

Rapid Improvement – 1st Submission – Feedback Form

School Turnaround Plan – 1st Submission – Feedback Form

District: _____
School Name: _____
Reviewer Name: _____

As a result of the review, the overall plan:

Approved Needs Revision

The following feedback form has been developed in order to facilitate the formal SDE/LEA review of Rapid Improvement and School Turnaround Plans. **LEAs are responsible for the quality of Rapid Improvement and School Turnaround Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process. The State Department of Education will review Rapid Improvement and School Turnaround Plans and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: (Answers to the following questions must be present in the plan if applicable.) **Due November 1, 2014.**

Reflective questions regarding previous year's plan:

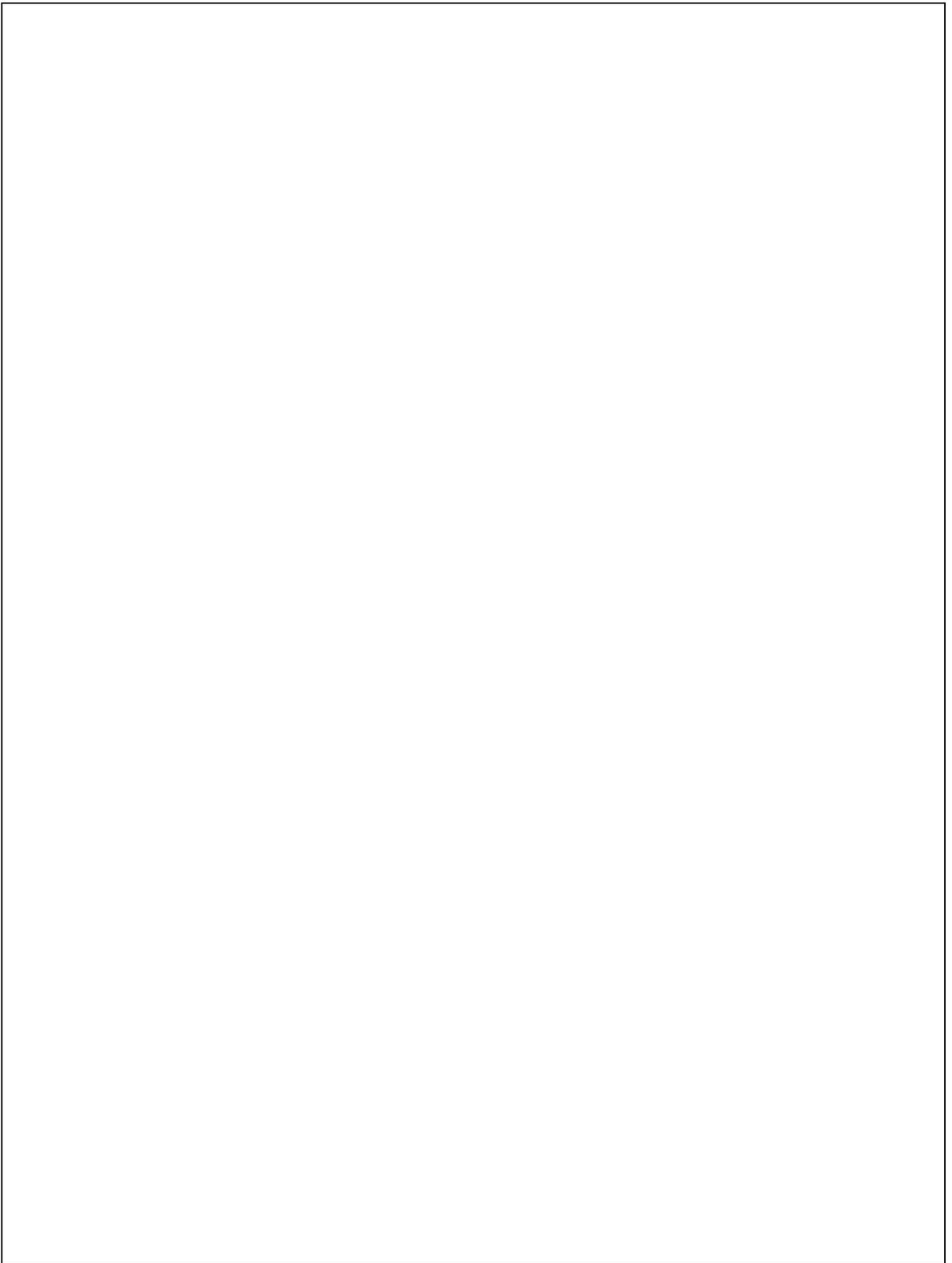
- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

Guiding questions for current year planning:

- Was the plan approved at the district level? Were adjustments made per the district review process prior to submission?
- Do the SMART Goals meet all "S.M.A.R.T" components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **10** active WISE school Indicators with a minimum of two tasks? If a Turnaround school, are the **9** indicators addressing the Turnaround Principles also included? (Turnaround Schools Only)
- Is there evidence that the team has implemented or is implementing the required indicators per planning year (year 1 or year 2)?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

Rapid Improvement/School Turnaround Plan Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:



Rapid Improvement/School Turnaround Plan Scoring Rubric Summary:

- Minimum of 1 SMART Goal focusing on student achievement has been completed: Yes No
- 10 indicators have been planned for per Year 1, 2, or 3 requirement: Yes No

Exceptional	Acceptable	Needs Revision
Clear evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

School Leadership and Decision Making (Indicators: ID01-ID13; IE01- IE13; IF01-IF10)

Year 1, all indicators in this category have been assessed: Yes No

Year 1, ID07, ID10, ID11, IE05, and IE07 have been planned for: Yes No

Year 2, IE08, IE09 have been planned for: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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Curriculum, Assessment and Instructional Planning (Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15)

Year 1, IID15 has been planned for: Yes No

Year 2, all indicators in this category have been assessed: Yes No

Year 2, IIB01, IIB05, and IID09 have been planned for: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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Classroom Instruction (Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12)

Year 1, IIIA01 has been planned for: Yes No

Year 3, All indicators in this category has been assessed: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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Family and Community Engagement (Indicators: IVC01- IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01-IG02)

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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Secondary School Indicators (Indicators: VA01-VA24)

Secondary Schools Year 1, all indicators in this category have been assessed: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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School Turnaround Plan (Indicators: STA01-STA09)

Year 1, all indicators in this category have been assessed: Yes No

Year 1, all indicators have been planned for: Yes No

Year 2, all indicators show progress toward completion: Yes No

Year 3, all indicators show progress toward completion: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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