Comprehensive School Improvement Plan Review

School Name:	
Principal Name:	
Reviewed By:	
Date of Review:	
Date Feedback Sent to Principal:	

In addition to providing all stakeholders information regarding the background of the school, the comprehensive school improvement plan (CSIP) most importantly describes school needs identified through thoughtful analysis of various data sources in order to create effective goals and objectives. Based on this information, the document outlines strategies and activities that are being utilized or that will be implemented to meet the identified needs and reach statewide and school-specific goals.

Executive Summary	
Purpose: In narrative form, describe your school. Include demographic information, current strengths and challenges, and other information that provides a complete and clear picture of your school and how if provides teaching and learning on a day-to-day basis. This is the first glimpse a stakeholder has into your school and will summarize the remainder of your plan.	Description may include: • School size, location and how the school fits into the school community as a whole • School demographics (e.g., size, grade span, location) including information concerning students, staff and the community; include how demographics have changed over the past three years • The school's purpose including the school's mission, vision and /or belief statements; how were these developed, who was involved and how do they drive teaching and learning at the school • Notable achievements • Focus areas for improvement • Any unique features and/or challenges as well as other important additional information to share.

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
The Executive Summary does not provide a clear description of the school, its purpose and how it fits into the larger school community.	The Executive Summary provides some information about the school, the school's purpose and how the school fits into the larger school community. Challenges and areas of improvement are noted but are unclear.	The Executive Summary provides a basic description of the school and how the school has become an integral part of the surrounding (local) school community. The description includes demographic data. Information on the school's purpose is included but limited in scope. Notable achievements and areas for improvement are discussed.	The Executive Summary provides a clear, concise and complete description of the school and the school community. The description includes detailed demographics of the students, staff and others as well as any significant changes the school has faced in the past three years. The school's purpose is fully explained and is apparent as significant in the teaching and learning across the school community. Notable achievements and focus areas for improvement are well explained and linked to data analysis.

Feedback on the Executive Summary	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Needs Assessment

Designate the school's accountability status (if applicable) as well as the Gap Group causing identification.

☐   **Priority School**

☐   **Focus School**

      ☐   A school that has a non-duplicated student gap group score in the bottom 10%

      ☐   Schools with an individual student subgroup by level that falls in the bottom 5% for individual subjects

      ☐   High schools that have a graduation rate that has been less than 80% for two consecutive years.

      Gap Group Causing Focus Identification

      ☐   Students with disabilities

      ☐   Free/Reduced Price Meals

      ☐   Limited English Proficient

      ☐   Hispanic

      ☐   African American

      ☐   Asian

☐   **Not Applicable**

Purpose: Using data, describe the school's current academic and non-academic level. Include in the description how the data was aggregated and the determination of the prioritization of needs. This is the heartbeat/center of your improvement plan from which all else revolves. It will	Description may include:
	
	• Data reviewed
	
	    o Student performance data
	    o TELL survey data
	    o Perception data (if TELL data is not available, must provide source(s))
	    o Non-academic indicators
	    o Missing Piece- parent engagement data

describe why you are implementing the measures chosen and provide the basis for your strategies and activities. As it provides evidence of need, it will provide evidence why the school is utilizing resources in the way it is. It may also provide understanding for how and why a school is changing tactics.	- o Other surveys, data or audits - Process used to develop needs assessment and Includes: - School Councils - Leadership teams - All stakeholders - Data analysis - What does the data tell you? - What does the data not tell you? - What questions are you trying to answer? - Review of previous plan and its implementation - Goals met/ not met - Processes and interventions for monitoring continuous improvement efforts - Prioritization of needs and areas of concern - Areas of strengths - Opportunities for improvement - Conclusions from the data analysis

Performance Levels

☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
The needs assessment does not provide relevant data that could be analyzed for effective prioritization and planning of improvement goals. Other relevant information is missing or incomplete.	The needs assessment discusses and analyzes at least two data sources. The needs assessment and data analysis process described is limited and lacks significant details. A review of the previous plan has little reference. The description of processes and interventions for continuous improvement are	The needs assessment review contains at least three data sources, including at least one academic source and one non-academic source. Analysis is complete and includes a clear description of current student performance in content strands. A description of the needs assessment and data	The needs assessment comprehensively reviews all relevant student academic and nonacademic performance assessment data for the past three years and includes additional analysis of current student performance in content strands and for subgroups. Data is provided and fully analyzed on at least three

	included in the plan with minimal detail. Conclusions and prioritization of needs are not clearly substantiated by the analyses of the reviewed data.	review process is included. The review of the previous plan focuses on identified goals met and not met. The improvement process is noted with some details. TELL and Missing Piece analysis is included with some analysis. Conclusions and prioritization of needs are substantiated by the analysis of reviewed data.	academic sources and 3 non-academic sources. TELL and Missing Piece analysis is included with a complete analysis of how the data correlates with other analyzed data. A thorough description of the needs assessment process and those stakeholders involved is included. A comprehensive review of the previous improvement plan's goals and impact on student achievement data is included. Areas of strength and opportunities for improvement connect to the analyzed data.

Feedback on the Needs Assessment	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Improvement Goal Setting	
Each school's improvement plan must include the appropriate KBE Goals. Each required goal is reviewed as a separate component with objectives, strategies and activities. Additional school specific goals may be included in the review. **Purpose:** Develop long-range schoolwide goals, using the data from the needs assessment, designed to provide growth and to raise achievement, support student success and improve graduation rates. Incorporate the Kentucky Board of Education goals into the school's improvement plan, adding additional goals, based on needs that do not fall under the state goals.	Goals may be written in either format: • Academic (specific to a subgroup or academic subject) • Organizational (specific to the school as a whole) Each CSIP must address all applicable KBE priorities • Gap • Graduation rate • K-PREP Proficiency • Novice Reduction • College- and Career-Readiness Required Goals based on School Level • Elementary School – Gap, K-PREP Proficiency and Novice Reduction • Middle School – Gap, K-PREP Proficiency, Novice Reduction and College- and Career-Readiness • High School – Gap, K-PREP Proficiency, Novice Reduction, College- and Career-Readiness and Graduation Rate Additional Goals based on data and at the discretion of the school or district

Required Goal: Gap

Objectives	
Purpose: Develop short-range schoolwide goals, using the data from the needs assessment, designed to provide growth and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time. Objective will essentially reinforce the state goal, but will include incremental steps to be taken to reach the larger, broader goal.	Description should: • Include measurable, specific to targets addressing specific areas of need • Identifies what will be done, by when, and how measured. • Measure is specific to a short term time frame (no more than the length of a school year)

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Objectives are not aligned with the data disaggregation analyses and do not appear to address critical areas of need.	Objectives are generally aligned to the needs assessment and prioritized needs. Objectives are written to address all students and/or all subject and not specific to any identified subgroup or subject area need. Each objective tends to mirror and repeat the associated goal.	Objectives are directly aligned to the needs assessment and address identified areas of need. Objectives specifically address the subgroup or subject area of need. Objectives align with the associated goal specifying the short term progress needed to meet the long-term goal.	Objectives are directly and clearly aligned to the data disaggregation analyses as described in the needs assessment. Critical areas of need are specified. Each objective breaks down the necessary target to address the need of the subgroup or subject.

Feedback on the Objective	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Strategies	
Purpose: Determine the specific high quality strategies to reach the targeted goals and objectives. Strategies should align with the priorities for each required KBE goal.	Strategy Name may include: • Name of proposed strategy • Targeted population (e.g., SWD, ELLs, other gap groups causing identification) • How strategy will work narrative (e.g., teachers will participate in PD that will lead to effective and engaging instruction) Strategy Category must be aligned with the strategies noted in the KBE Delivery Plan: • Career Readiness Pathways • Continuous Improvement • Early Learning • Human Capital Management • Integrated Methods of Learning • Learning Systems • Management Systems • Persistence to Graduation • Principal PGES • Professional Learning and Support • Stakeholder Engagement • Teacher PGES • Other

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Identified strategies are not appropriate or aligned to meet the goals and objectives of the improvement plan. If a Focus School, the strategies do not address the needs of gap groups that caused identification.	A few of the strategies align with the suggested strategies in the KBE Delivery Plan. Selected strategies for each objective may not have a logical sequence that addresses priorities. The implementation plan is incomplete or missing. If a Focus School, the strategies addressing the needs of gap groups that caused identification are difficult to identify.	Each strategy is defined and aligned with the goals and objectives and with the priorities in the KBE Delivery Plan. Most of the selected strategies for each objective have a logical sequence. Strategies are diverse in nature and well thought out. Strategies seem adequate to meet objectives. Some roles for personnel accountable for leading the strategy implementation are defined and assigned. The strategy includes evidence of an implementation and monitoring plan. If a Focus School, the strategies include those addressing the needs of gap groups that caused identification.	Each strategy is clearly defined and aligned with the goals and objectives and with the priorities in the KBE Delivery Plan. Each strategy reflects the mission, vision, and beliefs of the school or district as noted in the Executive Summary. Those strategies addressing the needs of students in the gap are seamlessly integrated. Specific roles for all personnel accountable for leading the implementation are defined and assigned. The strategies create a logical sequence for each objective to address prioritized needs. The strategies include defined evidence of a clear process of implementation, monitoring, and evaluation. If a Focus School, the strategies are specific to address the needs of gap groups that caused identification.

Feedback on the Strategies
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Activities	

Purpose: Determine specific high quality, highly effective activities to address specific Strategies to reach the targets in the Goals and Objectives and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time.	Description includes:
	
	• Activity Name
	
	• Activity Type
	
	   ○ Academic Support Program
	   ○ Behavioral Support Program
	   ○ Career Preparation/Orientation
	   ○ Class Size Reduction
	   ○ Community Engagement
	   ○ Direct Instruction
	   ○ Extracurricular
	   ○ Field Trip
	   ○ Other
	   ○ Parent Involvement
	   ○ Policy and Process
	   ○ Professional Learning
	   ○ Recruitment and Retention
	   ○ Technology
	   ○ Tutoring
	
	• Description

• Beginning & ending date	
• Resources assigned	
• Source of funding	
• Staff responsible	

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Activities are not described and/or may not be correlated to specific goals. Timeline is unrealistic or generic. If a Focus School, the activities that specifically address the needs of the gap group that caused identification are not included.	Activities include the required components. Descriptions of the activities provide minimal information about implementation plans. Some activities for specific strategies do not have a logical sequence or realistic timeframe. The assigned resources do not appear reasonable for activities and/or resources are not targeted to reach objectives. If a Focus School, the activities addressing the needs of gap groups that caused identification are difficult to identify.	All activities are described. Each activity addresses a need identified by data in the Needs Assessment, and include information about how the activities support attainment of the goals and objectives. The selected activities for each strategy have a logical, realistic sequence and timeframe for completion. The assigned resources appear reasonable for activities. Some funds have been identified to support implementation. If a Focus School, the activities generally include those addressing the needs of gap groups that caused identification.	All activities are clearly and completely described. Each activity addresses a specific needs identified by data from the Needs Assessment. Activities include highly effective practices and a rational on how the activity supports attainment of the goals and objectives. Each activity has a specific and unique timeframe for completion. All Activities can be completed within the scope of the regular school calendar. The timelines for activities are ambitious and designed to have maximum impact. Staff has a shared responsibility for completion and is clearly identified for specific responsibilities. Resources, including fiscal resources, necessary to carry out activities are described and sources of funding are appropriate and

			adequate. The assigned resources are clearly targeted to reach objectives. If a Focus School, the activities addressing the needs of the gap group that caused identification are seamlessly integrated throughout the plan.
Feedback on the Activities			
Strengths (+):			
Opportunities for Improvement (△):			
General Comments:			

Required Goal: Proficiency

Objectives	
Purpose: Develop short-range schoolwide goals, using the data from the needs assessment, designed to provide growth and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time. Objective will essentially reinforce the state goal, but will include incremental steps to be taken to reach the larger, broader goal.	Description should: • Include measurable, specific to targets addressing specific areas of need • Identifies what will be done, by when, and how measured. • Measure is specific to a short term time frame (no more than the length of a school year)

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Objectives are not aligned with the data disaggregation analyses and do not appear to address critical areas of need.	Objectives are generally aligned to the needs assessment and prioritized needs. Objectives are written to address all students and/or all subject and not specific to any identified subgroup or subject area need. Each objective tends to mirror and repeat the associated goal.	Objectives are directly aligned to the needs assessment and address identified areas of need. Objectives specifically address the subgroup or subject area of need. Objectives align with the associated goal specifying the short-term progress needed to meet the long-term goal.	Objectives are directly and clearly aligned to the data disaggregation analyses as described in the needs assessment. Critical areas of need are specified. Each objective breaks down the necessary target to address the need of the subgroup or subject.

Feedback on the Objective	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Strategies	
Purpose: Determine the specific high quality strategies to reach the targeted goals and objectives. Strategies should align with the priorities for each required KBE goal.	Strategy Name may include: • Name of proposed strategy • Targeted population (e.g., SWD, ELLs, other gap groups causing identification) • How strategy will work narrative (e.g., teachers will participate in PD that will lead to effective and engaging instruction) Strategy Category must be aligned with the strategies noted in the KBE Delivery Plan: • Career Readiness Pathways • Continuous Improvement • Early Learning • Human Capital Management • Integrated Methods of Learning • Learning Systems • Management Systems • Persistence to Graduation • Principal PGES • Professional Learning and Support • Stakeholder Engagement • Teacher PGES • Other

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Identified strategies are not appropriate or aligned to meet the goals and objectives of the improvement plan. If a Focus School, the strategies do not address the needs of gap groups that caused identification.	A few of the strategies align with the suggested strategies in the KBE Delivery Plan. Selected strategies for each objective may not have a logical sequence that addresses priorities. The implementation plan is incomplete or missing. If a Focus School, the strategies addressing the needs of gap groups that caused identification are difficult to identify.	Each strategy is defined and aligned with the goals and objectives and with the priorities in the KBE Delivery Plan. Most of the selected strategies for each objective have a logical sequence. Strategies are diverse in nature and well thought out. Strategies seem adequate to meet objectives. Some roles for personnel accountable for leading the strategy implementation are defined and assigned. The strategy includes evidence of an implementation and monitoring plan. If a Focus School, the strategies include those addressing the needs of gap groups that caused identification.	Each strategy is clearly defined and aligned with the goals and objectives and with the priorities in the KBE Delivery Plan. Each strategy reflects the mission, vision, and beliefs of the school or district as noted in the Executive Summary. Those strategies addressing the needs of students in the gap are seamlessly integrated. Specific roles for all personnel accountable for leading the implementation are defined and assigned. The strategies create a logical sequence for each objective to address prioritized needs. The strategies include defined evidence of a clear process of implementation, monitoring, and evaluation. If a Focus School, the strategies are specific to address the needs of gap groups that caused identification.

Feedback on the Strategies	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Activities	

Purpose: Determine specific high quality, highly effective activities to address specific Strategies to reach the targets in the Goals and Objectives and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time.	Description includes:
	
	• Activity Name
	
	• Activity Type
	
	   o Academic Support Program
	   o Behavioral Support Program
	   o Career Preparation/Orientation
	   o Class Size Reduction
	   o Community Engagement
	   o Direct Instruction
	   o Extracurricular
	   o Field Trip
	   o Other
	   o Parent Involvement
	   o Policy and Process
	   o Professional Learning
	   o Recruitment and Retention
	   o Technology
	   o Tutoring
	
	• Description

	• Beginning & ending date
	• Resources assigned
	• Source of funding
	• Staff responsible

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Activities are not described and/or may not be correlated to specific goals. Timeline is unrealistic or generic. If a Focus School, the activities that specifically address the needs of the gap group that caused identification are not included.	Activities include the required components. Descriptions of the activities provide minimal information about implementation plans. Some activities for specific strategies do not have a logical sequence or realistic timeframe. The assigned resources do not appear reasonable for activities and/or resources are not targeted to reach objectives. If a Focus School, the activities addressing the needs of gap groups that caused identification are difficult to identify.	All activities are described. Each activity addresses a need identified by data in the Needs Assessment, and include information about how the activities support attainment of the goals and objectives. The selected activities for each strategy have a logical, realistic sequence and timeframe for completion. The assigned resources appear reasonable for activities. Some funds have been identified to support implementation. If a Focus School, the activities generally include those addressing the needs of gap groups that caused identification.	All activities are clearly and completely described. Each activity addresses a specific needs identified by data from the Needs Assessment. Activities include highly effective practices and a rational on how the activity supports attainment of the goals and objectives. Each activity has a specific and unique timeframe for completion. All Activities can be completed within the scope of the regular school calendar. The timelines for activities are ambitious and designed to have maximum impact. Staff has a shared responsibility for completion and is clearly identified for specific responsibilities. Resources, including fiscal resources, necessary to carry out activities are described and sources of funding are appropriate and

			adequate. The assigned resources are clearly targeted to reach objectives.
			If a Focus School, the activities addressing the needs of the gap group that caused identification are seamlessly integrated throughout the plan.
Feedback on the Activities			
Strengths (+):			
Opportunities for Improvement (△):			
General Comments:			

Required Goal: Novice Reduction

Objectives	
Purpose: Develop short-range schoolwide goals, using the data from the needs assessment, designed to provide growth and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time. Objective will essentially reinforce the state goal, but will include incremental steps to be taken to reach the larger, broader goal.	Description should: • Include measurable, specific to targets addressing specific areas of need • Identifies what will be done, by when, and how measured. • Measure is specific to a short term time frame (no more than the length of a school year)

Performance Levels			
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Level 1	**Level 2**	**Level 3**	**Level 4**
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Feedback on the Objective	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Strategies	
Purpose: Determine the specific high quality strategies to reach the targeted goals and objectives. Strategies should align with the priorities for each required KBE goal.	Strategy Name may include: • Name of proposed strategy • Targeted population (e.g., SWD, ELLs, other gap groups causing identification) • How strategy will work narrative (e.g., teachers will participate in PD that will lead to effective and engaging instruction) Strategy Category must be aligned with the strategies noted in the KBE Delivery Plan: • Career Readiness Pathways • Continuous Improvement • Early Learning • Human Capital Management • Integrated Methods of Learning • Learning Systems • Management Systems • Persistence to Graduation • Principal PGES • Professional Learning and Support • Stakeholder Engagement • Teacher PGES • Other

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Feedback on the Strategies
Strengths (+):
Opportunities for Improvement (△):
General Comments:

Activities	

Purpose: Determine specific high quality, highly effective activities to address specific Strategies to reach the targets in the Goals and Objectives and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time.	Description includes:
	
	• Activity Name
	
	• Activity Type
	
	   o Academic Support Program
	   o Behavioral Support Program
	   o Career Preparation/Orientation
	   o Class Size Reduction
	   o Community Engagement
	   o Direct Instruction
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	   o Field Trip
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	   o Policy and Process
	   o Professional Learning
	   o Recruitment and Retention
	   o Technology
	   o Tutoring
	
	• Description

	• Beginning & ending date
	• Resources assigned
	• Source of funding
	• Staff responsible

Performance Levels			
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Feedback on the Activities			
Strengths (+):			
Opportunities for Improvement (△):			
General Comments:			

Required Goal: College- and Career-Readiness

Objectives	
Purpose: Develop short-range schoolwide goals, using the data from the needs assessment, designed to provide growth and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time. Objective will essentially reinforce the state goal, but will include incremental steps to be taken to reach the larger, broader goal.	Description should: • Include measurable, specific to targets addressing specific areas of need • Identifies what will be done, by when, and how measured. • Measure is specific to a short term time frame (no more than the length of a school year)

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Feedback on the Objective	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Strategies	
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Feedback on the Strategies

Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Activities	
Purpose: Determine specific high quality, highly effective activities to address specific Strategies to reach the targets in the Goals and Objectives and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time.	Description includes: • Activity Name • Activity Type o Academic Support Program o Behavioral Support Program o Career Preparation/Orientation o Class Size Reduction o Community Engagement o Direct Instruction o Extracurricular o Field Trip o Other o Parent Involvement o Policy and Process o Professional Learning o Recruitment and Retention o Technology o Tutoring • Description

• Beginning & ending date	
• Resources assigned	
• Source of funding	
• Staff responsible	

Performance Levels			
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Level 1	**Level 2**	**Level 3**	**Level 4**
Activities are not described and/or may not be correlated to specific goals. Timeline is unrealistic or generic. If a Focus School, the activities that specifically address the needs of the gap group that caused identification are not included.	Activities include the required components. Descriptions of the activities provide minimal information about implementation plans. Some activities for specific strategies do not have a logical sequence or realistic timeframe. The assigned resources do not appear reasonable for activities and/or resources are not targeted to reach objectives. If a Focus School, the activities addressing the needs of gap groups that caused identification are difficult to identify.	All activities are described. Each activity addresses a need identified by data in the Needs Assessment, and include information about how the activities support attainment of the goals and objectives. The selected activities for each strategy have a logical, realistic sequence and timeframe for completion. The assigned resources appear reasonable for activities. Some funds have been identified to support implementation. If a Focus School, the activities generally include those addressing the needs of gap groups that caused identification.	All activities are clearly and completely described. Each activity addresses a specific needs identified by data from the Needs Assessment. Activities include highly effective practices and a rational on how the activity supports attainment of the goals and objectives. Each activity has a specific and unique timeframe for completion. All Activities can be completed within the scope of the regular school calendar. The timelines for activities are ambitious and designed to have maximum impact. Staff has a shared responsibility for completion and is clearly identified for specific responsibilities. Resources, including fiscal resources, necessary to carry out activities are described and sources of funding are appropriate and

			adequate. The assigned resources are clearly targeted to reach objectives. If a Focus School, the activities addressing the needs of the gap group that caused identification are seamlessly integrated throughout the plan.
Feedback on the Activities			
Strengths (+):			
Opportunities for Improvement (△):			
General Comments:			

Required Goal: Graduation Rate

Objectives			
Purpose: Develop short-range schoolwide goals, using the data from the needs assessment, designed to provide growth and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time. Objective will essentially reinforce the state goal, but will include incremental steps to be taken to reach the larger, broader goal.	Description should: • Include measurable, specific to targets addressing specific areas of need • Identifies what will be done, by when, and how measured. • Measure is specific to a short term time frame (no more than the length of a school year)		

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Objectives are not aligned with the data disaggregation analyses and do not appear to address critical areas of need.	Objectives are generally aligned to the needs assessment and prioritized needs. Objectives are written to address all students and/or all subject and not specific to any identified subgroup or subject area need. Each objective tends to mirror and repeat the associated goal.	Objectives are directly aligned to the needs assessment and address identified areas of need. Objectives specifically address the subgroup or subject area of need. Objectives align with the associated goal specifying the short-term progress needed to meet the long-term goal.	Objectives are directly and clearly aligned to the data disaggregation analyses as described in the needs assessment. Critical areas of need are specified. Each objective breaks down the necessary target to address the need of the subgroup or subject.

Feedback on the Objective	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Strategies	
Purpose: Determine the specific high quality strategies to reach the targeted goals and objectives. Strategies should align with the priorities for each required KBE goal.	Strategy Name may include: • Name of proposed strategy • Targeted population (e.g., SWD, ELLs, other gap groups causing identification) • How strategy will work narrative (e.g., teachers will participate in PD that will lead to effective and engaging instruction) Strategy Category must be aligned with the strategies noted in the KBE Delivery Plan: • Career Readiness Pathways • Continuous Improvement • Early Learning • Human Capital Management • Integrated Methods of Learning • Learning Systems • Management Systems • Persistence to Graduation • Principal PGES • Professional Learning and Support • Stakeholder Engagement • Teacher PGES • Other

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Identified strategies are not appropriate or aligned to meet the goals and objectives of the improvement plan.

If a Focus School, the strategies do not address the needs of gap groups that caused identification. | A few of the strategies align with the suggested strategies in the KBE Delivery Plan. Selected strategies for each objective may not have a logical sequence that addresses priorities. The implementation plan is incomplete or missing.

If a Focus School, the strategies addressing the needs of gap groups that caused identification are difficult to identify. | Each strategy is defined and aligned with the goals and objectives and with the priorities in the KBE Delivery Plan. Most of the selected strategies for each objective have a logical sequence. Strategies are diverse in nature and well thought out. Strategies seem adequate to meet objectives. Some roles for personnel accountable for leading the strategy implementation are defined and assigned. The strategy includes evidence of an implementation and monitoring plan.

If a Focus School, the strategies include those addressing the needs of gap groups that caused identification. | Each strategy is clearly defined and aligned with the goals and objectives and with the priorities in the KBE Delivery Plan. Each strategy reflects the mission, vision, and beliefs of the school or district as noted in the Executive Summary. Those strategies addressing the needs of students in the gap are seamlessly integrated. Specific roles for all personnel accountable for leading the implementation are defined and assigned. The strategies create a logical sequence for each objective to address prioritized needs. The strategies include defined evidence of a clear process of implementation, monitoring, and evaluation.

If a Focus School, the strategies are specific to address the needs of gap groups that caused identification. |

Feedback on the Strategies
Strengths (+):
Opportunities for Improvement (△):
General Comments:

Activities	

Purpose: Determine specific high quality, highly effective activities to address specific Strategies to reach the targets in the Goals and Objectives and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time.	Description includes:
	
	• Activity Name
	
	• Activity Type
	
	   o Academic Support Program
	   o Behavioral Support Program
	   o Career Preparation/Orientation
	   o Class Size Reduction
	   o Community Engagement
	   o Direct Instruction
	   o Extracurricular
	   o Field Trip
	   o Other
	   o Parent Involvement
	   o Policy and Process
	   o Professional Learning
	   o Recruitment and Retention
	   o Technology
	   o Tutoring
	• Description

	• Beginning & ending date
	• Resources assigned
	• Source of funding
	• Staff responsible

Performance Levels

☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Activities are not described and/or may not be correlated to specific goals. Timeline is unrealistic or generic. If a Focus School, the activities that specifically address the needs of the gap group that caused identification are not included.	Activities include the required components. Descriptions of the activities provide minimal information about implementation plans. Some activities for specific strategies do not have a logical sequence or realistic timeframe. The assigned resources do not appear reasonable for activities and/or resources are not targeted to reach objectives. If a Focus School, the activities addressing the needs of gap groups that caused identification are difficult to identify.	All activities are described. Each activity addresses a need identified by data in the Needs Assessment, and include information about how the activities support attainment of the goals and objectives. The selected activities for each strategy have a logical, realistic sequence and timeframe for completion. The assigned resources appear reasonable for activities. Some funds have been identified to support implementation. If a Focus School, the activities generally include those addressing the needs of gap groups that caused identification.	All activities are clearly and completely described. Each activity addresses a specific needs identified by data from the Needs Assessment. Activities include highly effective practices and a rational on how the activity supports attainment of the goals and objectives. Each activity has a specific and unique timeframe for completion. All Activities can be completed within the scope of the regular school calendar. The timelines for activities are ambitious and designed to have maximum impact. Staff has a shared responsibility for completion and is clearly identified for specific responsibilities. Resources, including fiscal resources, necessary to carry out activities are described and sources of funding are appropriate and

			adequate. The assigned resources are clearly targeted to reach objectives.
			If a Focus School, the activities addressing the needs of the gap group that caused identification are seamlessly integrated throughout the plan.
Feedback on the Activities			
Strengths (+):			
Opportunities for Improvement (△):			
General Comments:			

Other School Goals

Objectives	
Purpose: Develop short-range schoolwide goals, using the data from the needs assessment, designed to provide growth and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time. Objective will essentially reinforce the state goal, but will include incremental steps to be taken to reach the larger, broader goal.	Description should: • Include measurable, specific to targets addressing specific areas of need • Identifies what will be done, by when, and how measured. • Measure is specific to a short term time frame (no more than the length of a school year)

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Objectives are not aligned with the data disaggregation analyses and do not appear to address critical areas of need.	Objectives are generally aligned to the needs assessment and prioritized needs. Objectives are written to address all students and/or all subject and not specific to any identified subgroup or subject area need. Each objective tends to mirror and repeat the associated goal.	Objectives are directly aligned to the needs assessment and address identified areas of need. Objectives specifically address the subgroup or subject area of need. Objectives align with the associated goal specifying the short-term progress needed to meet the long-term goal.	Objectives are directly and clearly aligned to the data disaggregation analyses as described in the needs assessment. Critical areas of need are specified. Each objective breaks down the necessary target to address the need of the subgroup or subject.

Feedback on the Objective	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Strategies	
Purpose: Determine the specific high quality strategies to reach the targeted goals and objectives. Strategies should align with the priorities for each required KBE goal.	Strategy Name may include: • Name of proposed strategy • Targeted population (e.g., SWD, ELLs, other gap groups causing identification) • How strategy will work narrative (e.g., teachers will participate in PD that will lead to effective and engaging instruction) Strategy Category must be aligned with the strategies noted in the KBE Delivery Plan: • Career Readiness Pathways • Continuous Improvement • Early Learning • Human Capital Management • Integrated Methods of Learning • Learning Systems • Management Systems • Persistence to Graduation • Principal PGES • Professional Learning and Support • Stakeholder Engagement • Teacher PGES • Other

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Identified strategies are not appropriate or aligned to meet the goals and objectives of the improvement plan. If a Focus School, the strategies do not address the needs of gap groups that caused identification.	A few of the strategies align with the suggested strategies in the KBE Delivery Plan. Selected strategies for each objective may not have a logical sequence that addresses priorities. The implementation plan is incomplete or missing. If a Focus School, the strategies addressing the needs of gap groups that caused identification are difficult to identify.	Each strategy is defined and aligned with the goals and objectives and with the priorities in the KBE Delivery Plan. Most of the selected strategies for each objective have a logical sequence. Strategies are diverse in nature and well thought out. Strategies seem adequate to meet objectives. Some roles for personnel accountable for leading the strategy implementation are defined and assigned. The strategy includes evidence of an implementation and monitoring plan. If a Focus School, the strategies include those addressing the needs of gap groups that caused identification.	Each strategy is clearly defined and aligned with the goals and objectives and with the priorities in the KBE Delivery Plan. Each strategy reflects the mission, vision, and beliefs of the school or district as noted in the Executive Summary. Those strategies addressing the needs of students in the gap are seamlessly integrated. Specific roles for all personnel accountable for leading the implementation are defined and assigned. The strategies create a logical sequence for each objective to address prioritized needs. The strategies include defined evidence of a clear process of implementation, monitoring, and evaluation. If a Focus School, the strategies are specific to address the needs of gap groups that caused identification.

Feedback on the Strategies	
Strengths (+):	
Opportunities for Improvement (△):	
General Comments:	

Activities	

Purpose: Determine specific high quality, highly effective activities to address specific Strategies to reach the targets in the Goals and Objectives and to raise achievement, support student success, improve graduation rates and increase teacher and principal effectiveness over time.	Description includes:
	
	• Activity Name
	
	• Activity Type
	
	   o Academic Support Program
	   o Behavioral Support Program
	   o Career Preparation/Orientation
	   o Class Size Reduction
	   o Community Engagement
	   o Direct Instruction
	   o Extracurricular
	   o Field Trip
	   o Other
	   o Parent Involvement
	   o Policy and Process
	   o Professional Learning
	   o Recruitment and Retention
	   o Technology
	   o Tutoring

	• Description
	• Beginning & ending date
	• Resources assigned
	• Source of funding
	• Staff responsible

Performance Levels			
☐	☐	☐	☐
Level 1	**Level 2**	**Level 3**	**Level 4**
Activities are not described and/or may not be correlated to specific goals. Timeline is unrealistic or generic. If a Focus School, the activities that specifically address the needs of the gap group that caused identification are not included.	Activities include the required components. Descriptions of the activities provide minimal information about implementation plans. Some activities for specific strategies do not have a logical sequence or realistic timeframe. The assigned resources do not appear reasonable for activities and/or resources are not targeted to reach objectives. If a Focus School, the activities addressing the needs of gap groups that caused identification are difficult to identify.	All activities are described. Each activity addresses a need identified by data in the Needs Assessment, and include information about how the activities support attainment of the goals and objectives. The selected activities for each strategy have a logical, realistic sequence and timeframe for completion. The assigned resources appear reasonable for activities. Some funds have been identified to support implementation. If a Focus School, the activities generally include those addressing the needs of gap groups that caused identification.	All activities are clearly and completely described. Each activity addresses a specific needs identified by data from the Needs Assessment. Activities include highly effective practices and a rational on how the activity supports attainment of the goals and objectives. Each activity has a specific and unique timeframe for completion. All Activities can be completed within the scope of the regular school calendar. The timelines for activities are ambitious and designed to have maximum impact. Staff has a shared responsibility for completion and is clearly identified for specific responsibilities. Resources, including fiscal resources, necessary to carry out activities are described and sources of

			funding are appropriate and adequate. The assigned resources are clearly targeted to reach objectives.
			If a Focus School, the activities addressing the needs of the gap group that caused identification are seamlessly integrated throughout the plan.
Feedback on the Activities			
Strengths (+):			
Opportunities for Improvement (△):			
General Comments:			

Overall Improvement Plan Feedback