

2011-2012 TITLE I SCHOOL INTEGRATED IMPROVEMENT PLAN SCORING CHECKLIST

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| District Name: | USD Number: | |
| School Name | Building Number | |
| Initial Review – Reviewer Name | Date: | |
| Resubmission Review - Reviewer Name: | Date: | |
| | Plan Approved as Submitted | |
| | Minor Revisions Needed – Revise and Resubmit | |
| | Plan Disapproved: Major Revisions Needed | |
| General Comments | | |
| : | | |
| Cover Page | | |
| | YES | NO |
| Information provided on cover page was complete (e.g., school information, signatures, etc.). | | |
| Assurances were marked. | | |
| Comments: | | |
| ORIENTATION AND READINESS | | |
| School Planning Team | YES | NO |
| The school has identified the required # of ETAT/STAT members representing various roles to assist with improvement efforts. (if applicable) | | |
| The school has identified the required stakeholders representing various roles to establish a School Planning Team. | | |
| 1. The school has identified who was involved in the process of developing the plan. | | |

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| 2. The school explained how stakeholders were involved in the development of the plan. | | |
| 3. The school described how teachers' voice and buy-in were obtained. | | |
| 4. The school provided the timeline for planning. | | |
| 5. The school described how the plan was communicated to parents, teachers and the BOE, and translated (if necessary). | | |
| Comments: | | |
| Clarify Vision for School Reform | YES | NO |
| 1. The school described the vision for student learning. | | |
| 2. The school described the steps it will take fulfill its vision. | | |
| Comments: | | |
| GATHER, ORGANIZE AND ANALYZE DATA | | |
| School Profile | YES | NO |
| Student Demographics data were provided. | | |
| Student Learning and Achievement data for multiple years was provided. | | |
| School Processes/Programs data was provided. | | |
| Perception data was included. | | |
| Comments: | | |
| Determine Key Findings | YES | NO |
| 1. Student Demographics Data: The school provided an analysis and identified Key Findings. | | |
| Student Achievement Data: The school provided an analysis and identified Key Findings. | | |
| School Processes/Programs Data: The school provided an analysis and identified Key Findings. | | |
| Perception Data: the school provided an analysis and identified Key Findings. | | |
| 2. The school described the process used to analyze the data. | | |
| Comments: | | |
| Determine Strengths, Challenges, Root Causes and Gaps | YES | NO |
| 1. The school provided an assessment of the strengths and root cause(s) of the current school program based on school profile data. | | |
| 2. The school provided an assessment of the challenges and root cause(s) of the current school program based on school profile data. | | |
| 3. The school identified gaps that exist between the school's current reality and where it wants to be when the vision is realized. | | |
| • The school identified what it needs to do or consider to ensure academic success for each student. | | |

Comments:

DEVELOP AND IMPLEMENT THE INTEGRATED SCHOOL IMPROVEMENT PLAN

| Action Plan Completion | YES | NO |
|---|------------|-----------|
| 1. Reading SMART Goal(s) are specific, measurable, actionable, results based, and time-bound. | | |
| <ul style="list-style-type: none"> • Reading SMART Goal(s) relate to identified Root Causes, Key Findings, and Major Gaps. | | |
| <ul style="list-style-type: none"> • Reading Action Steps relate to the SMART Goal(s) and are complete (persons responsible, resources needed, completion date, evidence of completion, and Tiers identified). | | |
| <ul style="list-style-type: none"> • Reading SMART Goal(s) and Action Steps address the subgroups not meeting AYP. | | |
| 2. Mathematics SMART Goal(s) are specific, measurable, actionable, results based, and time-bound. | | |
| <ul style="list-style-type: none"> • Mathematics SMART Goal(s) relate to identified Root Causes, Key Findings, and Major Gaps. | | |
| <ul style="list-style-type: none"> • Mathematics Action Steps relate to the SMART Goal(s) and are complete (persons responsible, resources needed, completion date, evidence of completion, and Tiers identified). | | |
| <ul style="list-style-type: none"> • Mathematics SMART Goal(s) and Action Steps address the subgroups not meeting AYP. | | |
| 3. Operational Goal(s) are specific, measurable, actionable, results based and time-bound. | | |
| <ul style="list-style-type: none"> • Operational Goal(s) relate to identified Root Causes, Key Findings, and Major Gaps. | | |
| <ul style="list-style-type: none"> • Operational Action Steps relate to the SMART Goal(s) and are complete (persons responsible, resources needed, completion date, evidence of completion, and Tiers identified). | | |
| 4. The school described the process used to determine if interventions and/or strategies are research-based and how these strategies will result in increased learning for students. | | |

Comments:

Research Based Staff Development Plan Completion

| | YES | NO |
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| The staff development plan identifies strategies to be used at the knowledge, application and impact levels. | | |
| <ul style="list-style-type: none"> • A timeline is identified for implementing the staff development plan (Timeline relates to the research on adult learning). | | |
| <ul style="list-style-type: none"> • Persons responsible for staff development strategies are identified, along with personnel and funding resources. | | |
| <ul style="list-style-type: none"> • The plan identifies how the effectiveness of the staff development will be evaluated. | | |

Comments:

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Extended Learning Opportunities Beyond Tiers 2 and 3

| | YES | NO |
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| The school described extended learning opportunities (if any) to learn and/or additional time the school will provide to ensure all students are successful in Reading and Mathematics. | | |

Comments:

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| Highly Qualified | YESs | NO |
| 1. The school described the staff development plan which supports the acquisition and retention of highly qualified teachers, including ESOL. | | |
| 2. The school described the strategies it uses to attract highly qualified teachers with appropriate endorsements. | | |
| 3. The school described the strategies it uses to ensure paraprofessionals meet the qualifications of highly qualified. | | |
| 4. The school described the strategies it uses to incorporate a teacher mentoring program as part of its professional development. | | |
| 5. The school described how professional development opportunities may be offered to principals, paraprofessionals and parents. | | |
| Comments: | | |
| Transitions | YES | NO |
| 1. The school described (if applicable) the strategies it will use for assisting preschool children in the transition from early childhood programs such as Head Start, special education preschool, Early Reading First, or local preschools to the local elementary school program. | | |
| 2. The school described (if applicable) the strategies it will use for assisting elementary school students in the transition from elementary school to middle school. | | |
| 3. The school described (if applicable) the strategies it will use for assisting middle school students in the transition from middle school to high school. | | |
| 4. The school described (if applicable) the strategies it will use for assisting ELLs in the transition from ESOL centers or classes to regular education/content classes and providing the supports they need in the regular classroom. | | |
| Comments: | | |
| Parent Family Involvement | YES | NO |
| The school has selected standard(s) for parent/family involvement. | | |
| <ul style="list-style-type: none"> Strategies to promote each selected parent/family involvement standard are clear and identified strategies relate to the specific standard selected. | | |
| <ul style="list-style-type: none"> Monitoring procedures to ensure participation of culturally and linguistically diverse parents and families are provided for each selected standard. | | |
| Comments: | | |
| Coordination of Services and Funds | YES | NO |
| 1. The school described how it will coordinate federal, state, and local services to support the school improvement process. | | |
| 2. The school described how federal, state and local funds will be coordinated to support the school improvement process. | | |

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| Comments: | | |
| MONITOR IMPLEMENTATION AND PROGRESS | YES | NO |
| 1. The school described the process it will use to monitor the implementation of the School Integrated Improvement Plan. | | |
| • The school included information on who will participate, what will be reviewed, and the timeline for monitoring implementation. | | |
| 2. The school described the process it will use to evaluate the success of the School Integrated Improvement Plan. | | |
| • The school described the evidence it will use to determine if the plan is effective. | | |
| Comments: | | |