

Unified Improvement Plan Quality Criteria Rubric: School-Level

Overview

The Unified Improvement Plan (UIP) provides districts and schools with a consistent format to capture improvement planning efforts that streamline state and federal planning requirements and increase student learning. CDE developed the Quality Criteria rubric to offer guidance for creating high quality improvement plans and to establish the criteria for state and local review of school level UIPs, especially for identified schools (i.e., Priority Improvement, Turnaround, On Watch, ESSA Comprehensive Support).

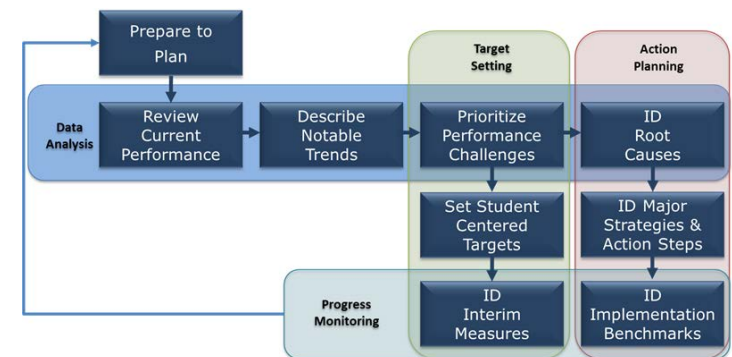
Directions for use

- Access School Summary and Requirements tab in the [UIP Online System](#) to determine the school’s unique accountability and program requirements.
- Use the Meets Expectations column in this document as guidance for strong improvement planning within the UIP.

The Big Five Guiding Questions

The “Big Five” are five guiding questions that outline the major concepts of the improvement planning process. The questions build upon each other and facilitate alignment across the entire plan. Does the plan:

- Investigate the most critical performance areas and prioritize the most urgent **performance challenges**?
- Identify **root causes** that explain the magnitude of the performance challenges?
- Identify evidence-based **major improvement strategies** that have likelihood to eliminate the root causes?
- Present a well-designed **action plan** for implementing the major improvement strategies to bring about dramatic improvement?
- Include elements that effectively **monitor** the impact and **progress** of the action plan?



Structure of the Quality Criteria Rubric

Organized by the “Big Five,” the various plan elements are further defined and include questions that if addressed, *lead to* a well-developed improvement plan. Most of these questions blend best practice and accountability requirements. Schools should aim for meeting or exceeding the criteria in the column at the right (Meets Expectations). The most effective plans build a case that remains coherent across each section of the plan, rather than simply addressing each section independently. Those requirements that only apply to some schools are labeled separately. Greyed out sections will not be reviewed by CDE during the current school year. School UIPs that are thorough and well-crafted, reflect a strong improvement planning process, and provide a cohesive and exemplary statement of improvement efforts may earn a rating of “Meets at a High Level.”



This icon highlights school improvement planning requirements for schools identified for Comprehensive Support and Improvement (CS), Targeted Support (TS) and Additional Targeted Support (ATS) under the Every Student Succeeds Act (ESSA).

UIP Element acronyms used in this document:




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| IB | Implementation Benchmark |
| IM | Interim Measure |
| MIS | Major Improvement Strategy |
| PPC | Priority Performance Challenge |
| RC | Root Cause |
| UIP | Unified Improvement Plan |




Crosswalk between the “Big Five,” Sections of the Planning Process and Tabs within the Online UIP


| Big Five Question | Where in the planning process is this decided? (see flow map graphic) | Where in the UIP online system is this reported? | |
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| | | Main Tab | Sub Tab |
| <input type="checkbox"/> Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges ? | <ul style="list-style-type: none"> ● Gather and Organize Data ● Review Performance ● Describe Notable Trends ● Prioritize Performance Challenges | Data Narrative | <ul style="list-style-type: none"> ● Brief Description ● Prior Year Targets ● Current Performance ● Trend Analysis ● Priority Performance Challenges |
| <input type="checkbox"/> Does the plan identify root causes that explain the magnitude of performance challenges? | <ul style="list-style-type: none"> ● Identify Root Causes | Data Narrative | <ul style="list-style-type: none"> ● Root Causes |
| | | Action Plans | |
| <input type="checkbox"/> Does the plan identify evidenced-based major improvement strategies that are likely to eliminate the root causes? | <ul style="list-style-type: none"> ● Identify Major Improvement Strategies | Action Plans | <ul style="list-style-type: none"> ● Major Improvement Strategies |
| <input type="checkbox"/> Does the UIP present a well-designed action plan for implementing the major improvement strategies to bring about dramatic improvement? | <ul style="list-style-type: none"> ● Identify Major Improvement Strategies ● Identify Action Steps | Action Plans | <ul style="list-style-type: none"> ● Major Improvement Strategies ● Planning Form |
| <input type="checkbox"/> Does the plan include elements that effectively monitor the impact and progress of the action plan? | <ul style="list-style-type: none"> ● Set Performance Targets ● Identify Interim Measures ● Identify Implementation Benchmarks | Action Plans | <ul style="list-style-type: none"> ● Target Setting ● Planning Form |





Assurances within the Online Template

The department has identified several planning elements that can be addressed as assurances to reduce the narrative. Note, the school has responsibility for ensuring completion of activities associated with these expectations and may be asked to share artifacts as a part of a monitoring process.

| Assurances within the Online Plan Template | | |
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| Relevant UIP Element | Topic | Criteria |
| All | Data Analysis  | The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics, as applicable. |
| | Stakeholder Input on Plan Development | Plan brought to SAC or DAC, stakeholders, staff, students in the development and progress monitoring of the plan. |
| | Stakeholder Progress Monitoring | The school will involve stakeholders -- at a minimum the accountability committee-- in progress monitoring the implementation of the plan throughout the school year. |
| ESSA Identification | Stakeholder Awareness  | Stakeholders were made aware of reasons for ESSA identification to include opportunities to review performance of related indicators and provide input on strategies or interventions related to identification |
| ESSA Identification | Stakeholder Involvement  | The school has developed and will implement a comprehensive support and improvement plan for the school to improve student outcomes in partnership with stakeholders (including principals and other school leaders, teachers, parents and the School and/or District Accountability Committee). |
| Priority Improvement/ Turnaround Plan | Family Notification | Written notice of the initial plan type was shared with families within 30 calendar days of identification. The SAC met to provide input on the improvement plan prior to the public hearing. A public hearing was held at least 30 calendar days after the date on which the district provided the written notice. The local board reviewed and adopted the plan. |

| 1 | Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges? | | | |
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| Relevant UIP Element | Topic | Does Not Meet Expectations | Partially Meets Expectations | Meets Expectations |
| Brief Description | Demographics and Context | Does not include a description of the school's demographics or contextual information. | Includes an incomplete description of school demographics and relevant contextual information about the school. | Includes a description of school's demographics and relevant contextual information about school (e.g., number of students served; student demographics, including disaggregated groups) |
| | Stakeholder Input and Involvement  | Assurance: Describes how a variety of stakeholders (including principals and other school leaders, teachers and school staff, parents and families, and the School Accountability Committee) were meaningfully involved in UIP development. | | |
| Prior Year Targets | Previous Performance Targets | Does not reference the previous year's performance targets. | References the previous year's performance targets, but does not include any reflection or potential adjustments for the current plan. | Reflects on the previous year's performance targets and improvement efforts. |
| Current Performance | Current Performance  | Does not include a description of the school's current performance as measured by applicable performance indicators. | Describes the school's current performance as measured by some applicable performance indicators, but the description is incomplete. | Describes current school performance relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators). |
| Trend Analysis | Notable Trends | Does not identify trends, or trend statements have significant issues. E.g., <ul style="list-style-type: none"> Multiple measures or metrics in one statement trends are outdated (e.g., does not include the most recent year). | Includes partially developed statements that consistently omit key elements (e.g., measure, metrics, disaggregated groups, trend direction, years, comparison point). | Describes positive and negative trends in student performance data and includes key elements (i.e., measure, metric, group, direction, and comparison point, as appropriate for available n-counts). |
| | Data and disaggregation  | Assurance: Describes performance trends for all students and for disaggregated groups of students (i.e., IEP, ELL, FRL, and minority status), when n-count allows for public reporting. (When the number of students (n) is too small for public reporting, an explanation for that student group is provided.) | | |
| | Data Sources | Does not identify data sources and/or does not include data. | Uses only one data source (e.g., CMAS, local interim assessment). | Includes multiple data sources with an explanation of the sources that were included or excluded for analysis. |


| 1 Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?, continued | | | | |
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| | Topic | Does Not Meet Expectations | Partially Meets Expectations | Meets Expectations |
| Priority Performance Challenges | Identification of PPCs | Does not identify PPCs or PPCs have significant issues. E.g., <ul style="list-style-type: none"> PPCs focus on adult actions rather than student outcomes PPCs are listed as needs or next steps. | Identifies PPCs focused on student performance, but (a) PPCs are not at the appropriate magnitude or (b) list of PPCs lacks focus (e.g., five PPCs). | Identifies a limited number (e.g., 3 or fewer) of student-centered Priority Performance Challenges of appropriate magnitude to focus the school's improvement efforts. |
| | Selection | | Provides a vague or weak rationale for prioritizing the PPCs identified, or includes a plausible PPC but lacks supporting data. | Priority Performance Challenges align to the trend analysis by focusing on challenges that are logical and high leverage; plan includes strong rationale for the selected Priority Performance Challenges. |
| | Address Indicators  | | Includes indicators that partially address areas where the system is not meeting expectations. | Priority Performance Challenges address performance indicators or sub-indicators where system is not yet meeting expectations (i.e., local, state and/or federal indicators, as applicable). |
| Additional Requirements for Some Schools | | | | |
| Program/Requirement | Topic | Does Not Meet Expectations | Partially Meets Expectations | Meets Expectations |
| On Watch | Sustained Improvement (Prior Targets) | Does not reflect on previous efforts | Includes a vague reference to impacts from previous improvement efforts. | Reflection on improvement efforts demonstrates understanding of changes needed to support sustained or accelerated improvement. |
| Late on the clock Year 4 or later | Prior year targets and previous efforts | Does not refer to previous efforts. | Includes a general reference of efforts undertaken. Does not describe gaps in needs or insights from implementation. | Describes previous actions taken to address identified Priority Performance Challenges and their degree of effectiveness (e.g., successes, gaps). These may include required Turnaround actions. |
| EASI Grant <i>For grantees who received a diagnostic review</i> | Integration of evaluation | Does not refer to the diagnostic review. | Indicates that a diagnostic review took place, but does not integrate results explicitly into the plan. | Describes how the results of the diagnostic review have informed the improvement plan. |
| READ Act <i>For schools serving K-3</i> | K-3 READ Act Data Analysis | Does not include trend data that considers K-3 literacy data. | Includes trend data from K-3 READ Act assessment, but it is incomplete or not disaggregated as appropriate. | Describes K-3 READ Act assessment performance for the previous two school years. Data are disaggregated, when reportable, by grade level, by percentage of students who have significant reading deficiencies, and by percentage of students who achieved grade level expectations in reading. |
| | Previous READ Act Assessment Targets | Does not include previous year's K-3 literacy performance targets specific to identified READ Act assessment. | Includes previous year's K-3 literacy performance targets specific to identified READ Act assessment. | Reports and reflects on previous year's K-3 literacy performance targets specific to identified READ Act assessment. |


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| Comprehensive Early Literacy Grant | Prior year ELG Goals and previous efforts (Trends) | Does not include current K-3 literacy performance data and/or does not identify the READ Act assessment. | Identifies trends related to all three goals designated within the ELG as well as the Literacy Evaluation Tool, but information is incomplete, needs adjustment, and/or lacks reflection. | Includes reflection and identifies trends related to all three goals designated within the ELG as well as the Literacy Evaluation Tool. |
| Additional Requirements for Some Schools, continued | | | | |
| | Data and disaggregation  | Does not provide a description of both whole group and disaggregated student group performance trends. | Provides limited description of performance trends for some, but not all, disaggregated student groups. | Describes performance trends for all students and for disaggregated groups of students (i.e., IEP, ELL, FRL, and minority status), when n-count allows for public reporting. (When the number of students (n) is too small for public reporting, an explanation for that student group is provided.) |
| ESSA School Improvement – Comprehensive Schools and Targeted/ Additional Targeted Schools | Multiple opportunities for stakeholder engagement.  | Does not describe how required stakeholder groups had multiple opportunities to partner in the development of the improvement plan. | Describes how required stakeholder groups had limited opportunities to partner in the development of the improvement plan. | Describes stakeholders as active partners in multiple aspects of plan development (e.g., collaborating on data review to identify trends, reviewing reasons for school improvement identification, helping use data trends to prioritize improvement strategies). |
| | Stakeholders and Identification  | Assurance: UIP clearly demonstrates that stakeholders were made aware of reasons for ESSA identification, reviewed performance of related indicators, and provided input on strategies or interventions related to identification. | | |
| | Prioritization (PPCs)  | Does not use performance on ESSA indicators to select PPC(s). | Provides a PPC based on the needs assessment; however, there is not a direct and explicit alignment with the reason for ESSA identification. | UIP clearly and explicitly aligns at least one Priority Performance Challenge to indicators triggering ESSA identification (Low Graduation, Lowest 5%, Low Participation). |
| Title I Schoolwide Program (if documenting Schoolwide requirements in UIP) | Stakeholder Engagement | Does not include stakeholders in plan development. | Describes minimal roles for stakeholders in plan development. | Provides a description of how stakeholders (e.g., school leaders, teachers, parents) were meaningfully involved in the development of the plan. |
| | Needs Assessment | Does not include outcomes of the needs assessment or a description of the data sources used. | Includes an analysis of the strengths and needs of some student groups, but does not show a clear summary of priorities that will be addressed in the plan. | Provides the outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan. See this page for more information on Schoolwide Plan requirements: https://www.cde.state.co.us/fedprograms/ti/a_sw |

| 2 Does the plan identify root causes which explain the magnitude of the performance challenges? | | | | |
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| Relevant UIP Element | Topic | Does Not Meet Expectations | Partially Meets Expectations | Meets Expectations |
| Root Causes | Actionable Root Cause | Identified Root Causes are not under the control of the school, do not address a PPC, or are not logically connected to other plan elements. | Identifies Root Causes that do not fully meet all elements of the definition (i.e., under control of school, aimed at the systems level, addresses underlying reason for the identified PPCs). | Identifies Root Causes that are under the control of the school, aimed at the systems level, and target the underlying reasons for the identified Priority Performance Challenge(s) |
| | Root Causes Selection Process | Does not include a description of the selection process. | Describes a vague or incomplete Root Cause selection process (e.g., only references one data source; describes little to no stakeholder engagement). | Explains how Root causes were identified, including, data sources used, stakeholder involvement, and a strong rationale for selecting a Root cause. |
| Additional Requirements for Some Schools | | | | |
| Program/ Requirement | Topic | Does Not Meet Expectations | Partially Meets Expectations | Meets Expectations |
| Late on the clock Year 4 or later | Reassessment of RCs Over Time | Root Causes are copied from prior plans and do not address past CDE feedback. | Refers to the same or similar Root Cause as in previous plans without critical re-examination. The description does not fully respond to past CDE feedback. | Root Cause analysis reflects a current examination of causes. |
| Early Learning Needs Assessment <i>For K-3 serving schools in Priority Improvement or Turnaround</i> | <i>Early Learning Needs Assessment</i> | Does not include a reference to an Early Learning Needs Assessment. | Summarizes findings from an ELNA that does not yet meet the minimum requirements . | Summarizes findings from an ELNA that meets the minimum requirements and commits to next steps based on those findings. |
| | <i>ELNA for Schools in Turnaround</i> | Early Learning Needs Assessment does not indicate analysis of early elementary achievement data to improve early childhood programs and partnerships. | Early Learning Needs Assessment indicates partial analysis of early elementary achievement data (e.g., limited data sources and/or grade levels) to improve early childhood programs and partnerships. | Early Learning Needs Assessment includes a complete analysis of early elementary student achievement data . Plan identifies appropriate research-based next steps to improve early childhood programs and partnerships. |
| ESSA School Improvement -- Comprehensive Schools and Additional Targeted Schools | Identification of Resource Inequities | Does not describe how resource inequities are identified or the plan has significant issues. | Provides a partial plan for identifying resources inequities (e.g., addresses equity in resource distribution, but not equitable access to high quality teachers or rigorous content). | The plan considers and addresses resource allocations, which might include the school's budget, and any inequities that may have contributed to the school's identification |

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| EASI Grant <i>For grantees within Exploration or Offered Services</i> | Identification of Systems Needs of School | Does not reference analysis as a result of activities approved through the EASI application as expected. | Provides an incomplete or unconnected systems analysis as a result of diagnostic processes through EASI grant participation. | Provides an integrated systems analysis as a result of exploration work through EASI grant participation. Process and perception data are leveraged in the validation of Root Causes. |
| Course Taking Analysis <i>For secondary school.</i> | Analysis of course taking patterns | Does not include an analysis of course taking patterns by disaggregated groups. | Includes an analysis of student course taking patterns, but it is incomplete (e.g., does not examine disaggregated groups). | Includes an analysis of student course taking patterns by disaggregated groups. |

| 3 Does the plan identify evidence-based major improvement strategies that are likely to eliminate the root causes? | | | | |
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| Relevant UIP Element | Topic | Does Not Meet Expectations | Partially Meets Expectations | Meets Expectations |
| Major Improvement Strategies (MIS) | Evidence-Based Strategies | Does not identify MIS or the MISs have significant issues. E.g., <ul style="list-style-type: none"> Does not include rationale for selection | Provides some evidence or rationale for the effectiveness of the selected MIS, but it is incomplete. | Provides clear rationale for the selection of Major Improvement Strategies, including the evidence-base which may include why the strategy is a good fit for the school's need, student population and staff capacity. |
| | Alignment to root causes | <ul style="list-style-type: none"> Does not include evidence base, Does not align to Root Cause The overall strategy is weak | Offers a loose or incomplete connection between MIS and root causes. May list the same MIS for multiple years without progress or re-examination. | Identifies clearly-defined strategies that are likely to resolve root cause(s) and improve priority performance challenges. |
| Additional Requirements for Some Schools | | | | |
| READ Act <i>For schools serving K-3</i> | Strategies to Address K-3 Reading | Does not include strategies that address the needs of K-3 students identified as having significant reading deficiencies. | Includes some reading strategies, but it is not evident that they will have a meaningful impact for K-3 students identified as having significant reading deficiencies. | Includes evidence-based strategies that will likely have meaningful impact for K-3 students identified as having significant reading deficiencies. |
| Accountability Clock Strategies <i>For schools on clock</i> | Likelihood of success | MISs lack urgency and are unlikely to result in adequate change in performance. | Provides an incomplete plan and it is unclear that the plan will change performance enough to exit the school from the accountability clock within a reasonable timeframe. | Major Improvement Strategies convey a sense of urgency and have a likelihood of resulting in adequate change in performance to enable the school to exit the accountability clock within a reasonable timeframe. |
| | Late on the clock: After SBE Action | Does not include strategies that reflect state board directed action. | Provides a vague or incomplete description of how school will implement state board directed action. | Includes strategies that are aligned with state board directed action. If applicable, provides a clear role for external partners in the description of the major improvement strategy. |

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| | Year 4 Description of Potential Pathway | Does not include a description of pathways exploration. | Provides an incomplete analysis of the school and district's pathways exploration. | Provides a full description of the school and district's exploration of all potential pathways. This includes identification of a preferred pathway and a rationale for why each option has potential to work or not. |
| | Turnaround strategy For Turnaround Plan Type | Does not identify a state-required turnaround strategy or lacks detail on selected strategy. | Identifies a required turnaround strategy but does not include detail in the action plan. | Identifies a state-required turnaround strategy and articulates an action plan that is aligned to the needs identified in the data narrative. |
| Additional Requirements for Some Schools, continued | | | | |
| ESSA School Improvement – Comprehensive Schools and Targeted/ Additional Targeted Schools | Alignment to identification  | UIP does not align at least one Major Improvement Strategy to ESSA identification. | At least one Major Improvement Strategy has the potential to be aligned with reasons for ESSA identification, but the connection is not clearly or explicitly described. | UIP clearly and explicitly aligns at least one major improvement strategy to indicators triggering ESSA identification (Low Graduation, Lowest 5%, Low Participation). |

| 4 Does the plan present a well-designed plan for implementing the major improvement strategies to bring about dramatic improvement? | | | | |
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| Relevant UIP Element | Topic | Does Not Meet Expectations | Partially Meets Expectations | Meets Expectations |
| Action Plans | Alignment to MIS | Does not include action steps, action steps are so limited that readers cannot understand what is needed for implementation of MIS, or action steps do not align to identified MIS. | Provides loose alignment between action steps and MIS. | Aligns action steps to MIS. |
| | Specific and Reasonable Action Steps | | Describes theoretical activities rather than specific tasks needed to achieve MIS; sequence of actions is unlikely to be completed in the time frame. | Lists action steps that are thorough, attainable and can be completed within the designated time frame. |
| | Assigned Resources | | Assigns some resources (e.g., personnel, funds) but these may not be adequate to carry out actions. | Assigns adequate resources (e.g., personnel, funds) necessary to implement action steps. |
| Additional Requirements for Some Schools | | | | |
| On Watch | Sustained Improvement | Plan reflects little to no progression from or connection to previous improvement efforts. | Actions reflect slight progress from previous improvement efforts. | Action steps build on previous improvement efforts that moved the school off the clock or provide strong rationale for a change in approach. |
| Family Engagement Activities <i>For schools on clock</i> | Actions Promoting Family Engagement | Does not include action steps to increase parent engagement at school. | Mentions parent engagement strategies, but they are low impact and not aligned with Family, School and Community Partnering standards. | Includes high leverage action steps to increase parent engagement at the school that are aligned with Family, School and Community Partnering standards. |
| ESSA School Improvement -- Comprehensive Schools and Additional Targeted Schools | Assigned Resources  | Does not describe resources (e.g. personnel, funds) or the resources are not adequate to carry out action steps or address identified resource inequities | Assigns resources (e.g., personnel, funds) or identifies action steps to address any identified resource inequities, but these may not be adequate. | Assigns adequate resources (e.g., personnel, funds) or identifies action steps necessary to address any identified resource inequities (required for CS and ATS schools). |

Additional Requirements for Some Schools

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| <p>EASI Grant <i>For grantees within District Designed and Led; Offered Services</i></p> | <p>Aligned Action Plan</p> | <p>Does not acknowledge activities approved through the EASI application.</p> | <p>Action steps provide a vague or incomplete alignment with activities approved through the EASI grant.</p> | <p>Action plan aligns with activities or services funded by the EASI grant.</p> |
| <p>Student Course Taking Report¹</p> | <p>Action to address inequities in course taking patterns</p> | <p>Does not include action steps to address identified patterns of disparities in disaggregated groups taking challenging coursework.</p> | <p>Includes limited or vague steps to address significant disparities in disaggregated groups taking challenging coursework, but it is not clear that those steps will have an impact.</p> | <p>Includes action steps to address identified patterns of significant disparity in disaggregated groups taking challenging coursework.</p> |
| <p>Title I Schoolwide Program (if documenting schoolwide requirements in UIP)</p> | <p>Focus on entire educational program</p> | <p>Action steps do not demonstrate a focus on the entire educational program.</p> | <p>Action steps demonstrate some alignment to the strategies to upgrade the entire educational program.</p> | <p>Action steps describe the strategies the school will use to upgrade the entire educational program to improve the achievement of the lowest-performing students.</p> |
| | <p>Timeline</p> | <p>Action steps do not include detail on how and when strategies will be implemented.</p> | <p>Action steps provide some description of how and when strategies will be implemented, but the steps are incomplete or vague.</p> | <p>Actions steps include a description of how and when the strategies will be implemented.</p> |
| | <p>Alignment to CNA</p> | <p>Does not identify actions to address the comprehensive needs assessment.</p> | <p>There is not a clear connection between the action steps and the areas identified in the comprehensive needs assessment.</p> | <p>Action steps address areas identified in the comprehensive needs assessment.</p> |
| | <p>Focus on Standards, Strategies and Student Needs</p> | <p>Does not identify action steps related to Title I Schoolwide expectations.</p> | <p>Action steps provide a loose or vague connection to standards, strategies, and the needs of all students.</p> | <p>Action Steps describe opportunities for all students to meet standards, align to and implement identified Major Improvement Strategies, and address the learning needs of all students (with particular emphasis on students needing the most support).</p> <p>See schoolwide guidance on activities that are allowable under the Schoolwide Program.</p> <p>For more information on Schoolwide requirements, see the Program Plan Requirements and Rubric.</p> |

¹ Shading indicates this requirement will not be reviewed by CDE for 2023-24.

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| Does the plan include elements to effectively monitor the impact and progress of the action plan? | | | | |
| Relevant UIP Element | Topic | Does Not Meet Expectations | Partially Meets Expectations | Meets Expectations |
| Performance Targets | Measures and Metrics | Does not include annual performance targets, omits targets for key indicators (e.g., provides achievement but not graduation targets), or does not align to PPCs. | Lists targets that do not specify measure (assessment method) or do not specify metric(standard of measurement). | Specifies the measure (assessment method) and metric (standard of measurement). |
| | Quality of Target | | Lists targets that are loosely aligned to PPCs, overly general, and/or unlikely to be attainable. The school will likely not meet state and/or federal expectations in a reasonable timeframe. | Identifies ambitious, attainable targets that align to the Priority Performance Challenges. Where possible, targets are set using the same measure as PPCs (e.g. if the PPC is focused on SAT mean scale score, target is focused on SAT mean scale score). |
| Interim Measures | Measures and Metrics | No description for checking student performance throughout the school year or interim measures don't meet description. (e.g., measures reference system or adult behaviors). | Names Interim Measure but consistently lacks metrics. | Specifies Interim Measures that identify the measure and metric. |
| Interim Measures | Alignment to Target | Does not include Interim Measures to monitor student performance progress or measures are off mark (e.g., written as targets, Implementation Benchmarks,, or action steps). | Lists Interim Measures with an inconsistent or unclear relationship to annual target. | Specifies Interim Measures that are aligned to an annual target and assess the impact of the Major Improvement Strategies on student outcomes multiple times per year. |
| | Quality of Interim Measures | | Lists Interim Measures but it is not clear that student progress can be assessed more than once a school year, or measures provide vague expectations for student progress. | Lists Interim Measures that specify expected student progress over the course of the year. |
| Implementation Benchmarks | Alignment to MIS | Does not include Implementation Benchmarks to monitor implementation progress, or benchmarks are off mark (e.g., written as targets, Interim Measures, or action steps). | Lists Implementation Benchmark(s) without a clear relationship to the Major Improvement Strategy. | Each Major Improvement Strategy has at least one aligned Implementation Benchmark. |
| | Quality of Implementation Benchmarks | | Includes Implementation Benchmarks that measure completion, rather than assessing effectiveness (e.g., a checklist of actions). It may not be clear that implementation can be meaningfully evaluated or mid-course corrections made. | Provides Implementation Benchmarks for each Major Improvement Strategy that enable staff to determine whether implementation of strategies is occurring in an effective manner and articulates a plan for adjusting implementation, as needed. |
| | Plan Duration | Does not include Implementation Benchmarks to monitor implementation progress | Implementation Benchmarks are identified, but they do not cover the span for public posting. | Plan provides Implementation Benchmarks to guide and assess plan implementation for the duration of plan public posting (e.g. two years for districts exercising biennial flexibility). |

Additional Requirements for Some Schools

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| READ Act <i>For schools serving K-3</i> | READ Act Targets (SRD) | Does not specify target(s) for reducing the number of students who have significant reading deficiencies. | Includes reading target(s), but does not focus on reducing the number of students who have significant reading deficiencies. | Specifies ambitious and attainable target(s) as measured by the school's READ Act assessment for reducing the number of students who have significant reading deficiencies. |
| | READ Act Targets (Grade Level Expectations) | Does not specify target(s) to ensure that each student achieves grade level expectations in reading by end of grade 3. | Includes reading target(s), but does not ensure that each student achieves grade level expectations by end of grade 3. | Specifies target(s) to ensure that each student achieves grade level expectations in reading by end of grade 3. |
| Comprehensive Early Literacy Grant | ELG Funding Target (Growth) | Does not include targets for moving students in "below or well below" tier up a tier by end of year in K-3. | Includes target for moving students in "below or well below" tier up a tier by end of year in K-3 on the identified READ Act assessment, but this is incomplete or needs adjustment. | Includes target for moving students in "below or well below" tier up a tier by end of year in K-3 on the identified READ Act assessment. |
| EASI Grant <i>For grantees within District Designed and Led; Offered Services</i> | Evaluation plan | There is no plan for monitoring the implementation of EASI-funded activities. | Implementation Benchmarks provide a vague or incomplete plan to monitor activities approved through the EASI grant. | Includes Implementation Benchmarks that describe how the district will monitor implementation of activities approved in the EASI grant. |
| Title I Schoolwide Program (if documenting schoolwide requirements in UIP) | Evaluation of Impact | Does not include a plan to evaluate the implementation of the schoolwide program. | Includes a vague or incomplete plan for how the school will evaluate implementation of the schoolwide program. | Describes how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. |
| | Process for Adjustments | Does not include a description of how the school will revise the plan. | Includes a vague or incomplete process to revise the plan as necessary to ensure continuous improvement. | Describes how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program. For more information on Schoolwide requirements, see the Program Plan Requirements and Rubric . |