## 2008-09 School Improvement Plan Feedback Form for Schools with Schoolwide Title I Programs Connecticut State Department of Education

chool:	_Date:	<u> </u>	
lease complete this check list prior to submitting a school improvement plan for approval.			
Data Analysis			
<ul> <li>evidence that plan is based on analysis of data of subgroups</li> </ul>	Evident	Not Evident	
Annual Measurable Achievement			
<ul> <li>specific measurable achievement goals*</li> </ul>	Evident	Not Evident	
<ul> <li>targets for each of the groups of students</li> </ul>			
identified in disaggregated data*	Evident	Not Evident	
33 3			
<ul><li>no more than 3-5 goals</li></ul>	Evident	Not Evident	
<b>G</b>			
Comprehensive Needs Assessment			
<ul> <li>conduct a comprehensive needs assessment</li> </ul>	Evident	Not Evident	
based on information that includes the			
performance of all children in relation to state			
academic content standards and state student			
academic achievement standards			
Strategies			
<ul> <li>incorporate scientifically based research</li> </ul>	Evident	Not Evident	
strategies*			
Monitoring and Measuring			
<ul><li>clearly reflects how, when and by whom</li></ul>	Evident	Not Evident	
implementation of strategies will be monitored			
and measured			
<ul><li>clearly reflects how, when and by whom</li></ul>	Evident	Not Evident	
student achievement will be monitored and			
measured			
Core Academic Subjects			
<ul> <li>address the fundamental teaching &amp; learning</li> </ul>	Evident	Not Evident	
needs in the schools*			
<ul> <li>address the fundamental teaching &amp; learning</li> </ul>	<b>-</b>		
needs of specific academic problems of low	Evident	Not Evident	
achieving students*			
Professional Development	F	N E I	
<ul> <li>addresses professional development needs of</li> </ul>	Evident	Not Evident	
instructional staff as related to the cause of			
identification*	E. delenat	Niek Erdeland	
<ul> <li>commitment to not less than 10% of funds</li> </ul>	Evident	Not Evident	
received under subpart 2 for each fiscal year			
identified for improvement (for Title 1 districts	Evidont	Not Evidont	
only)*	Evident	Not Evident	
<ul> <li>is highly focused and aligned to goals and attractions</li> </ul>	Evident	Not Evidont	
strategies - clearly identifies the targeted audience and	Evident	Not Evident	
<ul> <li>clearly identifies the targeted audience and outcomes for each professional development</li> </ul>			
Specify Responsibility of District and State			
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technical assistance* (this form is included in the Connecticut School and District Improvement Guide, available online at: <a href="http://www.ct.gov/sde">http://www.ct.gov/sde</a> * specify responsibilities of District, including technical assistance*  Strategies for Parent/Guardian Involvement  * include strategies to promote effective parent/guardian are part of the planning and decision making process* training for staff is included*  * activities Before School, After School and Extensions of School Year, as appropriate  * activities before and after school, during the summer and an extension of school year*  * instruction is provided by *highly qualified teachers*  * instruction is provided by *highly qualified teachers*  * school has strategies to attract quality, highly qualified teachers*  * school has strategies to attract quality, highly qualified teachers*  * school has strategies to attract quality, highly qualified teachers*  * school has strategies to attract quality, highly qualified teachers*  * school has strategies to attract quality, highly qualified teachers*  * school has strategies to attract quality, highly qualified teachers*  * school has strategies to attract quality, highly qualified teachers*  * school has strategies to attract quality, highly gualified teachers*  * school has strategies to attract quality, highly gualified teachers*  * school has strategies to attract quality, highly gualified teachers*  * school has strategies to attract quality, highly gualified teachers*  * school programs  * plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program*  Effective, Timely Additional Assistance  • activities to ensure that students who experience d	<ul> <li>specify responsibilities of State, including</li> </ul>	Evident	Not Evident
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Coordination and Integration of Services and Programs  • coordinates and integrates federal, state, and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical	standards will be provided with effective,		
Coordinates and integrates federal, state, and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical  Evident  Not Evident  Not Evident	timely additional assistance*		
coordinates and integrates federal, state, and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical	Coordination and Integration of Services and		
local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical	Programs	Evident	Not Evident
programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical	<ul> <li>coordinates and integrates federal, state, and</li> </ul>		
programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical	local services and programs, including		
adult education, vocational and technical			
	prevention, nutrition, housing, Head Start,		
education, and job training*	adult education, vocational and technical		
	education, and job training*		

<sup>\*</sup> indicates requirements of school improvement plan by No Child Left Behind (NCLB)