

## Unified Improvement Plan Quality Criteria Rubric: School-Level

### Overview

The Unified Improvement Plan (UIP) provided 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).

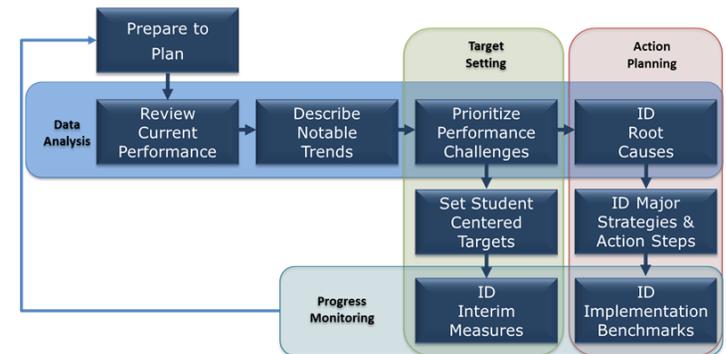
### Directions for use

- Access the pre-populated report, School Summary and Requirements, through [UIP Online System](#) to determine the school's unique accountability and program requirements.
- Use the Meets Expectations and Meets Expectations at a High Level columns 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 the criteria in the two far right columns (Meets Expectations and Meets Expectations at a High Level). 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.



This icon highlights federal school improvement planning requirements for schools identified for Comprehensive Support and Improvement (CS).

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

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

<div style="text-align: center; font-size: 24pt; font-weight: bold;">1</div> <div style="text-align: center; font-weight: bold;">Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?</div>					
Relevant UIP Element	Topic	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
<b>Brief Description</b>	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)	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
	Stakeholder Input and Involvement <span style="color: blue; font-weight: bold; border: 1px solid blue; border-radius: 50%; padding: 2px;">CS</span>	Does not include a description of stakeholder involvement in development of UIP.	Provides limited information about who was involved in development of UIP; some stakeholders have been consulted.	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.	
<b>Prior Year Targets</b>	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.	
<b>Current Performance</b>	Current Performance <span style="color: blue; font-weight: bold; border: 1px solid blue; border-radius: 50%; padding: 2px;">CS</span>	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).	
<b>Trend Analysis</b>	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 <span style="color: blue; font-weight: bold; border: 1px solid blue; border-radius: 50%; padding: 2px;">CS</span>	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	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.	
Priority Performance Challenges	Identification of PPCs <b>CS</b>	Does not identify PPCs or PPCs have significant issues. Example: PPCs focused on adult actions. Example: PPCs listed as needs or next steps.	Identifies PPCs focused on student performance, but not at the appropriate magnitude or lacks focus (e.g., five PPCs).	Identifies a limited number (e.g., 3 or fewer) of student-centered performance challenges that focus school's improvement efforts (e.g., appropriate magnitude).	
	Selection <b>CS</b>		Provides a vague or weak rationale for prioritizing the PPCs 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 <b>CS</b>		Includes indicators that partially address 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).	

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Additional Requirements for Some Schools

Program/ Requirement	Topic	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
On Watch	Sustained Improvement (Prior Targets)	No reflection on previous efforts	A vague reference to impacts from previous improvement efforts.	Reflection on improvement efforts demonstrate understanding of changes to support sustained or accelerated improvement.	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
Late on the clock Year 4 or later	Prior year targets and previous efforts	Does not include a reference to previous efforts.	A general reference of efforts undertaken. Does not describe gaps in needs or insights from implementation.	Includes a description of previous actions to address identified challenges and their degree of effectiveness (e.g., successes, gaps). This may include required Turnaround actions.	
EASI Grant <i>For grantees who received a diagnostic review</i>	Integration of evaluation	Does not include reference to the diagnostic review.	References that a diagnostic review took place, but does not integrate results explicitly into the plan.	Integrates the results of the diagnostic review into the improvement plan.	

<b>READ Act</b> <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.	
<b>Comprehensive Early Literacy Grant</b>	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.	Includes reflection and 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.	
<b>ESSA School Improvement – Comprehensive Schools and Targeted/ Additional Targeted<sup>1</sup> Schools</b>	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).	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
	Stakeholders and Identification 	UIP does not describe how stakeholders are made aware of ESSA identification.	UIP provides a partial description of stakeholder engagement in the planning process related to ESSA identification.	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 PPC to ESSA identification (Low Graduation, Lowest 5%, Low Participation).	

<sup>1</sup> LEAs may choose to document Targeted and Additional Targeted requirements outside of UIP. These criteria are included for LEAs that choose to document ESSA requirements in the UIP.

1 Additional Requirements for Some Schools					
Program/ Requirement	Topic	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
<b>Title I Schoolwide Program</b> (if documenting Schoolwide requirements in UIP)	Stakeholder Engagement	Does not include stakeholders in plan development.	Describes minimal stakeholder roles in plan development.	Provides a description of how stakeholders (e.g., school leaders, teachers, parents) were involved in the development of the plan.	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
	Needs Assessment	Does not include outcomes of the needs assessment or a description of the data sources used.	Includes an analysis of some student groups' strengths and needs, 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: <a href="https://www.cde.state.co.us/fedprograms/ti/a_sw">https://www.cde.state.co.us/fedprograms/ti/a_sw</a>	

2 Does the plan identify root causes which explain the magnitude of the performance challenges?					
Relevant UIP Element	Topic	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
Root Causes	Actionable Root Cause	Root causes do not meet the definition, or are removed from other plan elements	Identifies root causes that do not fully meet definition (e.g., under control of school, aimed at the systems level, addresses underlying reason for student performance).	Identifies root causes that are under the control of the school, aimed at the systems level, and target the underlying reasons for the priority performance challenge(s)	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
	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; few stakeholders).	Explains how root causes were identified, including, data sources used, stakeholder involvement, and the rationale for selecting a root cause.	

Additional Requirements for Some Schools					
Program/ Requirement	Topic	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
<b>Late on the clock</b> <i>Year 4 or later</i>	Reassessment of RCs Over Time	Root causes are problematic and do not address past CDE feedback.	Refers to the same 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.	
<b>Early Learning Needs Assessment</b> <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 <a href="#">meet the minimum requirements</a> .	Summarizes findings from an ELNA that <a href="#">meets the minimum requirements</a> 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 <a href="#">early elementary student achievement data</a> . Plan identifies appropriate research-based next steps to improve early childhood programs and partnerships.	
<b>EASI Grant</b> <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.	
<b>Course Taking Analysis</b> <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.	

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Does the plan identify evidence-based major improvement strategies that are likely to eliminate the root causes?					
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.
	Alignment to root causes 		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 in Major Improvement Strategies					
READ Act <i>For schools serving K-3</i>	Strategies to Address K-3 Reading	Does not include strategies that address the 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	Lacks urgency and does not identify MIS that will result in adequate change in performance.	Provides an incomplete plan that has a loose connection to changing performance enough to exit the school from the accountability clock within a reasonable timeframe.	Plan is likely to result in adequate change in performance for the school to exit the accountability clock within a reasonable timeframe.	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
	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.	
	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.	
<b>ESSA School Improvement – Comprehensive Schools and Targeted/ Additional Targeted<sup>2</sup> Schools</b>	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 ESSA identification (Low Graduation, Lowest 5%, Low Participation).	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness

4		Does the plan present a well-designed plan for implementing the major improvement strategies to bring about dramatic improvement?			
Relevant UIP Element	Topic	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
<b>Action Plans</b>	Alignment to MIS	Does not include action steps or they are so limited that readers cannot understand what is needed for implementation of MIS.	Provides loose alignment between action steps and MIS.	Aligns action steps to MIS.	Identifies high leverage action steps that can be used as a model for other schools.
	Specific and Reasonable Action Steps		Describes theoretical activities rather than specific tasks needed to achieve MIS; provides a sequence that is not logical.	Lists action steps that are thorough, attainable and can be completed within the designated time frame.	
	Plan Duration		Outlines a plan that does not at least cover the spans for public posting.	Guides plan implementation for the duration of plan public posting (e.g. two years for schools exercising biennial flexibility).	
	Assigned Resources		Assigns some resources (e.g., personnel, funds) but at too broad a level to carry out actions.	Assigns adequate resources (e.g., personnel, funds) necessary to implement action steps.	

<sup>2</sup> LEAs may choose to document Targeted and Additional Targeted requirements outside of UIP. These criteria are included for LEAs that choose to document ESSA requirements in the UIP.

**Additional Requirements for Some Schools in Action Steps**

<b>On Watch</b>	Sustained Improvement	There is little or loose connection to previous improvement efforts.	Actions reflect a general theme from previous improvement efforts.	Action steps build upon previous improvement efforts that moved the school off the clock or provides strong rationale for change in data analysis.	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
<b>Family Engagement Activities</b> <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.	
<b>EASI Grant</b> <i>For grantees within District Designed and Led; Offered Services</i>	Aligned Action Plan	Does not reference activities approved through the EASI application as expected.	Action steps provide a vague or incomplete alignment with activities approved through the EASI grant.	Action plan aligns with activities approved through the EASI grant.	
<b>Student Course Taking Report<sup>3</sup></b>	Action to address Inequities in course taking patterns	Does not include action steps to address identified patterns of disparities in disaggregated groups taking challenging coursework.	Includes vague steps to address significant disparities in disaggregated groups taking challenging coursework, but it is not clear that those steps will have an impact.	Includes action steps to address identified patterns of significant disparities in disaggregated groups taking challenging coursework.	
<b>Title I Schoolwide Program</b> <i>(if documenting schoolwide requirements in UIP)</i>	Focus on entire educational program	Action steps do not demonstrate a focus on the entire educational program.	Action steps demonstrate some alignment to the strategies to upgrade the entire educational program.	Action steps describe the strategies the school will use to upgrade the entire educational program to improve the achievement of the lowest-achieving students.	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
	Timeline	Action steps do not include detail on how and when strategies will be implemented.	Action steps provide some description of how and when, but the steps are incomplete or vague.	Actions steps include a description of how and when the strategies will be implemented.	
	Alignment to CNA	Does not identify actions to address the comprehensive needs assessment.	There is not a clear connection between the action steps and the areas identified in the comprehensive needs assessment.	Action steps address areas identified in the comprehensive needs assessment.	

<sup>3</sup> Shading indicates this requirement will not be reviewed by CDE for 2021-22.

	Focus on Standards, Strategies and Student Needs	Does not identify action steps related to Schoolwide expectations.	Action steps provide a loose or vague connection to standards, strategies, and the needs of all students.	<p>Action steps describe how strategies will:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;</li> <li>• Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</li> <li>• Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</li> </ul> <p>See <a href="#">schoolwide guidance</a> on activities that are allowable under the Schoolwide Program.</p> <p>For more information on Schoolwide requirements, see the <a href="#">Program Plan Requirements and Rubric</a>.</p>	
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5		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	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 <span style="background-color: #0070c0; border-radius: 50%; padding: 2px 5px; color: white; font-weight: bold;">CS</span>		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 <span style="background-color: #0070c0; border-radius: 50%; padding: 2px 5px; color: white; font-weight: bold;">CS</span>	Does not include benchmarks to monitor implementation progress or benchmarks are off mark (e.g., written as targets or student	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	performance expectations or action steps).	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	Alignment to MIS		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 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.	
<b>Additional Requirements for Some Schools in Progress Monitoring</b>					
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.	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
	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	Monitoring Impact of Strategies	Does not identify reading strategies currently implemented through ELG to address K-3 reading outcomes.	Identifies reading strategies currently implemented through ELG to address K-3 reading outcomes, but does not provide evidence that strategies will have meaningful impact and/or were not aligned to areas identified as opportunities within the literacy evaluation tool.	Identifies reading strategies currently implemented through ELG to address K-3 reading outcomes, provides evidence that strategies will have meaningful impact, and aligns to areas identified as opportunities within the literacy evaluation tool.	
<b>5</b> cont.	<b>Does the plan include elements to effectively monitor the impact and progress of the action plan?</b>				
		<b>Does Not Meet Expectations</b>	<b>Partially Meets Expectations</b>	<b>Meets Expectations</b>	<b>Meets Expectations at a High Level</b>
Comprehensive Early Literacy Grant	ELG Funding Target (K-3 Reduction of SRD)	Does not include any targets for reducing number of students with significant reading deficiencies.	Includes a target, but it does not focus on reducing number of students with significant reading deficiencies and/or does not include an above or well-above goal using the identified READ Act assessment.	Includes an above or well-above target for reducing number of students with significant reading deficiencies in K-3 using the identified READ Act assessment.	Provides a response to the program requirement that can be

	ELG Funding Target (Grade Level Expectations)	Does not include targets to ensure each student achieves grade level expectations by end of grade 3.	Includes target to ensure each student achieves grade level expectations by end of grade 3, but does not establish above or well above trajectory.	Includes target to ensure each student achieves grade level expectations by end of grade 3 with an above or well-above trajectory to ensure ambitious, but attainable results.	used as a model for other schools based on thoroughness.
	ELG Funding Target (Growth)	Does not include targets for moving students in below or well below category up a tier by end of year in K-3.	Includes target for moving students in below or well below category 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 category up a tier by end of year in K-3 on the identified READ Act assessment.	
<b>EASI Grant</b> <i>For grantees within District Designed and Led; Offered Services</i>	Evaluation plan	There is no implementation monitoring plan of approved EASI activities.	Implementation benchmarks provide a vague or incomplete strategy to monitor activities approved through the EASI grant.	Includes implementation benchmarks that describe how the school will monitor implementation of activities approved in the EASI grant.	
<b>Title I Schoolwide Program</b> (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.	Provides a response to the program requirement that can be used as a model for other schools based on thoroughness.
	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 <a href="#">Program Plan Requirements and Rubric</a> .	