

**JCPS REVIEW RUBRIC: 2011-12 Comprehensive School Improvement Plan
High Schools (Fall)**

Attached are the results from the review of your school's 2011-12 Comprehensive School Improvement Plan. We hope the information is beneficial to you. If your school plan requires revisions, please enter revisions into the CSIP web application by **Nov. 11, 2011**.

School: _____
Principal: _____
Phone # _____
Date: _____

Team Reviewers:

The attached 2011-12 plan has been reviewed and:

Is Approved
 Requires Revisions

Comments:

***Schools should list the page number where each rubric item is located in their CSIP and fax completed rubric to Joe Burks at 3630 by Oct. 21, 2011.**

REF	APPROVAL PAGE & EXECUTIVE SUMMARY	Pg. #	NEEDS REVISIONS		COMMENTS
			YES	(include pg. #)	
	The approval page lists all SBDM members who approved the plan AND the date that the plan was approved				
9.1	The executive summary includes information on how the schools' mission statement was developed				
7.1.d, 9.2.a, 9.2.b	The needs assessment process was based on the Standards and Indicators for School Improvement document				
7.1.d, 9.2.a, 9.2.b	The development of goals and strategies involved an analysis of a variety of data sources (i.e. previous plans, KCCT data, disaggregated data, design rubrics, surveys, growth plans)				
9.1.a	The planning process involved all stakeholder groups (e.g., parents, employers, community members)				
9.5.c, 9.6.b, 9.6.c	There is an established method to frequently review implementation and evaluate the degree to which the plan achieves the goals and objectives for student learning and classroom practice				

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REF	GOALS	Pg. #	NEEDS REVISIONS		COMMENTS
			YES	(include pg. #)	
9.4.b	1 The goals of the plan address the priority needs				
9.3.c	2 The goals are measurable (i.e. include a targeted level of performance, a measure by which to gauge performance, and a date to achieve the target)				
NCLB.5	3 For Title I Tier schools , the plan includes NCLB goals for Reading AND Math (i.e. By May 2012, the % of all applicable NCLB subgroups reaching their NCLB proficiency target will be 100% as measured on the KCCT)				
SB168.1	4 For all other schools, the plan includes SB168 goals in Reading AND Math (i.e. By May 2012, the percentage of ___ subgroup students scoring proficient or distinguished will increase to ___ as measured on the KCCT)				

REF	BENCHMARKS	Pg. #	NEEDS REVISIONS		COMMENTS
			YES	(include pg. #)	
	1 The benchmark measure represents a proxy or indicator of the goal				
	2 There are at least two dates that benchmarks will be used to measure progress toward goals and the dates are during the 2011-12 year				
	3 The same measure is listed for both benchmark dates				
	4 The projected data represents quantitative information (i.e. # or %)				

REF	STRATEGIES	Pg. #	NEEDS REVISIONS		COMMENTS
			YES	(include pg. #)	
6.1.a, 6.1.c, 9.5.a, SB168.3	1 The plan includes evaluation and assessment strategies to use student data and work samples to customize instructional programs and measure each student's progress toward academic proficiency.				
9.3.a, NCLB.1	2 The plan includes strategies to ensure that students will be engaged in active learning through the use of effective, varied and research-based instructional practices.				
	3 The plan includes strategies to address the utilization of interventions for struggling learners (i.e., tiers, ESS, Gifted & Talented)				
9.3.b, 3.1.g, SB168.4, NCLB.4	4 The plan includes on-going professional development strategies that are directly connected to the analysis of student achievement data and the professional development strategies are focus on the school goals				
SB168.4, NCLB.4	5 The plan includes job-embedded professional development strategies focused on improving teachers' knowledge of core content and instructional practices.				

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REF	STRATEGIES	Pg. #	NEEDS REVISIONS		COMMENTS
			YES	(include pg. #)	
SB168.7, NCLB.7	6 The plan includes technical assistance (from LEA or SEA) to eliminate achievement gaps and/or improve student proficiency				
1.1.d, SB168.2	7 The plan includes strategies to address key transition points (i.e. curriculum alignment within and between schools)				
SB168.5, NCLB.8	8 The plan includes strategies for parental communication and involvement				
SB168.6	9 The plan includes strategies for attendance improvement and dropout prevention				

REF	BUDGET	Pg. #	NEEDS REVISIONS		COMMENTS
			YES	(include pg. #)	
8.1.a, 8.2.d	1 Every strategy has an associated funding amount and source OR is listed as \$0 No Funding				
8.2.b, 8.2.c, 8.2.d	2 Targeted use of funds (state/federal/discretionary) is consistent with identified goals and objectives & needs identified by data review				
	3 Title I funds are identified to support student achievement and school wide reform				
	4 Title I funds are identified to increase appropriate parental involvement strategies that will contribute to the academic success of the students				
	5 Schools that are applying for Student Recovery Program Funds include strategies with an associated funding source of "Student Recovery" funds				
NCLB.3	6 Title I Tier schools have allocated 10% of their Title I improvement funds for high-quality professional development strategies in Reading and/or Math				
	7 SIG funds are idntified in the schools with a school improvement grant				
	8 Section 7 ("at-risk") funds are identified				

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Please complete the following section only if your school is a Title I School In Improvement, Corrective Action, or Restructuring.

REF		NCLB PLAN REQUIREMENTS FOR TITLE I SCHOOLS IN IMPROVEMENT	Pg. #	YES	NEEDS REVISIONS <i>(include pg. #)</i>	COMMENTS
NCLB.2	1	Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level of achievement on the State academic assessment				
NCLB.6	2	Describe how the school will provide written notice about the identification of the school's improvement status to parents of each student				
NCLB.9	3	Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year				
NCLB.10	4	Incorporate a teacher mentoring program				
	5	Schools have incorporated strategies from SIG proposal (including 30-60-90 plans)				
	6	For SIG schools, the plan should include actions to strengthen the school council				

Please complete the following section only if your school has applied for Student Recovery Funds from the Financial Planning Unit

REF		STUDENT RECOVERY APPLICATION REQUIREMENTS	Pg. #	YES	NEEDS REVISIONS <i>(include pg. #)</i>	COMMENTS
	1	The goal(s) target the specific list of "at-risk" students (may be located in "Other" action component)				
	2	The benchmarks reflect measuring the specific list of "at-risk" students (schools received a list of students provided by the Planning and Financial Planning Units)				
	3	There are strategies that are design to address the needs of the specific list of "at-risk" students				
	4	The strategies list the funding source as "Student Recovery" funds				

Please complete the following section only if your school received a school leadership assessment visit.

REF		ASSISTANCE REQUIREMENTS	Pg. #	YES	NEEDS REVISIONS <i>(include pg. #)</i>	COMMENTS
	1	Strategies to address audit findings and recommendations from the 2012 audits				

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Please complete the following section only if your school received Carl Perkins fund.

REF	ASSISTANCE REQUIREMENTS	Pg. #	YES	NEEDS REVISIONS (include pg. #)	COMMENTS
1	Strengthen academic and career and technical skills of students through the integration of academic with CTE programs.				
2	Link CTE secondary program(s) and post-secondary education through transitional curricula, articulation agreements and joint professional development activities.				
3	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.				
4	Develop, improve, or expand the use of technology in CTE.				
5	Provide in-service and pre-service professional development training for teachers, administrators, and counselors including practices to involve parents and the community.				
6	Develop and implement evaluations of CTE programs carried out with Perkins funds.				
7	Initiate, improve, expand and modernize to ensure quality CTE programs that meet the needs of business and industry.				
8	Provide services and activities that are of sufficient size, scope and quality to be effective.				
9	Provide activities to prepare special populations in CTE programs for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.				