

School Plan Review Tool

Minimum Requirements for School Plans

School-level Planning Team

The school planning team represents all required stakeholders, including teachers, administrators (including administrators of Title I programs), other appropriate school personnel, and parents of Title I children. Schools with large populations of student subgroups, including but not limited to English learner (EL), should ensure that the team includes one member who can address the needs of these student populations. The plan includes each participants' title, and describes how all required stakeholders were engaged in plan development and its continuous review and update.

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



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Additional Areas

The plan should answer all required questions, including those related to:

- Disciplinary Practices
- Well-rounded Education
- Safe, Supportive, and Healthy Environments
- Integration and Effective Use of Technology in the Classroom
- Parent and Family Engagement
- Professional Learning for Educators
- Educator Placement
- Title I Component Questions (School-Wide and Targeted Assistance, as applicable)

School Plan Components

Table 1: Prepare to Plan

Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of a Well-Developed Plan
<p>Prepare to Plan</p>	<p>A planning team has not been identified.</p> <p>OR</p> <p>The planning team does not include all required stakeholders.*</p> <p>OR</p> <p>Planning team members have been identified by name, rather than position title.</p> <p>OR</p> <p>There is no description of how the planning team was involved in the plan development and its continuous review and update.</p>	<p>A planning team that includes all required stakeholders* is identified.</p> <p>AND</p> <p>There is a general description of the school planning team’s involvement in the development of the plan and its review and update.</p>	<p>A planning team that includes all required stakeholders* and additional representatives from the school is identified.</p> <p>AND</p> <p>There is a detailed description of the process used to develop, review, and update the school plan throughout the year. The description includes timelines throughout the year, engagement activities to gather input, staff involved, methods for determining progress, and procedures for making needed updates.</p>

Table 2: Reviewing Data to Identify Areas of Improvement

Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of a Well-Developed Plan
<p>Reviewing Data to Identify Areas of Improvement</p>	<p>The school has reviewed the data and identified areas of improvement, but identified too few, too many or too narrowly to meet expectations for 3-year planning or has not properly reviewed required areas of data.</p>	<p>The school reviewed the data that includes but is not limited to <i>each of the required applicable data sections</i> (i.e. academic achievement and growth, graduation rate, College and Career Readiness and/or ACT/SAT, student attendance), identified needs, and prioritized areas of improvement for the next 3 years. (ideally 3-5).</p>	<p>The school engaged in a meaningful review of multiple sources of data, including those that are required and local data, to identify areas of improvement.</p>
	<p>OR</p>	<p>AND</p>	<p>AND</p> <p>The school <i>ensures the areas of improvement include specific attention to the greatest challenges (i.e. grade bands, subgroups, etc.)</i>. The school has reviewed the data and identified a reasonable number of areas of improvement (<i>ideally 3-5</i>).</p>
	<p>The school has provided <i>minimal to no reflection</i> on progress and challenges that may or may not have contributed to the outcomes for the identified areas of improvement.</p>	<p>The school has reflected on progress and challenges that may or may not have contributed to the outcomes for the identified areas of improvement.</p>	<p>AND</p>
	<p>OR</p> <p>The school's description of prior strategies that may or may not have</p>	<p>AND</p> <p>The school has provided a description of prior strategies that may or may not have contributed</p>	<p>The school has <i>thoroughly reflected</i> on progress and challenges that may or may not have contributed to the outcomes for the identified areas of improvement.</p> <p>AND</p>

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	<p>contributed to the outcomes includes <i>minimal to no reflection</i> on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.</p>	<p>to the outcomes, included <i>some reflection</i> on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.</p> <p>AND</p>	<p>The school has provided a description of prior strategies that may or may not have contributed to the outcomes which include <i>in depth and thorough reflection</i> on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.</p>
	<p>The school has provided a description that identifies <i>minimal to no root causes</i> to explain the reasons for the challenges faced, or the root causes identified are <i>outside of the school's control</i>, or the root causes identified contain <i>no variation</i> in the data.</p>	<p>The school has provided a description that identifies <i>some root causes</i> to explain the reasons for the challenges faced that are <i>within the school's control to act on and vary appropriately based on the school's data</i>.</p>	<p>AND</p> <p>The school has provided an in-depth description that identifies <i>ample and sufficient root causes</i> to explain the reasons for challenges faced that are <i>within the school's control to act on and vary adequately and appropriately based on the school's data</i>.</p>

Table 3: Developing Goals

Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of a Well-Developed Plan
<p>Developing Goals</p>	<p>Little evidence the school has identified goals based on areas of improvement, or identified goals are not 3-year, or too many goals (<i>typically more than 5</i>).</p> <p>OR</p> <p>The goals are not <i>SMART (specific, measurable, attainable, relevant, and time-bound) and do not include components that address what is to be improved, for whom, the amount of expected improvement, and by when.</i></p> <p>OR</p> <p>The school provides <i>minimal or weak goal statements.</i></p>	<p>Based on the areas of improvement, the school has identified <i>a reasonable number of 3- year goals (ideally 3-5).</i></p> <p>AND</p> <p>The <i>goals adequately align</i> to the identified areas of improvement.</p> <p>AND</p> <p>The goals are <i>SMART (specific, measurable, attainable, relevant, and time-bound) and include components that address what is to be improved, for whom, the amount of expected improvement, and by when.</i></p> <p>AND</p> <p>The school provides <i>adequate and mostly high-quality goal statements.</i></p>	<p>Based on the areas of improvement, the school has identified <i>a reasonable number of high impact 3-year goals (ideally 3-5).</i></p> <p>AND</p> <p>The <i>goals directly align</i> to the areas of improvement.</p> <p>AND</p> <p>The goals are <i>SMART (specific, measurable, attainable, relevant, and time-bound) and include components that address what is to be improved, for whom, the amount of expected improvement, and by when.</i></p> <p>AND</p> <p>The school provides <i>detailed goal statements</i> which are accompanied by ambitious but attainable annual targets leading to</p>

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	<p>OR</p> <p>The goal statements are not accompanied by ambitious but attainable annual targets that lead to the three-year goal.</p>	<p>AND</p> <p>The goal statements are accompanied by ambitious but attainable annual targets leading to the three-year goal.</p>	<p>the three-year goal.</p>

Table 4: Developing Strategies

Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of a Well-Developed Plan
Developing Strategies	<p>Strategies have been identified but show <i>minimal to no logical connection to the identified goal(s)</i>.</p> <p>OR</p> <p>Strategy descriptions are <i>vague or lack details</i>.</p>	<p>Strategy/strategies show an <i>adequately logical connection to the identified goal(s)</i> building to the theory of action.</p> <p>AND</p> <p>Strategy descriptions clearly and concisely define what the strategy is and align with the district's expectations for implementation.</p>	<p>Strategy/strategies show an <i>extremely logical connection to the identified goal(s)</i> building to a strong theory of action.</p> <p>AND</p> <p>Descriptions of the strategies are <i>explicit in providing details</i>, noting how the strategy is and align with the district's expectations for implementation.</p>

Table 5: Developing Benchmark Indicators

Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of a Well-Developed Plan
<p>Developing Benchmark Indicators</p>	<p>The benchmark indicators identified are generally <i>not leading (predictive) indicators</i> of the goal and/or are generally <i>input measures</i> such as sign-in sheets.</p>	<p><i>Well-developed benchmark indicators exist</i> for most strategies.</p>	<p><i>Well-developed benchmark indicator(s) exist</i> for each strategy identified in the plan.</p>
	<p>AND</p>	<p>AND</p>	<p>AND</p>
	<p>The benchmark indicators identified are generally <i>input measures</i> such as sign-in sheets.</p>	<p>The benchmark indicators identified are generally <i>leading (predictive) indicators</i> of the goal and/or include <i>some output measures</i> such as observed change in practice.</p>	<p>The benchmark indicators identified are all clear <i>leading (predictive) indicators</i> of the goal and are mostly output and/or outcome measures.</p>
	<p>OR</p>	<p>AND</p>	<p>AND</p>
	<p>The benchmark indicators identified are generally <i>insufficient for showing progress</i> of the associated strategy's implementation and improvement toward meeting the goal using data and evidence.</p>	<p>The benchmark indicators identified are generally <i>sufficient for showing progress</i> of the associated strategy's implementation and improvement toward meeting the goal using data and evidence.</p>	<p>The benchmark indicators identified are <i>directly aligned to show progress</i> of the associated strategy's implementation and improvement toward meeting the goal using data and evidence.</p>
	<p>OR</p>	<p>AND</p>	<p>AND</p>
<p>The benchmark indicators identified are collected <i>too infrequently</i> to serve as leading measures (e.g., annual</p>	<p>AND</p>	<p>The benchmark indicators identified are collected <i>regularly</i> to serve as leading measures (e.g.,</p>	

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	measures).	identified are collected <i>frequently enough</i> to serve as leading measures (e.g., more than once a year).	multiple times a year). AND The school clearly articulates <i>how</i> the benchmark indicators will be utilized to inform continuous improvement throughout the school year.

Table 6: Reflect on Plan

Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of a Well-Developed Plan
Reflect on Plan: <i>Disciplinary Practices</i>	The school has not identified the steps to be taken to reduce lost instructional time due to student discipline.	The school has provided at least one step to be taken to reduce lost instructional time due to student discipline.	The school has provided more than one step to be taken to reduce lost instructional time due to student discipline.

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<p>Reflect on Plan: <i>Well-Rounded Educational Opportunities</i></p>	<p>The school has not described a vision for a well-rounded education.</p> <p>OR</p> <p>The description provided is vague, lacks detail, or does not reference ESSA's definition of a well-rounded education.</p> <p>OR</p> <p>The school has not identified courses, enrichment opportunities, or programs beyond core academics.</p> <p>OR</p> <p>The school has not explained how students with disabilities and other applicable subgroups will have access to these</p>	<p>The school has provided a general description of its vision for a well-rounded education aligned to ESSA.</p> <p>AND</p> <p>The school has identified courses and opportunities beyond core subjects, organized by grade band.</p> <p>AND</p> <p>The school has identified at least one action the school will take to ensure equitable access for all students, including students with disabilities. AND</p> <p>The school has identified at least one local, state, or federal funding source that supports the efforts.</p>	<p>The school has provided a detailed, cohesive, and clearly articulated vision of a well-rounded education aligned to ESSA, emphasizing access to enriching and diverse learning opportunities.</p> <p>AND</p> <p>The school has provided a comprehensive list of courses, programs, and enrichment opportunities beyond core subjects across grade bands (e.g., foreign language, arts, STEM/STEAM, health/wellbeing, advanced coursework, postsecondary exposure).</p> <p>AND</p> <p>The school has outlined multiple actionable steps the school will take to ensure equitable access for all students, including students</p>

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	<p>opportunities.</p> <p>OR</p> <p>No funding sources are identified.</p>		<p>with disabilities and other applicable subgroups, with clear alignment to the school’s needs assessment.</p> <p>AND</p> <p>The school has identified multiple funding sources (local, state, federal—including Title I, Title II, Title IV-A, IDEA, etc.) and described how those funds will support implementation and sustainability of the school’s well-rounded vision.</p>

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<p>Reflect on Plan: <i>Safe, Supportive, and Healthy Environments</i></p>	<p>The school has not identified the priorities to be addressed related to ensuring a safe, supportive, and healthy environment.</p> <p>OR</p> <p>The school has not identified how it will address the identified priorities for a safe, supportive, and healthy environment.</p>	<p>The school has provided and analyzed school climate data to identify at least one priority for providing a safe, supportive, and healthy environment.</p> <p>AND</p> <p>The school has provided at least one way it will address the identified priorities for providing a safe, supportive, and healthy environment.</p>	<p>The school has provided and analyzed school climate data to identify more than one priority for providing a safe, supportive, and healthy environment.</p> <p>AND</p> <p>The school has provided more than one way it will address the identified priorities for providing a safe, supportive, and healthy environment.</p>
<p>Reflect on Plan: <i>Integration and Effective Use of Technology in the Classroom</i></p>	<p>The school has not described the current level of access to technology that students have as part of their instructional program.</p> <p>OR</p> <p>The school has not described the challenges faced in integrating</p>	<p>The school has provided data and described the level of access to technology that students have as part of the instructional program.</p> <p>AND</p> <p>The school has identified at least one challenge faced in integrating technology into practice.</p> <p>AND</p>	<p>The school has provided data and described the level of access to technology that students and teachers have as part of the instructional program.</p> <p>AND</p> <p>The school has identified more than one challenge faced in integrating technology into practice.</p>

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	technology into practice.	The school has identified at least one step to be taken to address the identified challenges.	AND
	OR		The school has identified more than one step to be taken to address the identified challenges.
	The school has not identified steps the school is taking to address identified challenges. OR	AND	AND
	The school has identified steps to take, but they do not align to the identified challenges.	The school has identified at least one possible funding source for increasing access to technology.	AND
OR			The school has identified more than one possible funding source for increasing access to technology.
The school has identified possible funding sources for increasing access to technology.			
OR			
The school has not identified possible funding sources for increasing access to technology.			

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Reflect on Plan: <i>Family and Community Engagement</i>	<p>The school does not describe any family and community engagement activities to be implemented.</p> <p>OR</p> <p>The family and community engagement activities described do not have any academic focus and are not aligned to the academic needs of the school.</p> <p>OR</p> <p>There are no specific activities to engage parents and families of English learners. (if applicable)</p>	<p>The school provides a general description of family and community engagement activities to be implemented.</p> <p>OR</p> <p>At least half of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school.</p> <p>OR</p> <p>There is at least one activity to engage parents and families of English learners. (if applicable)</p>	<p>The school provides a detailed description of family and community engagement activities to be implemented, including a timeline, the involvement of parents and community members, and methods for measuring the success of activities.</p> <p>OR</p> <p>All of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school.</p> <p>OR</p> <p>There is more than one activity to engage parents and families of English learners (if applicable).</p>

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<p>Reflect on Plan: <i>Professional Learning for Educators</i></p>	<p>The school has not described planned professional development activities for teachers and leaders. OR</p> <p>The school's description of professional development activities does not demonstrate how these activities will build capacity for high-quality instruction and positively impact student academic achievement.</p> <p>OR</p> <p>The school's planned professional development activities are not aligned to the needs identified in the needs assessment.</p>	<p>The school has provided a general description of planned professional development activities for teachers and leaders.</p> <p>AND</p> <p>The planned professional development activities are described to demonstrate the likelihood of positive impact on student academic achievement and teacher and leader capacity.</p> <p>AND</p> <p>The professional development activities described address at least one of the needs identified in the needs assessment.</p>	<p>The school has provided a specific plan for professional development for teachers and leaders, including timelines, staff to be involved, and follow-up activities.</p> <p>AND</p> <p>The planned professional development activities are described to demonstrate the proven effectiveness of the activities and the measures to be used to determine impact on student academic achievement and the building of teacher and leader capacity.</p> <p>AND</p> <p>The professional development activities described address more than one of the needs identified in the needs assessment.</p>

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Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of a Well-Developed Plan
Reflect on Plan: <i>Educator Placement</i>	<p>The school has not described the process to be used to analyze student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.</p> <p>OR</p> <p>The school has not described the procedures in place to ensure equitable access to highly effective teachers and address identified disparities.</p>	<p>The school has provided a general description of the process used to review and analyze student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.</p> <p>AND</p> <p>The school has provided at least one procedure to ensure equitable access to highly effective teachers and address identified disparities.</p>	<p>The school has provided a detailed description of the process used to review and analyze student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.</p> <p>AND</p> <p>The school has provided more than one procedure to ensure equitable access to highly effective teachers and address identified disparities.</p>

School Plan Components for Title I

(School-Wide and Targeted Assistance, as applicable)

Table 7: Title I - Reflect on Plan

Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of a Well-Developed Plan
<p>Reflect on Plan: <i>School-Wide Plan Components</i></p>	<p>The school has not provided a narrative response to all five school-wide plan components.</p> <p>OR</p> <p>The school's responses to one or more of the five required school-wide plan components does not align to the activities and priority needs identified in the needs assessment.</p>	<p>The school has provided a narrative response to all five school-wide plan components.</p> <p>AND</p> <p>The school's responses to all of the five required school-wide plan components generally align to the activities and priority needs identified in the needs assessment.</p>	<p>The school has provided both a narrative response to all five school-wide components and has created a component relationship between action steps and all required components.</p> <p>AND</p> <p>The school's response to all five required school-wide plan components are directly aligned to the activities and priority needs identified in the needs assessment.</p>

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Plan Component	Needs Improvement	Meets Expectations for Submission	Characteristics of a Well-Developed Plan
<p>Reflect on Plan: <i>School-wide Budget</i></p>	<p>The school has not entered the amount of Title I funds allocated in the school year in which the plan will be implemented.</p> <p>OR</p> <p>The amount of Title I funds allocated does not match the amount of funds allocated on the PPA page of the CFA.</p> <p>OR</p> <p>The school has not uploaded a school-level budget for Title I funds.</p> <p>OR</p> <p>The school-level budget of Title I funds does not equal the amount of funds indicated in the school plan, school-wide budget section, and the amount on the PPA page of the CFA. OR</p>	<p>The school has entered the amount of Title I funds allocated in the school year in which the plan will be implemented and the amount matches the funds allocated on the PPA page of the CFA.</p> <p>AND</p> <p>The school has uploaded a school-level budget for Title I funds and the budget amount equals the amount indicated in the school plan, school-wide budget section and the amount on the PPA page of the CFA.</p> <p>AND</p> <p>The school-level budget of Title I funds does generally aligns to the goals, strategies, and action steps developed. CONSOLIDATION OF FUNDS ONLY</p> <p>The school is consolidating funds and has identified the grants to be included in the school-wide pool.</p>	<p>The school has entered the amount of Title I funds allocated in the school year in which the plan will be implemented and the amount matches the funds allocated on the PPA page of the CFA.</p> <p>AND</p> <p>The school has uploaded a comprehensive school-level budget that identifies Title I funds separately, but shows other school level funding and the coordination of those funds and services.</p> <p>AND</p> <p>The Title I funds identified within the budget equals the amount indicated in the school plan, school-wide budget section and the amount on the PPA page of the CFA.</p> <p>AND</p> <p>The school-level budget directly aligns</p>

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	<p>The school-level budget of Title I funds does not align to the goals, strategies, and action steps developed.</p>	<p>AND</p>	<p>the use of Title I funds, and other available funding, with the goals, strategies, and action steps developed.</p>
	<p>CONSOLIDATION OF FUNDS ONLY</p>	<p>The grants identified as being included in the school-wide pool match the grants identified in the school-wide pool section of the CFA.</p>	<p>CONSOLIDATION OF FUNDS ONLY</p>
	<p>The school is consolidating funds and has not identified the grants to be included in the school-wide pool.</p>	<p>AND</p>	<p>The school is consolidating funds and has identified the grants to be included in the school-wide pool.</p>
	<p>OR</p>	<p>The school has uploaded the school-wide pool section of the CFA.</p>	<p>OR</p>
<p>The grants identified as being included in the school-wide pool do not match the grants identified in the school-wide pool section of the CFA. OR</p>		<p>The grants identified as being included in the school-wide pool match the grants identified in the school-wide pool section of the CFA.</p>	
<p>OR</p>		<p>OR</p>	
<p>The school has not uploaded the school-wide pool section of the CFA. The school has not identified the priorities to be addressed related to</p>		<p>The school has uploaded the school-wide pool section of the CFA.</p>	

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	<p>ensuring a safe, supportive, and healthy environment.</p> <p>OR</p> <p>The school has not identified how it will address the identified priorities for a safe, supportive, and healthy environment.</p>		
<p>Reflect on Plan: <i>Integration and Effective Use of Technology in the Classroom</i></p>	<p>The school has not described the current level of access to technology that students have as part of their instructional program.</p> <p>OR</p> <p>The school has not described the challenges faced in integrating technology into practice.</p>	<p>The school has provided data and described the level of access to technology that students have as part of the instructional program.</p> <p>AND</p> <p>The school has identified at least one challenge faced in integrating technology into practice.</p> <p>AND</p> <p>The school has identified at least</p>	<p>The school has provided data and described the level of access to technology that students and teachers have as part of the instructional program.</p> <p>AND</p> <p>The school has identified more than one challenge faced in integrating technology into practice.</p>

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	<p>OR</p> <p>The school has not identified steps the school is taking to address identified challenges. OR</p> <p>The school has identified steps to take, but they do not align to the identified challenges.</p>	<p>one step to be taken to address the identified challenges.</p> <p>AND</p> <p>The school has identified at least one possible funding source for increasing access to technology.</p>	<p>AND</p> <p>The school has identified more than one step to be taken to address the identified challenges.</p> <p>AND</p>
	<p>OR</p> <p>The school has not identified possible funding sources for increasing access to technology.</p>		<p>AND</p> <p>The school has identified more than one possible funding source for increasing access to technology.</p>

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