District Plan Review Tool

Minimum Requirements for District Plans

1. **Planning Team**

    The district planning team represents all required stakeholders, including teachers, principals, administrators (including administrators of Title I programs), other appropriate school personnel, and parents of Title I children. Districts with English learner (EL) populations should also ensure that the team includes one member who can address EL needs. The plan includes each participants' title, and describes how all required stakeholders were engaged in plan development and its continuous review and update.

2. **Priority Needs**

    Identify and prioritize 3-5 needs based on a thorough data review. For the prioritized needs, the plan should provide:
    - a description of progress and challenges related to the prioritized need
    - a description of prior strategies that may or may not have contributed to your outcomes
    - identification of root causes of the prioritized needs

3. **Additional Areas**

    The plan should answer all required questions, including those related to:
    - student group improvement and support
    - well-rounded education
    - disciplinary practices
    - safe, supportive, and healthy environments
    - integration and effective use of technology in the classroom
    - family and family engagement
    - professional learning for educators
    - effective transitions across grade bands
    - effective transitions from high school to postsecondary and career
    - educator placement
    - integration of CTE and work-based learning opportunities
    - needs of English Language Learners
    - needs of students with dyslexia
    - IDEA annual performance report results

Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of High Quality Planning
Explore Data and Analyze Needs	The district *did not analyze and capture insights across all of the major applicable data sections* (i.e. Academic Achievement and Growth, Educator, Climate and Access, College and Career Readiness) or *identified prioritized needs/groups of needs not well connected to areas of greatest challenge.* The district has reviewed the data, captured needs, but has identified *no prioritized needs* or has identified *too many prioritized needs (typically more than 5).* OR The district has provided no description of progress and challenges that may or may not have contributed to the outcomes for *the identified prioritized needs*. OR The district has provided a description that identifies *minimal to no root causes* to explain the reasons for the challenges faced, or the root causes identified are *outside of the district's control* and are	The district analyzed and captured *at least three insights for each of the four major applicable data sections* (i.e. Academic Achievement and Growth, Educator, Climate and Access, College and Career Readiness), grouped together multiple related needs, and *prioritized groups of needs adequately connected to areas of greatest challenge.* The district has reviewed the data, captured needs, and has identified *a reasonable number of prioritized needs (ideally 3-5).* AND The district has provided a description of progress and challenges that may or may not have contributed to the outcomes for *all of the identified prioritized needs*, as applicable. AND The district has provided a description that identifies *some root causes* to explain the reasons for the challenges faced that are *within the district's control to act on, and vary appropriately based on the district's data*. AND The district has provided a description of prior strategies that may or may not have contributed to the outcomes includes *some reflection* on prior year	The district analyzed and captured a *sufficient number insights for each of the four major applicable data sections* (i.e. Academic Achievement and Growth, Educator, Climate and Access, College and Career Readiness) that generates a comprehensive analysis of the district's data and identifies highest priority needs. AND The district grouped together multiple related needs, and *prioritized groups of needs directly connected to areas of greatest challenge.* AND The district incorporated *local data* connected to the needs in relevant and meaningful ways. The district has reviewed the data, captured needs, and has identified *a reasonable number of prioritized needs (ideally 3-5)*. AND The district has provided an *in depth* and thorough description of progress and challenges that may or may not have contributed to the outcomes for *all of the identified prioritized needs.* AND The district has provided an in depth description that identifies *ample and*

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	therefore not actionable, or the root causes identified contain *no variation* in accordance with the data. OR The district's description of prior strategies that may or may not have contributed to the outcomes includes *minimal to no reflection* on prior year strategies that may or may not have contributed (positively or negatively) to district outcomes.	strategies that may or may not have contributed (positively or negatively) to district outcomes.	*sufficient root causes* to explain the reasons for challenges faced that are *within the district's control to act on, and vary adequately and appropriately based on the district's data*. AND The district has provided a description of prior strategies that may or may not have contributed to the outcomes which includes *in depth and thorough reflection* on prior year strategies that may or may not have contributed (positively or negatively) to district outcomes.

Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of High Quality Planning
Develop Plan: Goals	The district has reviewed the prioritized needs but has identified *no goals* or has identified *too many goals (typically more than 5).* OR The *goals do not align* appropriately to the prioritized needs identified through the needs assessment. OR The goals are not *SMART (specific, measurable, attainable, relevant, and time-bound).* OR The district provides *minimal to no description of the goals* or associated performance measures. OR The performance measures are not adequately identified or not accompanied by an ambitious but attainable annual targets.	The district has reviewed the prioritized needs and has identified *a reasonable number of goals (ideally 3-5).* AND The *goals adequately align* to the prioritized needs identified through the needs assessment. AND The goals are *SMART (specific, measurable, attainable, relevant, and time-bound).* AND The district provides *an adequate description of the goals* and includes *mostly high-quality associated* performance measures. AND The performance measures are adequately identified and accompanied by an ambitious but attainable annual target.	The district has reviewed the prioritized needs and has identified *a reasonable number of high impact goals (ideally 3-5).* AND The *goals are aligned directly* to the prioritized needs identified through the needs assessment. AND The *goals align directly* with the progress and challenges identified in the prioritized needs. AND The goals are *SMART (specific, measurable, attainable, relevant, and time-bound).* AND The district provides *detailed descriptions of the goals* and includes *multiple high-quality* performance measures. AND The performance measures are adequately identified and accompanied by an ambitious but attainable annual target.

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Develop Plan: Strategies	*No strategy* has been articulated in support of the identified goal. OR	Strategy/strategies show an *adequately logical connection to the identified goal(s)* and are appropriately named.	Strategy/strategies show *an extremely logical connection to the identified goal(s)* and are appropriately named. AND

		AND		Descriptions of the strategies *are explicit in providing details,* noting how the strategy will lead to changes that will clearly enable the district to achieve the stated goal.
	Strategies have been identified but show *minimal to no logical connection to the identified goal(s)* and are not appropriately named. OR Strategy descriptions are *vague or lack details* and don't connect to the change that will occur.	AND Strategy descriptions *clearly and concisely* state the high-level details of the strategy or the change that will occur as a result.		Descriptions of the strategies *are explicit in providing details,* noting how the strategy will lead to changes that will clearly enable the district to achieve the stated goal.

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Develop Plan: Benchmark Indicators	There are *no benchmark indicators* identified in the plan. OR The benchmark indicators identified are generally *not leading (predictive) indicators* of the goal and/or are generally *input measures* such as sign-in sheets. OR The benchmark indicators identified are generally *insufficient for showing progress* of the associated strategy toward meeting the goal using data and evidence. OR The benchmark indicators identified are collected *too infrequently* to serve as leading measures (e.g., annual measures).	At least *one well-developed benchmark indicator exists* for each strategy identified in the plan. AND The benchmark indicators identified are generally *leading (predictive) indicators* of the goal and/or include *some output measures* such as observed change in practice. AND The benchmark indicators identified are generally *sufficient for showing progress* of the associated strategy toward meeting the goal using data and evidence. AND The benchmark indicators identified are collected *frequently enough* to serve as leading measures (e.g., more than once a year).		*Well-developed benchmark indicator(s) exist* for each strategy identified in the plan. AND The benchmark indicators identified are all clear *leading (predictive) indicators* of the goal and are mostly output and/or outcome measures. AND The benchmark indicators identified are *directly aligned to show progress* of the associated strategy toward meeting the goal using data and evidence. AND The benchmark indicators identified are collected *regularly* to serve as leading measures (e.g., multiple times a year). AND The district clearly articulates *how* the benchmark indicators will be utilized to

			inform continuous improvement throughout the school year.

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Develop Plan: Action Steps	*No action steps* have been identified to support the associated strategies. OR Action steps show *minimal to no logical connection* to the strategies. OR Action steps are *not appropriately named.* OR Descriptions of the action steps are *vague and do not clearly specify the actions to be taken.* OR The identified person responsible lists a position and *not a specific name*, or the person responsible is *not appropriate* for the action step. OR *Minimal to no estimated dates of completion* are listed, or are unrealistic for the stated action step.	Action step(s) show *an adequately logical connection* to the strategies. AND Action steps *are appropriately named.* AND Descriptions of the action steps provide *adequate detail regarding the actions to be taken*, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed. AND The person responsible is populated with a *specific district staff person's name* (not a position title), and is an *appropriate individual* for the action step. AND *Estimated dates of completion* are appropriate and all dates are not end-of-year dates.	Action step(s) show *an extremely logical connection* to the strategies. AND Action steps *are appropriately named and clearly state the focus of the action.* AND Descriptions of the action steps provide *exceptional detail regarding the actions to be taken*, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed. AND The person responsible is populated with a *specific district staff person's name* (not a position title), and is an *appropriate individual* for the action step. AND *Estimated dates of completion* are appropriate and all dates are not end-of-year dates.