>.</p> <p>AND</p> <p>The school has provided an <i>in depth</i> and thorough description of progress and challenges that may or may not have contributed to the outcomes for <i>all of the identified prioritized needs</i>.</p> <p>AND</p> <p>The school has provided an in depth description that identifies <i>ample and sufficient root causes</i> to explain the reasons for challenges faced that are <i>within the school's control to act on, and vary adequately and appropriately based on the school's data</i>.</p> <p>AND</p> <p>The school has provided a description of prior strategies that may or may not have contributed to the outcomes which includes <i>in depth and thorough reflection</i> on prior year strategies that may or may</p>

Plan Component	Needs Improvement	Meets Expectations for Submission
	have contributed (positively or negatively) to school outcomes.	

Characteristics of High Quality Planning
not have contributed (positively or negatively) to school outcomes.

Plan Component	Needs Improvement	Meets Expectations for Submission
<b>Develop Plan: Goals</b>	<p>The school has reviewed the prioritized needs but has identified <i>no goals</i> or has identified <i>too many goals (typically more than 5)</i>.</p> <p>OR</p> <p>The <i>goals do not align</i> appropriately to the prioritized needs identified through the needs assessment.</p> <p>OR</p> <p>The goals are not <i>SMART (specific, measurable, attainable, relevant, and time-bound)</i>.</p> <p>OR</p> <p>The school provides <i>minimal to no description of the goals</i> or associated performance measures.</p> <p>OR</p>	<p>The school has reviewed the prioritized needs and has identified <i>a reasonable number of goals (ideally 3-5)</i>.</p> <p>AND</p> <p>The <i>goals adequately align</i> to the prioritized needs identified through the needs assessment.</p> <p>AND</p> <p>The goals are <i>SMART (specific, measurable, attainable, relevant, and time-bound)</i>.</p> <p>AND</p> <p>The school provides <i>an adequate description of the goals</i> and includes <i>mostly high-quality associated</i> performance measures.</p> <p>AND</p> <p>The performance measures are adequately identified and accompanied</p>

Characteristics of High Quality Planning
<p>The school has reviewed the prioritized needs and has identified <i>a reasonable number of high impact goals (ideally 3-5)</i>.</p> <p>AND</p> <p>The <i>goals are aligned directly</i> to the prioritized needs identified through the needs assessment.</p> <p>AND</p> <p>The <i>goals align directly</i> with the progress and challenges identified in the prioritized needs.</p> <p>AND</p> <p>The goals are <i>SMART (specific, measurable, attainable, relevant, and time-bound)</i>.</p> <p>AND</p> <p>The school provides <i>detailed descriptions of the goals</i> and includes <i>multiple high-quality</i> performance measures.</p> <p>AND</p>

Plan Component	Needs Improvement	Meets Expectations for Submission
	The performance measures are not adequately identified or not accompanied by an ambitious but attainable annual targets.	by an ambitious but attainable annual target.

Characteristics of High Quality Planning
The performance measures are adequately identified and accompanied by an ambitious but attainable annual target.

Plan Component	Needs Improvement	Meets Expectations for Submission
<b>Develop Plan: Strategies</b>	<p><i>No strategy</i> has been articulated in support of the identified goal.</p> <p>OR</p> <p>Strategies have been identified but show <i>minimal to no logical connection to the identified goal(s)</i> and are not appropriately named.</p> <p>OR</p> <p>Strategy descriptions are <i>vague or lack details</i> and don't connect to the change that will occur.</p>	<p>Strategy/strategies show an <i>adequately logical connection to the identified goal(s)</i> and are appropriately named.</p> <p>AND</p> <p>Strategy descriptions <i>clearly and concisely</i> state the high-level details of the strategy or the change that will occur as a result.</p>

Characteristics of High Quality Planning
<p>Strategy/strategies show an <i>extremely logical connection to the identified goal(s)</i> and are appropriately named.</p> <p>AND</p> <p>Descriptions of the strategies <i>are explicit in providing details</i>, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal.</p>

Plan Component	Needs Improvement	Meets Expectations for Submission
<b>Develop Plan: Benchmark Indicators</b>	<p>There are <i>no benchmark indicators</i> identified in the plan.</p> <p>OR</p> <p>The benchmark indicators identified are generally <i>not leading (predictive) indicators</i> of the goal</p>	<p>At least <i>one well-developed benchmark indicator exists</i> for each strategy identified in the plan.</p> <p>AND</p> <p>The benchmark indicators identified are generally <i>leading (predictive) indicators</i> of the goal and/or include</p>

Characteristics of High Quality Planning
<p><i>Well-developed benchmark indicator(s) exist</i> for each strategy identified in the plan.</p> <p>AND</p> <p>The benchmark indicators identified are all clear <i>leading (predictive) indicators</i> of</p>

	<p>and/or are generally <i>input measures</i> such as sign-in sheets.</p> <p>OR</p> <p>The benchmark indicators identified are generally <i>insufficient for showing progress</i> of the associated strategy toward meeting the goal using data and evidence.</p> <p>OR</p> <p>The benchmark indicators identified are collected <i>too infrequently</i> to serve as leading measures (e.g., annual measures).</p>	<p><i>some output measures</i> such as observed change in practice.</p> <p>AND</p> <p>The benchmark indicators identified are generally <i>sufficient for showing progress</i> of the associated strategy toward meeting the goal using data and evidence.</p> <p>AND</p> <p>The benchmark indicators identified are collected <i>frequently enough</i> to serve as leading measures (e.g., more than once a year).</p>
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the goal and are mostly output and/or outcome measures.

AND

The benchmark indicators identified are *directly aligned to show progress* of the associated strategy 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

The school clearly articulates *how* the benchmark indicators will be utilized to inform continuous improvement throughout the school year.

Plan Component	Needs Improvement	Meets Expectations for Submission
<b>Develop Plan: Action Steps</b>	<p>No <i>action steps</i> have been identified to support the associated strategies.</p> <p>OR</p> <p>Action steps show <i>minimal to no logical connection</i> to the strategies.</p> <p>OR</p> <p>Action steps are <i>not appropriately named</i>.</p> <p>OR</p>	<p>Action step(s) show <i>an adequately logical connection</i> to the strategies.</p> <p>AND</p> <p>Action steps <i>are appropriately named</i>.</p> <p>AND</p> <p>Descriptions of the action steps provide <i>adequate detail regarding the actions to be taken</i>, 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</p>

**Characteristics of High Quality Planning**

Action step(s) show *an extremely logical 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 *exceptional 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

	<p>Descriptions of the action steps are <i>vague and do not clearly specify the actions to be taken</i>.</p> <p>OR</p> <p>The identified person responsible lists a position and <i>not a specific name</i>, or the person responsible is <i>not appropriate</i> for the action step.</p> <p>OR</p> <p><i>Minimal to no estimated dates of completion</i> are listed, or are unrealistic for the stated action step.</p>	<p>strategy, and how it will be completed.</p> <p>AND</p> <p>The person responsible is populated with a <i>specific school staff person's name</i> (not a position title), and is an <i>appropriate individual</i> for the action step.</p> <p>AND</p> <p><i>Estimated dates of completion</i> are appropriate and all dates are not end-of-year dates.</p>
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	<p>goal and strategy, and how it will be completed.</p> <p>AND</p> <p>The person responsible is populated with a <i>specific school staff person's name</i> (not a position title), and is an <i>appropriate individual</i> for the action step.</p> <p>AND</p> <p><i>Estimated dates of completion</i> are appropriate and all dates are not end-of-year dates.</p>
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Plan Component	Needs Improvement	Meets Expectations for Submission
<b>Reflect on Plan: Disciplinary Practices</b>	The school has not identified the steps to be taken to reduce lost instructional time due to student discipline.	The school has provided at least one step to be taken to reduce lost instructional time due to student discipline.
<b>Reflect on Plan: Safe, Supportive, and Healthy Environments</b>	<p>The school has not identified the priorities to be addressed related to ensuring a safe, supportive, and healthy environment.</p> <p>OR</p> <p>The school has not identified how it will address the identified priorities for a safe, supportive, and healthy environment.</p>	<p>The school has provided and analyzed school climate data to identify at least one priority for providing a safe, supportive, and healthy environment.</p> <p>AND</p> <p>The school has provided at least one way it will address the identified priorities for providing a safe, supportive, and healthy environment.</p>

Characteristics of High Quality Planning
The school has provided more than one step to be taken to reduce lost instructional time due to student discipline.
<p>The school has provided and analyzed school climate data to identify more than one priority for providing a safe, supportive, and healthy environment.</p> <p>AND</p> <p>The school has provided more than one way it will address the identified priorities for providing a safe, supportive, and healthy environment.</p>

<p><b>Reflect on Plan: Integration and Effective Use of Technology in the Classroom</b></p>	<p>The school has not described the current level of access to technology that students have as part of their instructional program. OR The school has not described the challenges faced in integrating technology into practice. OR The school has not identified steps the school is taking to address identified challenges. OR The school has identified steps to take, but they do not align to the identified challenges. OR The school has not identified possible funding sources for increasing access to technology.</p>	<p>The school has provided data and described the level of access to technology that students have as part of the instructional program. AND The school has identified at least one challenge faced in integrating technology into practice. AND The school has identified at least one step to be taken to address the identified challenges. AND The school has identified at least one possible funding source for increasing access to technology.</p>	<p>The school has provided data and described the level of access to technology that students and teachers have as part of the instructional program. AND The school has identified more than one challenge faced in integrating technology into practice. AND The school has identified more than one step to be taken to address the identified challenges. AND The school has identified more than one possible funding source for increasing access to technology.</p>
<p><b>Reflect on Plan: Family and Community Engagement</b></p>	<p>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</p>	<p>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</p>	<p>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 of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school. OR</p>

	There are no specific activities to engage parents and families of English learners. (if applicable)	There is at least one activity to engage parents and families of English learners. (if applicable)
<b>Reflect on Plan: Professional Learning for Educators</b>	<p>The school has not described planned professional development activities for teachers and leaders.</p> <p>OR</p> <p>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.</p> <p>OR</p> <p>The school's planned professional development activities are not aligned to the needs identified in the needs assessment.</p>	<p>The school has provided a general description of planned professional development activities for teachers and leaders.</p> <p>AND</p> <p>The planned professional development activities are described to demonstrate the likelihood of positive impact on student academic achievement and teacher and leader capacity.</p> <p>AND</p> <p>The professional development activities described address at least one of the needs identified in the needs assessment.</p>
<b>Reflect on Plan: Educator Placement</b>	<p>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.</p> <p>OR</p> <p>The school has not described the procedures in place to ensure equitable access to highly</p>	<p>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.</p> <p>AND</p> <p>The school has provided at least one procedure to ensure equitable access to highly effective teachers and address identified disparities.</p>

There is more than one activity to engage parents and families of English learners (if applicable).
<p>The school has provided a specific plan for professional development for teachers and leaders, including timelines, staff to be involved, and follow-up activities.</p> <p>AND</p> <p>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.</p> <p>AND</p> <p>The professional development activities described address more than one of the needs identified in the needs assessment.</p>
<p>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.</p> <p>AND</p> <p>The school has provided more than one procedure to ensure equitable access to highly effective teachers and address identified disparities.</p>

	effective teachers and address identified disparities.	
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***Title I (School-Wide and Targeted Assistance, as applicable)***

<b>Plan Component</b>	<b>Needs Improvement</b>	<b>Meets Expectations for Submission</b>
<b>Reflect on Plan: School-Wide Plan Components</b>	The school has not provided a narrative response to all five school-wide plan components. OR The school's responses to one or more of the five required school-wide plan components does not align to the activities and priority needs identified in the needs assessment.	The school has provided a narrative response to all five school-wide plan components. AND The school's responses to all of the five required school-wide plan components generally align to the activities and priority needs identified in the needs assessment.
<b>Reflect on Plan: School-wide Budget</b>	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 has not uploaded a school-level budget for Title I funds. OR	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 CFA. AND The school has uploaded a school-level budget for Title I funds and the budget amount equals the amount indicated in the school plan, school-wide budget section and the amount on the PPA page of the CFA. AND

<b>Characteristics of High Quality Planning</b>
The school has provided both a narrative response to all five school-wide components and has created a component relationship between action steps and all required components. AND The school's response to all five required school-wide plan components are directly aligned to the activities and priority needs identified in the needs assessment.
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 CFA. AND The school has uploaded a comprehensive school-level budget that identifies Title I funds separately, but shows other school level funding and the coordination of those funds and services. AND

	<p>The school-level budget of Title I funds does not equal the amount of funds indicated in the school plan, school-wide budget section, and the amount on the PPA page of the CFA.</p> <p>OR</p> <p>The school-level budget of Title I funds does not align to the goals, strategies, and action steps developed.</p> <p><b>CONSOLIDATION OF FUNDS ONLY</b></p> <p>The school is consolidating funds and has not identified the grants to be included in the school-wide pool.</p> <p>OR</p> <p>The grants identified as being included in the school-wide pool do not match the grants identified in the school-wide pool section of the CFA.</p> <p>OR</p> <p>The school has not uploaded the school-wide pool section of the CFA.</p> <p>The school has not identified the priorities to be addressed related to ensuring a safe, supportive, and healthy environment.</p> <p>OR</p> <p>The school has not identified how it will address the identified priorities for a safe, supportive, and healthy environment.</p>	<p>The school-level budget of Title I funds does generally align to the goals, strategies, and action steps developed.</p> <p><b>CONSOLIDATION OF FUNDS ONLY</b></p> <p>The school is consolidating funds and has identified the grants to be included in the school-wide pool.</p> <p>AND</p> <p>The grants identified as being included in the school-wide pool match the grants identified in the school-wide pool section of the CFA.</p> <p>AND</p> <p>The school has uploaded the school-wide pool section of the CFA.</p>
<p><b>Reflect on Plan: Integration and Effective Use of</b></p>	<p>The school has not described the current level of access to technology that students have as</p>	<p>The school has provided data and described the level of access to</p>

<p>The Title I funds identified within the budget equals the amount indicated in the school plan, school-wide budget section and the amount on the PPA page of the CFA.</p> <p>AND</p> <p>The school-level budget directly aligns the use of Title I funds, and other available funding, with the goals, strategies, and action steps developed.</p> <p><b>CONSOLIDATION OF FUNDS ONLY</b></p> <p>The school is consolidating funds and has identified the grants to be included in the school-wide pool.</p> <p>OR</p> <p>The grants identified as being included in the school-wide pool match the grants identified in the school-wide pool section of the CFA.</p> <p>OR</p> <p>The school has uploaded the school-wide pool section of the CFA.</p>
<p>The school has provided data and described the level of access to technology that students and teachers</p>

<p><b>Technology in the Classroom</b></p>	<p>part of their instructional program. OR The school has not described the challenges faced in integrating technology into practice. OR The school has not identified steps the school is taking to address identified challenges. OR The school has identified steps to take, but they do not align to the identified challenges. OR The school has not identified possible funding sources for increasing access to technology.</p>	<p>technology that students have as part of the instructional program. AND The school has identified at least one challenge faced in integrating technology into practice. AND The school has identified at least one step to be taken to address the identified challenges. AND The school has identified at least one possible funding source for increasing access to technology.</p>	<p>have as part of the instructional program. AND The school has identified more than one challenge faced in integrating technology into practice. AND The school has identified more than one step to be taken to address the identified challenges. AND The school has identified more than one possible funding source for increasing access to technology.</p>
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