

# School Performance Plan

School District

School Name

Address (City, State, Zip Code, Telephone):

Superintendent/Academic Manager:

For Implementation During The Following Years:

**The Following Checkbox Selections (if applicable) Must Be Completed:**

**Title I Status:**     Served (receives funds)     Not Served (does not receive funds)

**Designation:**     Reward School     Focus School (Interventions will be attached)

**Grade Level Served:**     Elementary     Middle     High     Combined

**Classification:**     5 Star School     4 Star School     3 Star School     2 Star School     1 Star School     Not Rated

**NCCAT-S:**     Not Required- 4/5 Star Schools     Initial- 1/2/3 Star Schools     Review- 1/2/3 Star Schools

**\*1 and 2 Star Schools Only:**    Please ensure that the following documents will be available upon request     Use of Core Instructional Materials     Scheduling     Model School Visits

**Members of Planning Team** \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position

Last Date Review/Revised By Planning Team:

## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

**Summary Statement:** Please provide a description for how the analyzed data will impact your Inquiry and Action Planning process.

# HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input type="checkbox"/> Am In/AK Native	Percentage	<input type="text"/>
<input type="checkbox"/> Asian	Percentage	<input type="text"/>
<input type="checkbox"/> Black	Percentage	<input type="text"/>
<input type="checkbox"/> Hispanic	Percentage	<input type="text"/>
<input type="checkbox"/> Two or More Races	Percentage	<input type="text"/>
<input type="checkbox"/> Pacific Islander	Percentage	<input type="text"/>
<input type="checkbox"/> White	Percentage	<input type="text"/>
<input type="checkbox"/> FRL	Percentage	<input type="text"/>
<input type="checkbox"/> IEP	Percentage	<input type="text"/>
<input type="checkbox"/> ELL	Percentage	<input type="text"/>

Notes:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:

- General Education  
  FRL  
  ELL  
  IEP  
  Other

**Priority Need/  
Goal 1:**

**Root Cause(s)**

**Measurable Objective(s):**

**Monitoring Status**

### ACTION PLAN

### MONITORING PLAN

Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

<b>1.4 Other (Optional)</b>		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:

General Education

FRL

ELL

IEP

Other

Priority Need/  
Goal 2:

Root Cause(s)

Measurable Objective(s):

**Monitoring Status**

### ACTION PLAN

### MONITORING PLAN

Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:

<b>2.4 Other (Optional)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Priority Need/Goal 3 is optional, selection is required:  Not Applicable  Optional

**Based on the CNA, identify all that apply:**

General Education  FRL  ELL  IEP  Other

**Priority Need/  
Goal 3:**

**Root Cause(s)**

**Measurable Objective(s):**

**Monitoring Status**

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:



Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
Comments: <input type="text"/>				
<b>3.3 Curriculum/Instruction/Assessment (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
Comments: <input type="text"/>				
<b>3.4 Other (Optional)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
Comments: <input type="text"/>				

# COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

# APPENDIX A- Professional Development Plan

1.1

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Goal 1  
Additional  
PD Action  
Step  
(Optional)

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2.1

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Goal 2  
Additional  
PD Action  
Step  
(Optional)

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3.1

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Goal 3  
Additional  
PD Action  
Step  
(Optional)

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# APPENDIX B- Family Engagement Plan

1.2

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Goal 1  
Additional  
Family  
Engagement  
Action Step  
(Optional)

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2.2

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Goal 2  
Additional  
Family  
Engagement  
Action Step  
(Optional)

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3.2

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Goal 3  
Additional  
Family  
Engagement  
Action Step  
(Optional)

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## APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/  
Goal 1:**

**Measurable  
Objective(s):**

**Status**

**Comments:**

	Mid-Year	End-of-Year
1.1		
Progress		
Barriers		
Next Steps		

1.2			
Progress			
Barriers			
Next Steps			
1.3			
Progress			
Barriers			
Next Steps			
1.4			
Progress			
Barriers			
Next Steps			

## APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/  
Goal 2:**

**Measurable  
Objective(s):**

Status

**Comments:**

	Mid-Year	End-of-Year
2.1		
Progress		
Barriers		
Next Steps		



2.2			
Progress			
Barriers			
Next Steps			
2.3			
Progress			
Barriers			
Next Steps			
2.4			
Progress			
Barriers			
Next Steps			

## APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

<b>Priority Need/ Goal 3:</b>		
<b>Measurable Objective(s):</b>		<div style="background-color: #f4a460; padding: 2px; border: 1px solid black; font-weight: bold;">Status</div> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>
<b>Comments:</b>		

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		

3.2			
Progress			
Barriers			
Next Steps			
3.3			
Progress			
Barriers			
Next Steps			
3.4			
Progress			
Barriers			
Next Steps			