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| **School:** |

**How to use this tool:**

1. **The following questions are reflective in nature—it is hoped the questions will prompt thoughtful consideration regarding the nature and quality of school level improvement plans.**
2. **School level planning teams are encouraged to use the following questions in a reflective manner as they develop school level improvement plans.**
3. **When the final draft of a school level plan is completed, school level planning teams are encouraged to use the questions as a checklist to determine the degree to which the plan is in compliance and to determine whether the plan meets the level of quality implied by the questions.**
4. **Intermediate unit staff members are encouraged to use this tool as a guide when providing support to school level planning teams.**

| **Section** | **Self-Assessment Questions**  (OSLPG=Offline School Level Planning Guide) | **Check if the Answer is YES** | **Check When Documented in Offline Planning Guide** | **Check When Documented in CP Web Application** |
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| **School Profile and School Level Planning Team** | Has the school profile page been accurately completed? (OSLPG p. 6) |  |  |  |
| Is each team member’s role or position documented? (OSLPG p. 7) |  |  |  |
| For Title I schools: are all the required stakeholders represented in the planning team? |  |  |  |
| *SUGGESTED REFLECTION*: Does the composition of the planning team adequately represent key stakeholder groups? |  |  |  |
| *SUGGESTED REFLECTION*: If not the team leader, is the Principal an active member of the planning team? |  |  |  |
| **Assurances**  (continued on next page) | If applicable, have Title 1 and Corrective Action status been indicated? (OSLPG p. 8) |  |  |  |
| Were Assurances 1, 2, and 3 reviewed prior to the development of the Improvement Plan? |  |  |  |
| Were Assurances 1, 2, and 3 checked off after the plan had been developed and after complying with (or documenting the intention to comply with) the expectations delineated by the assurances? (OSLPG p. 8) |  |  |  |
| For Title I schools: were Assurances 4 through 21 reviewed prior to the development of the Improvement Plan? |  |  |  |

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| **Assurances**  (continued) | For Title I schools: were Assurances 4 through 21 checked off after the plan had been developed and after complying with (or documenting the intention to comply with) the expectations delineated by the assurances?  (OSLPG pp. 9-10) |  |  |  |
| For Title I schools in Corrective Action: have the corrective action options selected by the district been checked? (OSLPG p. 11) |  |  |  |
| **Needs Assessment: Data Analysis**  (OSLPG p. 12ff) | Has prepopulated data been analyzed in order to understand the degree to which each of the various systems within the school is impacting student achievement and performance? |  |  |  |
| Has locally-generated, system-relevant data been identified and analyzed? |  |  |  |
| For schools that did not make AYP: has the planning team analyzed all available data that is related to the reason(s) why the school did not make AYP? |  |  |  |
| Have data-based accomplishments and concerns related to student achievement and performance been identified and prioritized? (OSLPG p. 15) |  |  |  |
| *SUGGESTED REFLECTION*: If an improvement plan on record with PDE is being implemented during the current school year, has data related to the initial effectiveness of each Action Sequence (Action Plan) been evaluated? |  |  |  |
| *SUGGESTED REFLECTION*: If an improvement plan on record with PDE was implemented during the previous school year, has data related to the effectiveness of each Action Sequence (Action Plan) been evaluated? |  |  |  |
| *SUGGESTED REFLECTION*: In relation to the above referenced Action Sequences, have concerns been identified and discussed that may inform future systems analyses? |  |  |  |
| *SUGGESTED REFLECTION*: Have hypothetical causes of concerns been identified? (OSLPG p. 16) |  |  |  |
| **Needs Assessment: System Analysis**  (continued on next page) | For schools in Phase 1 districts engaged in the District Level Comprehensive Planning Process: Has the School Level Planning Team considered how the (at least draft version of) the District Level Action Plans impact School Level Planning? |  |  |  |
| Have all of the characteristics of each of the 14 systems been considered to determine whether or not each is fully present and functioning in the school? (OSLPG pp. 18-23) |  |  |  |
| Have each of the 14 guiding questions been answered either yes or no? (OSLPG p. 24) |  |  |  |
| **Needs Assessment: System Analysis**  (continued) | Has a systemic challenge been identified for each guiding question with a “No” response? (OSLPG p. 25) |  |  |  |
| For schools that did not make AYP: Have all identified systemic challenges been considered regarding the degree to which each might be responsible for the reason(s) why the school did not make AYP? |  |  |  |
| Have the systemic challenges been prioritized? (OSLPG p. 25) |  |  |  |
| Have the systemic challenges been identified for which Action Plans will be developed? (OSLPG p. 25) |  |  |  |
| Have systemic challenges identified for Action Plan development been copied as a Goal into an Action Plan Worksheet? (OSLPG p. 30ff) |  |  |  |
| *SUGGESTED REFLECTION*: In order to better inform Action Planning, have there been discussions and findings as to why identified system characteristics are not present in the school? |  |  |  |
| **Action Planning**  (OSLPG p. 30ff)  (continued on next page) | Have high priority systemic challenges been copied as Goals into Action Plan Worksheets? |  |  |  |
| Indicators of Effectiveness: Have summative Indicators been identified, and is each indicator a quantified goal for student achievement or performance *(e.g. improvement in average score, percentage, percentage point, increase in attendance rate, decrease in behavior referrals etc.)*?\* |  |  |  |
| Indicators of Effectiveness: Are Indicators aligned with the Action Plan Goal?\* |  |  |  |
| Indicators of Effectiveness: Are data sources identified for Indicators and are the data sources directly related to students?\* |  |  |  |
| Indicators of Effectiveness: Is/are the date(s) or time framework documented regarding when Indicators (data) are to be collected?\* |  |  |  |
| Indicators of Effectiveness: Are specific student groups identified that are linked to Indicators? (E.g. IEP subgroup, ED subgroup, students overall, etc.)\* |  |  |  |
| Indicators of Effectiveness: *SUGGESTED REFLECTION*: Have formative Indicators been included, and is each indicator a quantified goal for student achievement or performance during the course of the school year that will indicate that the Action Plan is having the intended impact? |  |  |  |

\* Self-Assessment Questions aligned with the Action Plan Quality Standard that will be used during the Statewide Review to evaluate the quality of Action Plans.

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| **Action Planning**  (OSLPG p. 30ff)  (continued on next page) | Strategies: Has at least one evidence-based strategy been identified for each Action Plan? |  |  |  |
| Strategies: Is each strategy named and described?\* |  |  |  |
| Strategies: Does a rationale explain how each strategy will address the deficient system characteristics associated with the Action Plan Goal?\* |  |  |  |
| Implementation Plan: Do the selected strategies for each Action Plan align with the Action Plan’s Goal?\* |  |  |  |
| Implementation Plan: Does the Implementation Plan clearly and comprehensively articulate all of the actions needed to fully implement the strategies? (E.g. planning, implementation, monitoring, etc.)\* |  |  |  |
| Implementation Plan: Are all Action Plan strategies appropriately supported by Action Steps?\* |  |  |  |
| Implementation Plan: Are the Action Steps arranged in a way that supports implementation of strategies?\* |  |  |  |
| Action Steps: Does each Action Step plainly and completely describe what will occur?\* |  |  |  |
| Action Steps: Are all acronyms and locally used terminology explained?\* |  |  |  |
| Does each Action Plan have at least a two-year implementation horizon?\* (Required for Title I schools) |  |  |  |
| Action Steps: Is the time period allotted for implementation of each Action Step sufficient? |  |  |  |
| Action Steps: Is the month and year recorded when implementation will begin?\* |  |  |  |
| Action Steps: Is the month and year recorded when the Action Step will be completely in place?\* |  |  |  |
| Action Steps: Are recorded Indicators of Implementation artifacts (e.g. hard copy document, electronic document), which will verify that the Action Step was completed?\* |  |  |  |
| Action Steps: Has the school accurately identified Action Steps as Professional Development activities or initiatives?\* |  |  |  |
| Will each Action Plan result in substantial progress toward the attainment of the Action Plan Goal?\* |  |  |  |

\* Self-Assessment Questions aligned with the Action Plan Quality Standard that will be used during the Statewide Review to evaluate the quality of Action Plans.

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| **Action Planning**  (OSLPG p. 30ff)  (continued) | Are the reasons why a school did not make AYP addressed by at least one Action Plan? |  |  |  |
| If the Action Plan is identified as addressing the reason why the school did not make AYP, is it likely that the Action Plan as designed will actually do so?\* (Review agreement required for Title I schools) |  |  |  |
| **Achievement and Performance Targets**  (OSLPG p. 48ff) | Have measurable, annual, PSSA achievement targets for Reading and Math been set for continuous and substantial progress by each relevant subgroup? |  |  |  |
| If met or exceeded, will the PSSA achievement targets for Reading and Math ensure that all relevant student groups will meet Pennsylvania’s proficient level on the Spring 2014 PSSA testing? |  |  |  |
| Have Test Participation targets been established for PSSA Math and Reading? |  |  |  |
| For schools within the K-8 grade range: have attendance targets been set that are at 90% or better or represent improvement over the previous year’s attendance? |  |  |  |
| For high schools: has a graduation rate target been established that incorporates the new 4-year Cohort Graduation Rate Calculation and that demonstrates “continuous and substantial improvement?” |  |  |  |
| **Proofreading** | *SUGGESTED REFLECTION*: has the entire document been proofread to ensure that there are no grammatical or spelling errors, including the spelling of names? |  |  |  |

\* Self-Assessment Questions aligned with the Action Plan Quality Standard that will be used during the Statewide Review to evaluate the quality of Action Plans.