**Unified Improvement Plan Review: 2021-22 Request to Reconsider**

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| **School Name** |  | **District Name** |  |
| **School Code** |  | **District Code** |  |

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| **As it is written, selected elements of this plan in the following areas:** | **Does Not Meet/Partially Meets/Meets/Meets - High Level** |
| **Investigates the most critical performance areas and prioritize the most urgent performance challenges.** |  |
| **Identifies evidence-based major improvement strategies that are likely to eliminate the root causes.** |  |
| **Includes elements to effectively monitor the impact and progress of the action plan.** |  |

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| **Summary** | |
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| **Description of Determination** | **Description of Next Steps** |
| ☐ This plan ***meets*** the threshold to proceed to the External Review Team  ☐ This plan ***does not meet*** the threshold to proceed to the External Review Team |  |

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| ❶ | **Does the plan investigate the most critical performance areas and prioritize**  **the most urgent performance challenges?** | | | | |
| **Relevant UIP Element** | **Topic** | **Does Not Meet Expectations** | **Partially Meets Expectations** | **Meets Expectations** | **Meets Expectations at a High Level** |
| **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. | Provides a response to the program requirement that can be used as a model for other schools based on thoroughness. |
| **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 include, or trend statements have significant issues. Example: Multiple measures or metrics in one statement (e.g., %P&A to MSS, trends are outdated (e.g., does not include the most recent year). | Includes partially developed statements that consistently miss 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 measure, metric, group, direction and comparison point, as appropriate for available n-counts. |
| Data and disaggregation | Does not provide a description of performance trends for all students and disaggregated student groups. | Provides limited description of performance trends for some, but not all, disaggregated student groups. | Describes performance trends of all students and disaggregated groups of students, when 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 |  | 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. |

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| ❸ | **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** | **Meets Expectations at a High Level** |
| **Major Improvement Strategies (MIS)** | Evidence-Based Strategies | Does not identify MIS or the strategies have significant issues (e.g., rationale for selection, evidence base, alignment to root cause are missing and the overall strategy is weak). | 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 and explanation of why the strategy is a good fit for the school's need, student population and staff capacity. | Provides a response to the program requirement that can be used as a model for other schools based on thoroughness. |

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| ❺ | | **Does the plan include elements to effectively monitor the impact and progress of the action plan?** | | | |
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| **Does Not Meet Expectations** | **Partially Meets Expectations** | **Meets Expectations** | **Meets Expectations at a High Level** |
| **Performance Targets** | Measures and Metrics | Does not include annual performance targets or is missing big sections (e.g., provides achievement but not graduation targets). | Lists targets that do not specify measures or do not specify metrics. | Specifies the measure (assessment method) and metric (standard of measurement). | Identifies a thorough progress monitoring plan that can be used as a model for other schools. |
| Quality of Target | Lists targets that are general and/or not likely 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 benchmarks to monitor implementation progress or benchmarks are off mark (e.g., written as targets or student performance expectations 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 strategies on student outcomes multiple times per year. |
| Quality of Interim Measures | Lists interim measures but it is not clear student progress can be assessed more than once a school year or provides vague expectations for student progress. | Lists interim measures that specifies expected student progress over the course of the year. |
| **Implementation Benchmarks** | Quality of Implementation Benchmarks | Lists implementation benchmark(s) without a clear relationship to the Major Improvement Strategy. | Each Major Improvement Strategy has at least one aligned implementation benchmark. |
| Includes implementation benchmarks that use a checklist approach, rather than assessing effectiveness. It may not be clear that implementation can be assessed or mid-course corrections made. | Plan provides 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. |