

# Comprehensive School Support Plan Self-Evaluation Tool

## School Year:

The questions below are intended to guide team conversation as divisions support schools with developing and reviewing their comprehensive school support plan. As divisions utilize a process to review school support plans, opportunities may present to align division resources prior to implementation and monitoring for progress. This tool is not exhaustive. It aims to extend division inquiry and expand continuous improvement efforts.



<b>Academic</b>	Schools and divisions acquire high-quality instructional materials, adopting instructional routines that are built around optimal instructional practices, and prioritizing placement of existing teachers, leaders and resources in the schools and classrooms that have the greatest need.	
<b>Staffing</b>	School divisions ensuring that recruitment practices lead to hiring, placing, and retaining high-quality teachers and principals with critical expertise in the schools and classrooms most in need of support.	
<b>Organizational Learning</b>	School divisions in identifying logistical and organizational practices that are necessary for creating an optimal learning environment.	
<b>School Climate</b>	School divisions in building bridges between school and home and removing barriers to learning and assuring greater school attendance and engagement.	
<b>Component</b>	<b>Guiding Questions and Criteria</b>	<b>Notes</b>
<b>Stakeholder/ Family Engagement</b>	<p>Does the school plan demonstrate intentionality to include diverse perspectives that represent school demographics including language(s) and the lived experiences of families?</p> <p>How does the school process offer multiple ways for stakeholders to engage in two-way communication?</p> <ul style="list-style-type: none"> <li>• Describes the <b>school's process</b> for involving stakeholders in the <b>school improvement process</b> to include conducting the needs assessment; selecting evidence- and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.</li> </ul>	

<p><b>Goal Setting</b></p>	<p>To what extent does the goal address the context of the school’s data needs and the barriers discovered?</p> <ul style="list-style-type: none"> <li>• Identifies <b>barriers</b> discovered through the needs assessment.</li> <li>• Includes <b>goals</b> that are specific, measurable, achievable, relevant/rigorous, and timebound (S.M.A.R.T.) desired student outcomes.</li> <li>• Includes goals that address all students and <b>current school year</b>.</li> <li>• Includes specific grade levels, or student reporting groups, or <b>SQI or federal indicators</b>.</li> <li>• Communicates expectations for improvement with <b>student measures</b> and <b>staff measures</b> that can be evaluated <b>over time</b>.</li> </ul>	
<p><b>Strategy</b></p>	<p>Does the strategy describe the primary way a school will be supporting meeting student and staff metrics of the S.M.A.R.T. goal to impact student outcomes?</p> <ul style="list-style-type: none"> <li>• Ensures the strategy is aligned to achieving the S.M.A.R.T. goal(s).</li> <li>• Ensures the strategy is founded in research and based on the findings of the needs assessment and data including but not limited to identified state and federal indicators.</li> </ul> <p>*Note: Strategies may be Evidence-Based Interventions, however, if the school is federally identified the school <b>must</b> choose a strategy that is evidence-based in reading and mathematics.</p>	

<p><b>Evidence-Based Intervention(s): Required components for Federally Identified Schools</b></p>	<p>How is the evidence-based intervention appropriate for the context of the school's data?</p> <p>In what ways does the evidence-based intervention meet the needs of the identified student group(s) for Federally Identified indicator(s), if applicable?</p> <p>Are the selected EBIs the <b>same</b> as the ones in your approved application for mathematics and reading?</p> <ul style="list-style-type: none"> <li>Selected <b>evidence-based interventions</b> (EBIs) with acceptable tiers of evidence in reading and mathematics.</li> </ul>	
<p><b>Evidence and Analysis of Progress</b></p>	<p>In what ways does the school plan for regular reflection and evaluating of both implementation and impact (including evidence of progress towards S.M.A.R.T. goal, completion, mid-course adjustments or celebrations and frequency of monitoring)?</p> <ul style="list-style-type: none"> <li>Establishes clear roles and responsibilities, including a system of checks and balances for implementation and evaluating, to ensure the same people implementing <b>are not</b> supervising the implementation.</li> <li>Provides <b>targets</b> as evidence of implementation/completion to facilitate evaluating.</li> </ul>	

<p><b>Action Plan</b></p>	<p>How do the action steps take a logical approach to meeting the S.M.A.R.T. goal(s)?</p> <p>What evidence is shown regarding collaboration and coordination among school departments and division supports to achieve the collective goal?</p> <p>Does the plan include elements of the continuous improvement cycle that allows the school to implement, reflect and revise the plan to monitor for impact?</p> <p>What data could support identifying next steps if the instructional activity or strategy is working? Not working? When will the data be collected?</p> <ul style="list-style-type: none"> <li>• Describes specific steps that will be taken to implement the strategy and reach S.M.A.R.T. goal(s): <ul style="list-style-type: none"> <li>○ Chronological or sequential order.</li> </ul> </li> <li>• Includes action steps for the <b>evidence-based interventions</b>: <ul style="list-style-type: none"> <li>○ Actions reflect alignment to the implementation plan for Federally Identified indicator(s), if applicable.</li> </ul> </li> <li>• Designates, specifically, <b>individuals or groups responsible</b> for tasks related to implementation and evaluating.</li> <li>• Establishes clear roles and responsibilities, including a system of checks and balances for implementation and monitoring, to ensure the same people implementing <b>are not</b> supervising the implementation.</li> <li>• Identifies <b>timelines</b> for each action step.</li> <li>• Includes a process for <b>measuring implementation</b> of the selected strategy.</li> <li>• Includes a process for <b>measuring staff &amp; student progress</b>.</li> </ul>	

