

JCPS Comprehensive School Improvement Plan (CSIP): Review Rubric 2016-2017

School: Binet Principal: Rhonda Hedges Phone #: 502-485-8209
 Reviewers: Yloni Ford Review Date: 12/14/16

Comments: _____

For Schools: Please self-assess your plan by filling in the circles that correspond to the descriptor.
 For Reviewers: Please verify the school's self-assessment and provide a comment for each bullet checked as "Needs Improvement."

QUALITY CHECK

	Standard	Page #	Needs Improvement	Proficient
1	Executive Summary		O Is missing 1 or more of the following components: 1. Description of school 2. School's Purpose (vision or mission statement) 3. Achievements & Notable Improvements 4. Additional information about the school to be shared with the public and community	Includes all of the following components: 1. Description of school ✓ 2. School's Purpose (vision or mission statement) ✓ 3. Achievements and Notable Improvements ✓ 4. Additional information about the school to be shared with the public and community ✓
Comments: _____				
2	Needs Assessment		O Is missing 1 or more of the following components: 1. Data Analysis a) Review of previous plan b) Review of student outcome data and perception data on teaching & learning conditions c) Identification of causes & contributing factors, and d) Prioritization of needs 2. Areas of Strength 3. Opportunities for improvement 4. Conclusions/Reflections	Includes all of the following components: 1. Data Analysis ✓ a) Review of previous plan ✓ b) Review of student outcome data and perception data on teaching & learning conditions ✓ c) Identification of causes & contributing factors, and d) Prioritization of needs ✓ 2. Areas of Strength ✓ 3. Opportunities for improvement ✓ 4. Conclusions/Reflections ✓
Comments: _____				

Standard		Page #	Needs Improvement		Proficient
3	The plan includes goals and objectives that are aligned with the state accountability model		☐ The plan does not include all goals and objectives for the state accountability model ☐ The plan does not include goals for subgroups that qualify the school as a focus school (focus schools only) ☐ The plan does not include goals/objectives for program reviews	☒ The plan does include all goals and objectives for the state accountability model Elementary – Proficiency, Gap Proficiency, and Gap Novice Reduction Middle – Proficiency, Gap Proficiency, and Gap Novice Reduction High – Proficiency, Gap Proficiency, Gap Novice Reduction, CCR, Graduation Rate ☒ The plan does include goals for subgroups that qualify the school as a focus school (focus schools only)* - focus school requirement	
Comments:					
4.	Dates for CSIP Goals and Objectives, and activities are aligned appropriately.		☐ The plan CSIP Goals for Proficiency and Gap Proficiency do not utilize 2018-2019 Delivery Targets. ☐ The plan's CSIP Goals for Gap Novice Reduction does not utilize the 2016-2017 Delivery Targets (provided by JCPS) OR does not utilize the KDE goal of reducing Novices by 50% by 2020. ☐ Most activities do not extend to December 2017.	☒ The plan CSIP Goals for Proficiency and Gap Proficiency utilize 2018-2019 Delivery Targets. ☒ The plan's CSIP Goals for Gap Novice Reduction utilize the 2016-2017 Delivery Targets (provided by JCPS) OR utilize the KDE goal of reducing Novices by 50% by 2020. ☒ Most activities extend at least to December 2017.	what are they? ? 0
5	The plan includes strategies/activities for curriculum alignment to ensure the instructional program is research-based, rigorous, and aligned with KY core academic standards (K-CAS) and based on student needs. SB168 requirement; Priority & focus schools requirement		☐ The plan references the implemented curriculum is either partially or limitedly aligned with KY standards documents ☐ Strategies/activities do not address how the school provides challenging and equitable opportunities to all students to develop critical thinking skills ☐ Strategies/activities are not in place to ensure that the curriculum and learning experiences are vertically and horizontally aligned ☐ Little or no individualization for students is evident	☒ The plan references implemented curriculum that is K-CAS aligned across all content areas Alk. ☒ Strategies/activities provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose ☒ Strategies/activities are in place to ensure that curriculum and learning experiences are horizontally and vertically aligned to prepare students for success at the next level ☒ Most learning activities are individualized for each student in a way that supports achievement of expectations	
Comments:					
6	Strategies/activities ensure that students will be		☐ There are few, if any, references to strategies/activities that ensure effective and	☒ There are references to strategies/activities that ensure effective and varied instructional practices are in all classrooms and they are	

Standard			Page #	Needs Improvement		Proficient
engaged in active learning through the use of effective, varied and research-based instructional practices.				varied instructional practices are in all classrooms, or instructional practices are not regularly monitored		regularly monitored.
Comments:						
7	Professional development strategies/activities are based on needs, aligned with goals/objectives, and are specific. SB168 requirement			- O Professional development opportunities provided are not aligned with the school's learning goals/objectives for the students - O Professional development strategies/activities do not stress continuous growth - O Few/limited strategies/activities are in place for school leadership to use student data to make professional development decisions - O Few/limited strategies/activities are in place for school leadership and staff to analyze the impact of past and current professional development on staff behavior and student achievement to plan future professional development experiences	- O Professional developments provided are aligned with the school's learning goals/objectives for the students - O Professional development strategies/activities emphasize a process for continuous growth through job-embedded PD - O Strategies/activities are in place for school leadership and staff to regularly use student achievement data from multiple sources to determine the need for a proposed PD activity before approving it. - O Strategies/activities are in place for administrators and teachers to regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students	
Comments:						
8	Strategies/activities provide time for collaboration on the use of data to monitor and modify instruction to meet student needs. Strategies/activities on formative assessment represent best practices. SB168 requirement; Priority & focus schools requirement			- O The plan does not reference collaboration time among staff or does not reference time formally set aside to analyze student data. - O Instructional adjustments are not made based on student data. - O School leadership sometimes/rarely uses disaggregated data to identify changes needed to reduce achievement differences - O Few formative assessments are used to inform ongoing instruction. - O Strategies/activities provide students with minimal/general feedback about their learning and performance on the formative assessments	- O The plan references collaboration time frequently and formally set aside for staff to analyze student performance data - O Instructional adjustments by most staff are made based on student data - O School leadership uses disaggregated data to identify changes needed to reduce achievement differences - O Strategies/activities are in place for data to be used from multiple formative assessments, to inform the ongoing modification of instruction - O The process provides students with specific and timely feedback about their learning	
Comments:						
9	The plan includes activities to target the underperforming areas of achievement, gap,			O The plan does not contain specific activities to target under-performing areas of achievement, gap, growth, college/career readiness or graduation rate	O The plan contains specific activities to target underperforming areas of achievement, gap, growth, college/career readiness or graduation rate	

Standard		Needs Improvement		Proficient
Page #				
college/ career readiness (HS) or graduation rate (HS). The plan includes specific strategies/activities to address gaps in achievement and graduation rates between student groups. Priority & focus schools requirement		graduation rate O There are no strategies/activities to evaluate these activities for effectiveness and to modify the activities as needed O The plan does not contain specific activities to target gaps in achievement and graduation rates between student groups	O Disaggregated data is collected and analyzed to evaluate the planned activities at least twice per year . Adjustments to activities are made based on data as reflected in Executive Summary. O The plan contains specific activities to target gaps in achievement and graduation rates between student groups	
Comments:				
10	The plan includes strategies/activities to address the utilization of interventions/enrichment for struggling and gifted learners that will improve achievement. SB168 requirement	O Few, if any , strategies/activities ensure that school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages) O Few, if any , strategies/activities ensure that school personnel provide or coordinate learning support services to students within these special populations O There are no formal structures for all students to be well known by at least one adult	O Strategies/activities ensure that school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages) O Appropriate interventions and enrichment activities are provided to address individual student learning needs <i>all</i> O There are formal structures (i.e. advisor-advisee, CARE time, etc.) for all students to be well known by at least one adult	
Comments:				
11	The plan includes strategies/activities that allow for additional time for student learning and teacher collaboration. Priority & focus schools requirement	O The plan includes no strategies/activities that allow for additional time for student learning and collaboration O Opportunities for teacher collaboration is not monitored	O The plan includes multiple and specific strategies/activities that allow for additional learning time for all students O Opportunities for teacher collaboration is monitored (as evidenced by walkthroughs or surveys) <i>para-educators</i>	
Comments:				

12	The plan includes strategies/activities that focus on school safety, discipline, and other non-academic factors (i.e. students' social, emotional, attendance, & health needs) that impact student achievement Priority & focus schools requirement; SB168 requirement	O Few, if any, of the strategies/activities ensure that school personnel implement a process to determine the physical, social, and emotional needs of students in the school O Non-academic data are not regularly collected and analyzed by school staff	☒ Strategies/activities ensure that school personnel implement a process to determine the physical, social, and emotional needs of each student in the school ☒ Non-academic data (i.e., discipline, attendance, school climate) are collected and tracked at multiple points in the school year to monitor the impact of strategies/activities on student outcomes
Comments:			
13	The plan includes strategies/activities for parental communication and involvement Priority & focus schools requirement; SB168 requirement	O Few, if any, programs are available to engage and involve families in their children's education O No parent communication strategies/activities are described O No opportunities are provided for parents to give input or feedback on the school	☒ Multiple opportunities (at least 2 programs) engage families in meaningful ways in their children's education are designed and implemented O Multiple (at least 2) modes of communication are described (e.g., newsletter, website, phone calls) to regularly inform families of their children's learning progress O Multiple (at least 2) opportunities are available for parents to give feedback and input to the school
Comments:			
14	The plan includes activities to target demonstrators of weakness. Priority & focus schools requirement	O The plan does not include specific activities to target demonstrators of weakness in program reviews	O The plan includes activities to target demonstrators of weakness in program reviews
Comments:			
15	The plan includes strategies/activities that describe technical assistance from the district, state, or external providers in implementing reform efforts. SB168 requirement	O The plan is limited in the number of technical assistance opportunities (1 or 0) from the district, state, or external providers in implementing reform efforts	☒ The plan includes multiple (at least 2) technical assistance opportunities from the district, state, or external providers in implementing reform efforts
Examples: District PD, ERL/ERS, grants, University Partnerships, Community/Business Partnerships, Consultants			
Comments:			
16	The plan is organized in short-term, monthly increments for the first 90 days and includes teacher turnaround teams with intensive year round training focused on	O The plan is not organized in short-term, monthly increments for each 90 day time period O Teacher turnaround teams are not included with intensive year round training focused	O The plan is organized in short-term, monthly increments for each 90 day time period (30-60-90 day format) ☒ Teacher turnaround teams are included with intensive year round training focused on teacher effectiveness & school improvement as

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teacher effectiveness & school improvement <i>Priority schools only requirement</i>	on teacher effectiveness & school improvement	O Teacher turnaround teams are included with intensive year round training focused on teacher effectiveness & school improvement as well as follow-up at the local school level
Comments:		

REQUIRED COMPONENTS CHECK

BUDGET REQUIREMENTS				
	Pg. #	Meets Requirements		N/A
		Yes	No (give recommendations)	
1		✓		
2		✓		
3		✓		
4		✓		
5		✓		
6		✓		
CARL PERKINS REQUIREMENTS (for schools receiving Perkins funds only)				N/A
	Pg. #	Meets Requirements		
1				
2				
3				
4				
5				
6				
7				
8				
9				

	Pg. #	Meets Requirements		N/A
		Yes	No (give recommendations)	
OTHER CSIP ASSIST REQUIREMENTS				
1		✓		
2		✓		
3		✓		
4		✓		
5		✓		
6		✓		