

UNIFIED IMPROVEMENT PLAN QUALITY CRITERIA (SCHOOL LEVEL) EXCERPT

SECTION IV: ACTION PLANS





School Target Setting Form:



Required Element (definition)	Criteria
<p>Performance Targets (2 years)</p> <p><i>A specific, quantifiable performance outcome that defines what would constitute success in a performance indicator area within the designated period of time.</i></p>	<ul style="list-style-type: none"> • Specifies ambitious but attainable target(s) for every performance indicator area (achievement, growth, growth gaps, and post-secondary/workforce readiness) where the school did not at least meet state and federal expectations (approaching, did not meet on SPF), including at least one performance target related to each priority performance challenge. • Identifies the group or disaggregated group of students to which the target applies (e.g., 3rd grade, English Language Learners). • Provides specific targets, which may be at the grade or disaggregated group level (e.g., English Language Learners, habitually truant students) which can be attainable through action steps. • Specifies the measure (e.g., TCAP/CSAP, CoALT, Escritura, Lectura, ACT) and metric (e.g., % proficient or advanced, % partially proficient, median student growth percentile, % of students making catch-up growth) for which the target is being set. • Includes the required state metrics for that performance indicator; targets for additional metrics may also be identified. • Sets targets for increasing performance over time in a way that would, at a minimum, result in the school meeting state expectations within a given timeframe (i.e., within 2 years if a school has had a Turnaround plan type for 3 years). • May include targets associated with required district performance indicators (e.g., English language attainment).
<p>Interim Measures</p> <p><i>A measure (and associated metric) of student performance used to measure performance in a specified indicator area, at more than one point during a school year.</i></p>	<ul style="list-style-type: none"> • For each annual performance target, describes what will be used to measure student performance to monitor progress in reaching the target. • Includes only measures that are administered/scored/reported more than once during the school year. • Specifies how frequently the data from the measure will be available. • Specifies metrics associated with each interim measure (e.g., NWEA RIT Growth scores, Acuity subscale proficiency scores).

Action Planning Form

Required Element <i>(definition)</i>	Criteria
<p>Major Improvement Strategies</p> <p><i>An overall approach that describes a series of related actions intended to result in improvements in performance.</i></p>	<ul style="list-style-type: none"> • Describes an overall research-based approach based on a theory about how performance will improve. There must be evidence that the strategy has previously resulted in improvement in performance, such as that specified by a priority performance challenge. • Describes the specific change in practice that will result from the action steps (e.g., not “improve reading instruction,” rather “implement formative assessment practices in all 3-5 grade classrooms during reading instruction”). • Explicitly responds to the identified root cause(s). • Specifically addresses the needed instructional improvement. • Must include at least one of the following approaches: <ul style="list-style-type: none"> ▪ Turnaround Partner ▪ School Management ▪ Innovation School ▪ School Management Contract ▪ Charter Conversion ▪ Restructure Charter ▪ School Closure ▪ Other Strategy of Comparable or Greater Effect

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Required Element <i>(definition)</i>	Criteria
<p>Action Steps <i>The activities or actions that will be taken to implement a major improvement strategy.</i></p> <p></p> <p></p> <p></p> <p></p>	<ul style="list-style-type: none"> • Describes the detailed and specific steps that school or district personnel will take to implement the major improvement strategy. • Describes the specific steps that any external consultants or contractors (if the school is working with external consultants/contractors) will take to implement the major improvement strategy. • Assures that Title I students are only taught by highly qualified teachers. • Includes high quality and on-going professional development for teachers, principals, paraprofessionals and other staff (as appropriate) based on root causes. • Describes parental involvement strategies consistent with the school's Parent Involvement Policy and Parent Compact. • Includes high quality professional development that increases understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction. • Describes how students who are most at-risk will be identified and given timely assistance, and the potential interventions that will be provided to them. • Describes strategies to assist preschool students in the successful transition from early childhood programs to local elementary school programs. • Assures that the program gives primary consideration to providing extended learning time and accelerated, high-quality curriculum, and minimizes the removal of children from the regular classroom during regular school hours for instruction. • Describes how the progress of Title I students will be reviewed on an ongoing basis to determine whether or not the program must be revised if progress is not sufficient. • Includes action steps that specifically address performance challenge of the lowest performing disaggregated group(s).
Timeline	<ul style="list-style-type: none"> • Specifies the month(s) and year when each action step will take place. • Identifies a logical sequence of action steps. • Represents a two-year timeframe.
Key Personnel	<ul style="list-style-type: none"> • Describes who will be responsible for implementing the action step(s); may be a position or a role.

Required Element <i>(definition)</i>	Criteria
Resources  	<ul style="list-style-type: none"> Clearly aligns resources with the proposed action step. Must include total funds budgeted for the improvement strategy, including local, state and federal funds. May include: staff time, expertise, external contracts. For example, .2FTE of the instructional coach will be devoted to implementing this action step. Local funds and Title I pay for the positions. Specifies the amount (of money and/or time). Specifies the source (e.g., Title I, district, school, PTA). Describes how other ESEA Title Programs (Title I, Parts B, C, and F; Title II, Parts A, B, and D; Title IV, Parts A & B; and Title V) are integrated and coordinated, if applicable. Indicates how violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, etc., are integrated, if applicable. Activities associated with resources are allowable under Title I and align with the intent of the funding source. Directly identifies Title I resources and how they are coordinated with other resources. Activities associated with resources are allowable under Title I and align with the intent of the funding source.
Implementation Benchmarks <i>A measure (with associated metric) used to assess the degree to which action steps have been implemented. (Note: Not performance measures.)</i>	<ul style="list-style-type: none"> Specifies what will be measured (with associated metrics) and when data will be collected to assess the degree to which action steps have been implemented. <i>Note: Implementation benchmarks may be quantitative or qualitative.</i> Describes when implementation benchmarks will be analyzed and interpreted and who will be involved. <i>Note: Analyzing and interpreting implementation benchmarks and making adjustments to action steps should be included in the action steps.</i>
Status <i>Progress toward action step completion.</i>	<ul style="list-style-type: none"> Optional, unless directed by a competitive grant program. Indicates the status of the action step. May include specific information, such as date completed.