# **School Performance Plan**

School District

School Name

Address	(City,	State,	Zip	Code,	Telephone):	
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Superintendent/Academic Manager:

For Implementation	<b>During Th</b>	e Following Years:
	5	5

The Following Checkbox Selections (if applicable) <u>Must</u> Be Completed:

			Title I Statu	s: Served (receiv	/es funds) 📃 I	Not Served (does i	not receive funds)			
		Desi	gnation: Must sel	ect one						
		Grade Level Served:		Elementary	Middle	🗌 High	Combined			
	Cla	ssification	n: 🗌 5 Star Schoo	I 4 Star School	3 Star School	2 Star School	1 Star School	🗌 Not Rated		
		NCCAT	- <b>S:</b> 🗌 No	ot Required- 4/5 Star Schools	🗌 Init	ial- 1/2/3 Star Scho	ols 🗌 I	Review- 1/2/3 Star	Schools	
*1	and 2 Star S	Schools Oi	nly: Please e	nsure that the following docu available upon request		Use of Instruc	Core tional Materials	Scheduling	Model S Visits	School

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
Other	Other	Other
Other	Other	Other

**Summary Statement:** Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

#### **HIGH SCHOOL GRADUATION RATES**

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

Subpopulation		Percentage of Students
Am In/AK Native	Percentage	
Asian	Percentage	
Black	Percentage	
Hispanic	Percentage	
Two or More Races	Percentage	
Pacific Islander	Percentage	
White	Percentage	
FRL	Percentage	
IEP	Percentage	
ELL	Percentage	

#### The following data can be found by clicking here

No	otes:

	COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1					
	Based on the 0	🔲 General Educa	ation 🗌 FRL	ELL IEP	Other	
Priority Need/ Goal 1:						
Root Cause(s)						
						Monitoring Status
Measurable Objective(s)						
	ACTION	PLAN		MONITORING PL	AN	
	Action Step	Resources and Amount Needed for Implementation	List Artifacts/Evidence of Progress: Information (Data) that will verify the	Res	chmarks, and Position ponsible	Monitoring Status
	ly list one action step per box)	(people, time, materials, funding sources)	action step is in progress or has occurred.			
1.1 Pro	fessional Development (Require	ed)	Continuation From Last Year		NCCAT-S Indicators:	
				1		

(please only list one action step per box)	(people, time, materials, funding sources)	action step is in progress or has occurred.	-	Status
1.1 Professional Development (Requir	ed)	Continuation From Last Year	NCCAT-S Indicators:	

	Action Step	<b>Resources/Amount Needed</b>	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year	NCCAT-S Indicators:		
See Family Enga Objective 1		See Family Engagement Appendix B-2 Objective 1	See Family Engagement Appendix B-2 Objective 1	See Family Engagement Appendix B-2 Objective 1	
Comments:				<u></u>	
1.3 Curricu	lum/Instruction/Assessment	(Required)	Continuation From Last Year	NCCAT-S Indicators:	
Comments:					
1.4 Other	(Optional)		Continuation From Last Year	NCCAT-S Indicators:	1

	COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2						
	Based on the	CNA, identify all that apply:	🗌 General Educa	ation FRL ELL	IEP 🗌 Other		
Priority Need/ Goal 2:							
Root Cause(s)							
					Monitoring Status		
Measurable Objective(s):							
	ACTION	PLAN		MONITORING PLAN			
(please onl	<b>Action Step</b> y list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Posi Responsible	ition Monitoring Status		
2.1 Prof	2.1 Professional Development (Required)		Continuation From Last Year	NCCAT-S Indica	itors:		

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year	NCCAT-S Indicators:	
See Family Engagement Appendix B-2 Objective 2				
Comments:	1		1	
2.3 Curriculum/Instruction/Assessmen	t (Required)	Continuation From Last Year	NCCAT-S Indicators:	
Comments:				
2.4 Other (Optional)		Continuation From Last Year	NCCAT-S Indicators:	

	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 Ec	ducation 🗌 FRL	ELL	□ IEP	Other
Priority Need/ Goal 3:						
Root Cause(s)						
						Monitoring Status
Measurable Objective(s):						

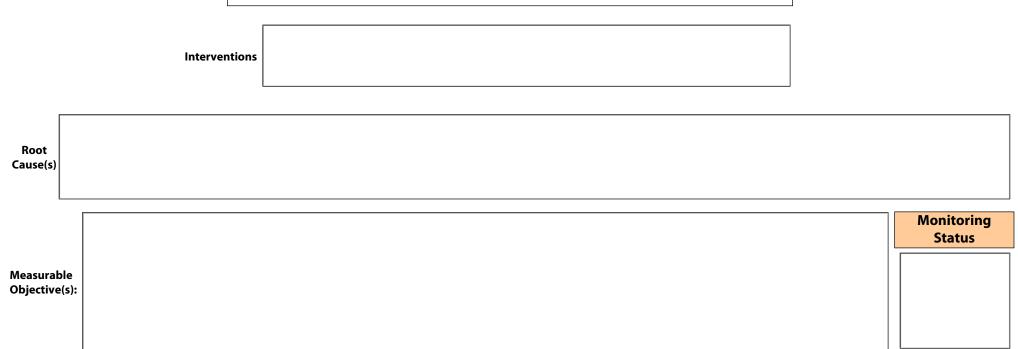
ACTION PLAN			MONITORING PLAN	
<b>Action Step</b> (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.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

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)	<u></u> _	Continuation From Last Year	NCCAT-S Indicators:	
See Family Engagement Appendix B-2 Objective 3				
Comments:	1			
3.3 Curriculum/Instruction/Assessment	t (Required)	Continuation From Last Year	NCCAT-S Indicators:	
Comments:				
3.4 Other (Optional)		Continuation From Last Year	NCCAT-S Indicators:	

### **COMPONENT II: Inquiry Process & Action Plan Design - Interventions**

Required for all Focus and 1 Star Schools

Based on the CNA, select one of the four interventions:



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

A	ction Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	<b>Monitoring Status</b>
4.2			Continuation From Last Year	NCCAT-S Indicators:	
			L		
Comments:					
4.3			Continuation From Last Year	NCCAT-S Indicators:	
			1		
Comments:					
4.4	I		Continuation From Last Year	NCCAT-S Indicators:	

# **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)
			Page 12 c

### **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**

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1.1	
Goal 1 Additional PD Action Step (Optional)	
2.1	
Goal 2 Additional PD Action Step (Optional)	
3.1	
Goal 3 Additional PD Action Step (Optional)	

## **APPENDIX B- Family Engagement Plan**

1.2

See Family Engagement Appendix B-2 Objective 1

Goal 1	
Goal 1 Additional	
Family	
Engagement	t
Engagement Action Step (Optional)	
(Optional)	

2.2

See Family Engagement Appendix B-2 Objective 2

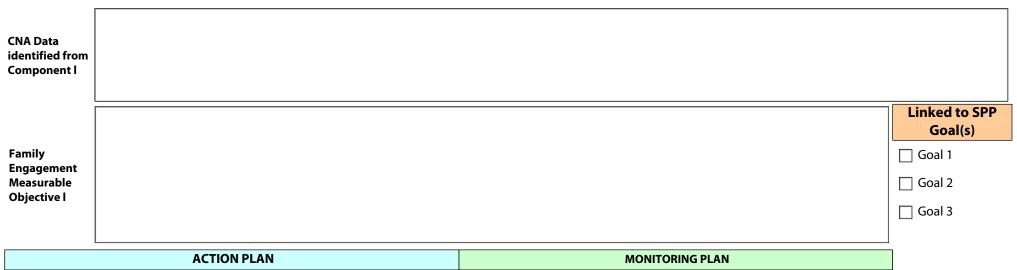
Goal 2 Additional			
Additional			
Family			
Engagement	t		
Engagement Action Step (Optional)			
(Optional)			

3.2

See Family Engagement Appendix B-2 Objective 3

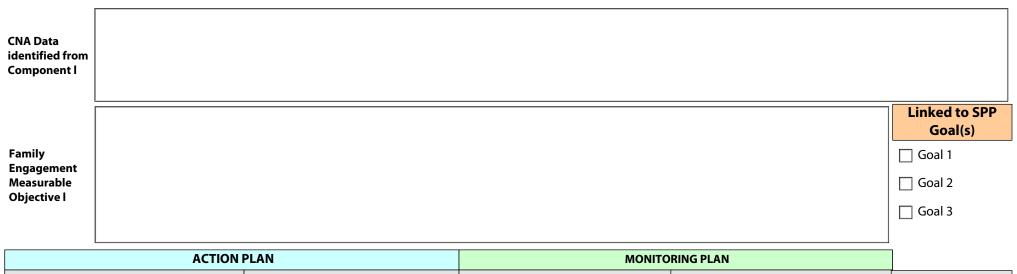
Goal 3 Additional Family Engagement Action Step		
Engagement Action Step (Optional)		

## **APPENDIX B-2 Family Engagement Plan Measurable Objective 1**



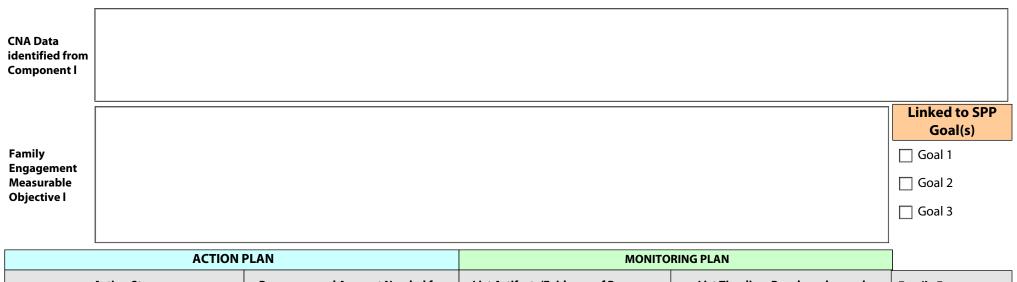
ACTION PLAN		MONITO		
Action Step	Resources and Amount Needed for Implementation	List Artifacts/Evidence of Progress:	List Timeline, Benchmarks, and individual Responsible	Family Engagement Standard(s)
(multiple action steps may be listed per box)	(people, time, materials, funding sources)	Quantitative and Qualitative Evaluation Measurements Defined	(staff, families and community)	Addressed
				I. Welcoming all Families
				II. Communicating Effectively
				III. Supporting Student Success
				IV. Speaking Up for Every Child
				V. Sharing Power
				VI. Collaborating with the Community
				VII. Building the Capacity of Staff to Engage Families

## **APPENDIX B-2 Family Engagement Plan Measurable Objective 2**



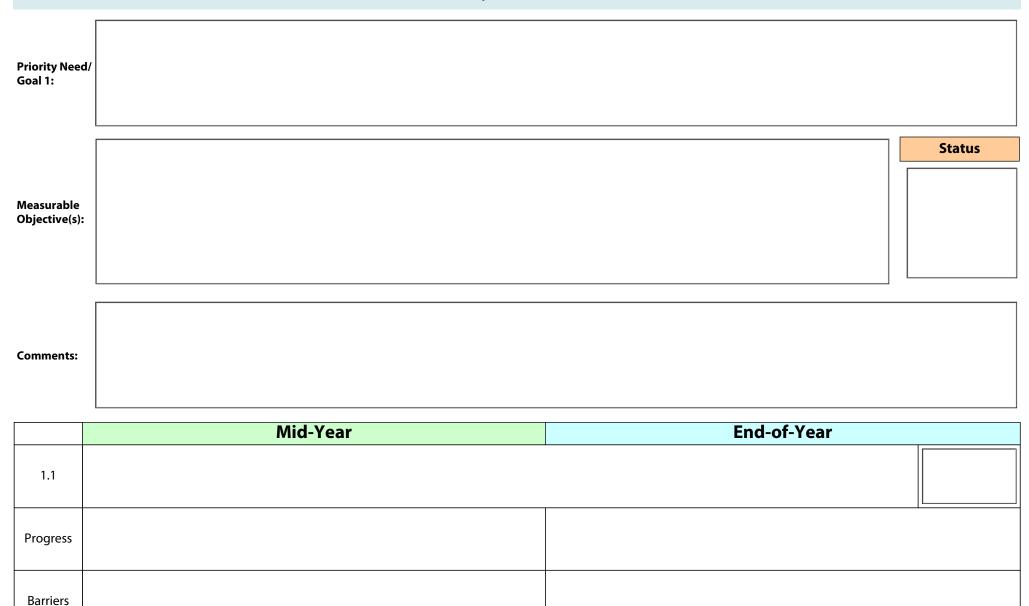
ACTION PLAN		MONITORING PLAN		
<b>Action Step</b> (multiple action steps may be listed per box)	Resources and Amount Needed for Implementation	<b>List Artifacts/Evidence of Progress:</b> Quantitative and Qualitative Evaluation	List Timeline, Benchmarks, and individual Responsible	Family Engagement Standard(s) Addressed
(	(people, time, materials, funding sources)	Measurements Defined	(staff, families and community)	
				I. Welcoming all Families
				II. Communicating Effectively
				III. Supporting Student Success
				IV. Speaking Up for Every Child
				V. Sharing Power
				VI. Collaborating with the Community
				VII. Building the Capacity of Staff to Engage Families

## **APPENDIX B-2 Family Engagement Plan Measurable Objective 3**



ACTION FLAN		MONITORING FLAN		
Action Step	Resources and Amount Needed for Implementation	List Artifacts/Evidence of Progress:	List Timeline, Benchmarks, and individual Responsible	Family Engagement Standard(s)
(multiple action steps may be listed per box)	(people, time, materials, funding sources)	Quantitative and Qualitative Evaluation Measurements Defined	(staff, families and community)	Addressed
				I. Welcoming all Families
				II. Communicating Effectively
				III. Supporting Student Success
				IV. Speaking Up for Every Child
				V. Sharing Power
				VI. Collaborating with the Community
				VII. Building the Capacity of Staff to Engage Families

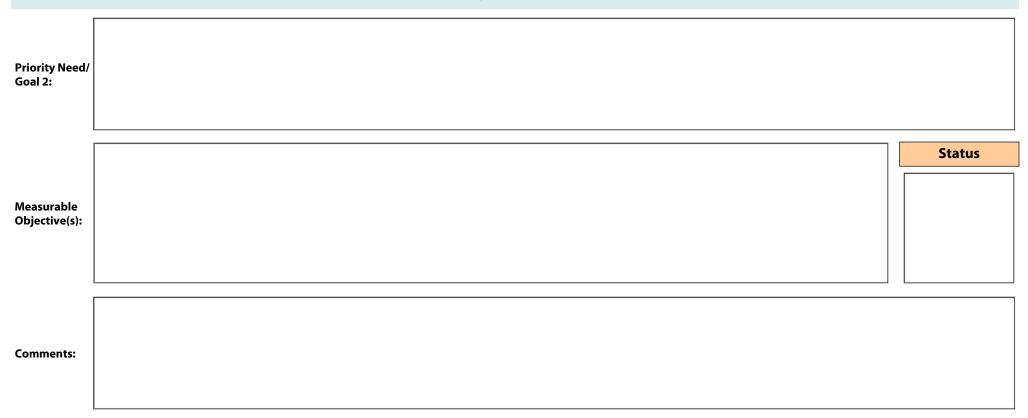
### APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1



Next Steps

1.2		
Progress		
Barriers		
Next Steps		
1.3		
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		Page 20 of 26

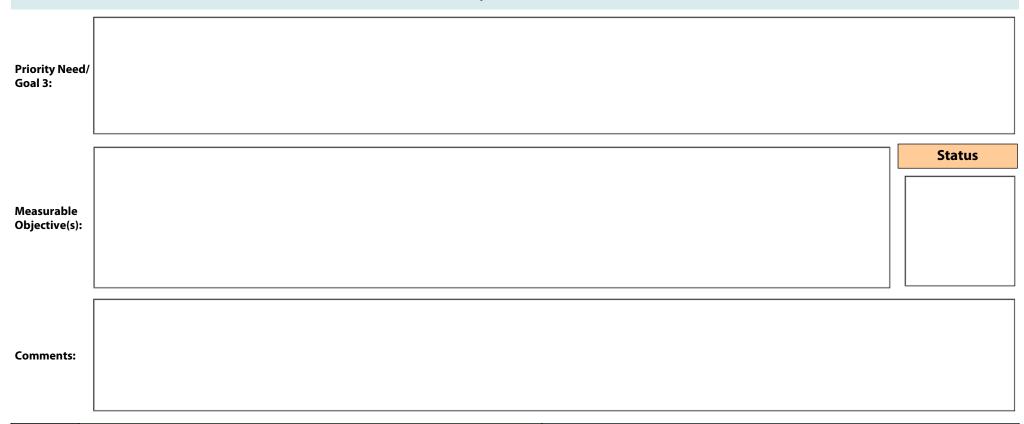
### APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2



	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		Page 22 of 26

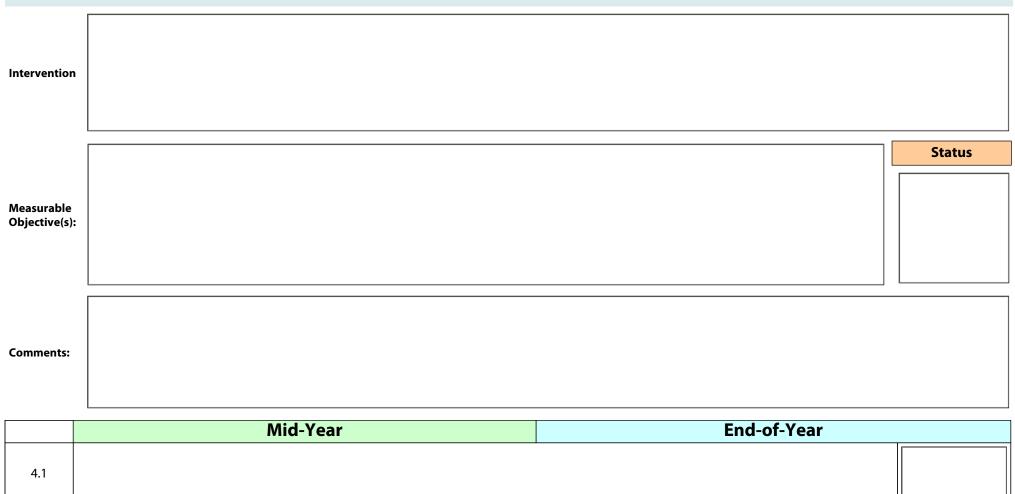
## APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3



	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		Page 24 of 26

### APPENDIX C- Monitoring/Evaluation Interventions (4)



Progress		
Barriers		
Next Steps		

4.2			
Progress			
Barriers			
Next Steps			
4.3			
Progress			
Barriers			
Next Steps			
4.4			
Progress			
Barriers			
Next Steps			Page 26 of 26