

**SCHOOL:** \_\_\_\_\_

## OnePlan

A comprehensive operational plan for attaining school and district goals

### Cincinnati Public Schools

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

The Cincinnati Public School District educates all students to meet or exceed the district's academic standards and provides opportunities for students to grow socially, emotionally and physically to become lifelong learners and productive citizens.

*THIS PLAN IS AVAILABLE TO PARENTS AND THE PUBLIC UPON WRITTEN REQUEST TO THE PRINCIPAL OR DISTRICT.*

	<b>Table of Sections</b>	<b>Check if included in school's One Plan</b>
	Table of Sections	✓
	Title I Compliance: Required Components	✓
	Building Futures School Standards, Self-Assessment, and Rubrics	✓
1.	List of planning team with signatures	<input type="checkbox"/>
2.	School summary and strategies	<input type="checkbox"/>
3.	Needs assessment of school (academic) and intervention strategies (including Pyramid of Interventions)	<input type="checkbox"/>
4.	Needs assessment of additional non-assessment academic indicators and intervention strategies (including Pyramid of Interventions)	<input type="checkbox"/>
5.	Professional Development plan summary	<input type="checkbox"/>
6.	Coordination of federal, state, & local programs	<input type="checkbox"/>
7.	Transition plan	<input type="checkbox"/>
8.	Family Partnership plan	<input type="checkbox"/>
9.	OnePlan monitoring	<input type="checkbox"/>
10.	School budget	<input type="checkbox"/>

**TITLE I COMPLIANCE: REQUIRED COMPONENTS**

<b>Component Required</b>	<b>Place in OnePlan</b>	<b>Present</b>
<b>TITLE I, PART A STATUTORY</b>		
Comprehensive needs assessment	Building Futures School Standards Self-Assessment Section 1 – Planning Team Membership Section 2 – School Summary and Strategies Section 3 – Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies Section 4 – Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies	
Schoolwide reform strategies	Section 3 – Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies Section 4 – Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies	
Instruction by highly qualified teachers	Section 2 – School Summary and Strategies	
High quality professional development	Section 3 – Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies Section 4 – Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies Section 5 – Professional Development Plan Summary	
Strategies to attract and utilize high quality, highly-qualified teachers to high need schools	Section 2 – School Summary and Strategies	
Strategies to increase parental involvement	Section 8 – Family Partnership Plan	
Plans for assisting preschool children in transition from early childhood to school	Section 7 –Transition Plan	

programs		
Measures to include teachers in decisions regarding use of academic assessments	Section 2 – School Summary and Strategies	
<b>Component Required</b>	<b>Place in OnePlan</b>	<b>Present</b>
<b>TITLE I, PART A STATUTORY</b>		
Assistance to struggling students with effective, timely additional assistance	Section 3 – Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies Section 4 – Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies	
Coordination of federal, state, local programs	Section 6 – Coordination of Programs	
<b>SCHOOLWIDE PLAN REQUIREMENTS</b>		
Description of how resources will be used to implement 10 components above	Section 10 – School Budget	
List of specific federal/state programs that will be consolidated in plan	Section 6 – Coordination of Programs	
Description of how school will provide information on academic assessments in language the parents will understand	Section 8 – Family Partnership Plan	
<b>PLAN DEVELOPMENT REQUIREMENTS</b>		
Planning team members	Section 1 – Planning Team Membership	
Review & revision of plan	Section 9 – OnePlan Monitoring	
Public availability of plan	Cover Sheet	
Coordination with other programs	Section 6 – Coordination of Programs	

*Note: The Building Futures School Standards are integrated into the One Plan document. Please use them as a guide to help shape your school's goals and inform your school's strategies.*

## **BUILDING FUTURES SCHOOL STANDARDS**

### **1. Schools are effectively organized to share accountability for student learning**

- The principal and members of the Instructional leadership team (ILT) and school staff develop the school's One Plan which acts as a strategic action plan for the school.
- After gathering and analyzing school and class level data, the principal, ILT and teacher teams bear primary responsibility for making decisions about the school's instructional strategy.
- The principal and ILT examine and allocate resources to support the goals and strategies clarified in the One Plan document.
- Schedules are organized so that teachers can collaborate around SIP, SEAL, student outcomes, student work and best teaching practices.

### **2. Teachers use effective, standards-based curriculum and instructional practice**

- Teachers use literacy and numeracy programs that are research-based and aligned (mapped) to state standards.
- All curriculum, instructional materials, and active learning strategies are aligned to help each student meet grade-level standards.
- Teachers work collaboratively to make sure that all lessons meet standards.
- During class in all subjects, students read, write and use numeric skills and technology regularly.

### **3. Teachers use rich performance-based assessments to adjust instruction and student support to meet individual student needs**

- Using common planning time and other time, teachers analyze student data and work to plan instruction (SEAL) and develop courses of action to address individual student needs.
- Teachers use extensive and varied assessments to monitor each student's learning and make mid-course corrections when needed.
- Teachers post standards for quality work, and use rubrics/scoring guides to inform students, parents and other teachers of the student's level of learning toward the benchmark indicators. Teachers give prompt, specific feedback to student on their work in relation to standards.
- Students demonstrate their learning in multiple ways: in writing, through speaking, with technology, and artistically.

## **BUILDING FUTURES SCHOOL STANDARDS**

### **4. Professional development is driven by student learning**

- School-wide professional development is directly linked to addressing student learning needs as identified by student data.
- Most professional development occurs at the school, in grade level or content-based teams.
- On-site teacher leaders/coaches are available to work with teacher teams to facilitate regular reflection on teacher lessons and student work (SIP), and assessment of performance in order to improve instruction.
- Teachers have access to regular feedback and coaching focused on improving their instructional practice.

### **5. Effective instructional leaders observe, give feedback and coach teachers to improve instruction**

- The principal actively facilitates the development of teachers by working with teacher teams (on SIP and SEAL), observing classrooms, and providing coaching and feedback.
- The principal uses all available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.
- The principal establishes priorities and aligns resources so that high-quality instruction and improving student results are the key foci of the school.
- The principal actively facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.

### **6. Schools are safe, supportive and family friendly**

- Schools have a process for reaching out to families and involving them in the mission, instructional approach and standards of the school.
- The school has a process for helping families understand the academic and performance expectations for their children, and develops programs to involve parents in helping students meet them.
- The school communicates regularly with parents about student progress toward the standard.
- The building, grounds and classrooms provide a safe and orderly environment for all stakeholders.

## **Building Futures School Standards Self-Assessment**

### **Alignment of Building Futures School Standards with School Improvement Strategy**

The ILT should use the Building Futures School Standards, the following chart, and the rubrics to assess your school's progress toward meeting the Building Futures School Standards. Make sure to analyze your total student and subgroup performance when self-assessing and identify research-based strategies to reach the standards.

<b>Building Futures Standard</b>	<b>Self Assessment (see rubrics, pages 8 - 13)</b>	<b>Evidence of Self Assessment</b>	<b>Strategy for Reaching Standard</b>
1. Schools are effectively organized to share accountability for student learning.			
2. Teachers use effective, standards-based curriculum and instructional practice.			
3. Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.			
4. Professional development is driven by student learning.			
5. Effective instructional leaders observe, give feedback, and coach teachers to improve instruction.			
6. Schools are safe, supportive, and family friendly.			

**Building Futures School Standards : Rubrics**

**Standard 1: Schools are effectively organized to share accountability for student learning.**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>The principal and members of the Instructional leadership team (ILT) and school staff develop the school's One Plan which acts as a strategic action plan for the school.</b>	The principal and members of the Instructional leadership team (ILT) and the entire school staff actively and collaboratively develop the school's OnePlan. The OnePlan is used as an effective strategic action plan for the school. Strong evidence shows that the OnePlan is a guiding force in all facets of school operation.	The principal and members of the Instructional leadership team (ILT) and the entire school staff actively and collaboratively develop the school's OnePlan. The OnePlan is used as an effective strategic action plan for the school. Evidence shows that the OnePlan is a guiding force in some facets of school operation.	The principal and members of the Instructional leadership team (ILT) collaboratively develop the school's OnePlan. The OnePlan is used as an overall action plan for the school.	Specific individuals develop the school's OnePlan. Staff merely sign off on the plan and do not use it to guide their practice.
<b>After gathering and analyzing school and class level data, the principal, ILT and teacher teams bear primary responsibility for making decisions about the school's instructional strategy.</b>	Using school and class level data from Dashboard and other data sources, the principal, ILT, and teacher teams develop plans about using instructional strategies that positively impact student achievement. The ILT regularly discusses, monitors, and adjusts these plans in light of changing data.	Using school and class level data from Dashboard and other data sources, the principal, ILT, and teacher teams develop plans about using instructional strategies that positively impact student achievement. The ILT from time to time discusses, monitors, and adjusts these plans in light of changing data.	Using school and class level data from Dashboard and other data sources, the principal, ILT, and teacher teams develop plans about using instructional strategies that positively impact student achievement.	Using school and class level data from Dashboard and other data sources, teacher teams and individual teachers develop plans about using instructional strategies that positively impact student achievement.



<p><b>The principal and ILT examine and allocate resources to support the goals and strategies clarified in the One Plan document.</b></p>	<p>The principal and ILT work together to allocate the school's resources (financial and personnel) to fully support the goals and strategies that are contained in the school's OnePlan.</p>	<p>The principal and ILT work together to allocate the school's resources (financial or personnel) to support some goals and strategies that are contained in the school's OnePlan.</p>	<p>The principal and ILT work together to allocate the school's resources (financial) to support the goals and strategies that are contained in the school's OnePlan.</p>	<p>The principal allocates the school's resources (financial) to support goals and strategies that may be contained in the school's OnePlan.</p>
<p><b>Schedules are organized so that teachers can collaborate around SIP, SEAL, student outcomes, student work and best teaching practices.</b></p>	<p>The principal and ILT have organized an efficient school schedule that permits teacher teams to collaborate around SIP, SEAL, student outcomes, student work, and best teaching practices.</p>	<p>The principal and ILT have organized a school schedule that permits teacher teams to collaborate around SIP, SEAL, student outcomes, student work, and best teaching practices.</p>	<p>The principal and ILT have organized a school schedule that permits only sporadic collaboration around SIP, SEAL, student outcomes, student work, or best teaching practices.</p>	<p>The principal and ILT have organized a school schedule that does not permit any teacher collaboration.</p>

**Building Futures School Standards : Rubrics**

**Standard 2: Teachers use effective, standards-based curriculum and instructional practice.**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Teachers use literacy and numeracy programs that are research-based and aligned (mapped) to state standards.</b>	The literacy and numeracy programs are research-based and aligned (mapped) to state standards and are used effectively with all students in the school.	The literacy and numeracy programs are research-based and aligned (mapped) to state standards and are used with all students in the school.	The literacy and numeracy programs are research-based and aligned (mapped) to state standards and are used with most students in the school.	The literacy and numeracy programs are research-based and aligned (mapped) to state standards but are not used well with students in the school.
<b>All curriculum, instructional materials, and active learning strategies are aligned to help each student meet grade-level standards.</b>	All curriculum, instructional materials, and active learning strategies are effectively synchronized so that each student can master or exceed grade-level standards.	All curriculum, instructional materials, and active learning strategies are somewhat synchronized so that each student can master or exceed grade-level standards.	Most curriculum, instructional materials, and active learning strategies are somewhat synchronized so that each student can master or exceed grade-level standards.	Most curriculum, instructional materials, and active learning strategies are somewhat synchronized so that most students can master or exceed grade-level standards.
<b>Teachers work collaboratively to make sure that all lessons meet standards.</b>	Highly functioning teacher teams meet weekly for 90 minutes to review and reflect on lessons and student work. Using SIP, teachers ensure that lessons meet standards and discuss instructional strategies that reflect best practices. A community of learners develops among faculty. Where possible, district personnel, school-based lead teachers, and/or coaches participate in team meetings regularly.	Teacher teams meet weekly for 45 minutes or twice monthly for 90 minutes to review and reflect on lessons and student work. Using SIP, teachers ensure that lessons meet standards and discuss instructional strategies that reflect best practices. Where possible, district personnel, school-based lead teachers, and/or coaches participate in team meetings regularly.	Teacher teams meet twice a month for 45 minutes to review and reflect on lessons and student work. Using SIP, teachers ensure that lessons meet standards and discuss instructional strategies that reflect best practices.	Teacher teams meet monthly to review and reflect on lessons and student work. Using SIP, teachers ensure that lessons meet standards and discuss instructional strategies that reflect best practices.

<p><b>During class in all subjects, students read, write and use numeric skills and technology regularly.</b></p>	<p>In order to develop high level critical thinking skills needed by students, all teachers in all subject areas incorporate reading, writing, and numerical thinking strategies that allow students to master or exceed standards. Teachers regularly use meaningful technology as a tool to further students' thinking and problem solving skills and as a bridge to real-world applications.</p>	<p>In order to develop high level critical thinking skills needed by students, teachers in all subject areas incorporate reading, writing, and numerical thinking strategies that allow students to master or exceed standards. Teachers sometimes use meaningful technology as a tool to further students' thinking and problem solving skills and as a bridge to real-world applications.</p>	<p>In order to develop critical thinking skills needed by students, teachers in reading and math classes incorporate reading, writing, and numerical thinking strategies that allow students to master or exceed standards. Teachers use meaningful technology as a tool to further students' thinking and problem solving skills.</p>	<p>In order to develop thinking skills needed by students, teachers in reading and math classes incorporate reading, writing, and numerical thinking strategies that allow students to master or exceed standards. Teachers use technology only as a tool to remediate skills or for simple word processing needs.</p>
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**Building Futures School Standards : Rubrics**

**Standard 3: Teachers use rich performance-based assessments to adjust instruction and student support to meet individual student needs.**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Using common planning time and other time, teachers analyze student data and work to plan instruction (SEAL) and develop courses of action to address individual student needs.</b></p>	<p>Using the framework of SEAL, teachers use common planning time to effectively analyze student data and plan appropriate instructional activities to meet the needs of all students. A plan is generated that includes effective instructional strategies as well as scaffolding, differentiated instruction, reteaching and/or enrichment of skills.</p>	<p>Using the framework of SEAL, teachers use planning time to effectively analyze student data and plan appropriate instructional activities to meet the needs of all students. A plan is generated that includes effective instructional strategies as well as scaffolding, differentiated instruction, reteaching and/or enrichment of skills.</p>	<p>Teachers use planning time to analyze student data and plan appropriate instructional activities to meet the needs of all students. A plan is generated that includes instructional strategies that may include scaffolding, differentiated instruction, reteaching and/or enrichment of skills.</p>	<p>Teachers use planning time to look at student data and plan some instructional activities to meet the needs of some students. A plan is generated that includes instructional strategies that may include scaffolding, differentiated instruction, reteaching and/or enrichment of skills.</p>
<p><b>Teachers use extensive and varied assessments to monitor each student's learning and make mid-course corrections when needed.</b></p>	<p>Teachers effectively use formative and summative assessments to monitor student progress toward mastery of the standards. Based on this data, teachers make adjustments to instruction and provide appropriate support to students (e.g., scaffolding, differentiated instruction, reteaching and/or enrichment of skills).</p>	<p>Teachers use formative and summative assessments to monitor student progress toward mastery of the standards. Based on this data, teachers make adjustments to instruction and provide appropriate support to students (e.g., scaffolding, differentiated instruction, reteaching and/or enrichment of skills).</p>	<p>Teachers use formative and summative assessments to monitor student progress toward mastery of the standards. Based on this data, teachers make some adjustments to whole group instruction.</p>	<p>Teachers use summative assessments only to monitor student progress toward mastery of the standards. Based on this data, teachers make some adjustments to instruction.</p>

<p><b>Teachers post standards for quality work, and use rubrics/scoring guides to inform students, parents and other teachers of the student's level of learning toward the benchmark indicators. Teachers give prompt, specific feedback to student on their work in relation to standards.</b></p>	<p>Teachers effectively set expectations by teaching, modeling, and reinforcing what quality work looks like through the use of rubrics/scoring guides. Using rubrics/scoring guides, they teach students how to analyze quality work and discuss how to improve products that are not yet of quality. Rubrics/scoring guides are shared regularly with students, parents and other teachers. Using rubrics/scoring guides, teachers give specific, timely feedback to students and parents on students' work in relation to standards.</p>	<p>Teachers set expectations by teaching, modeling, and reinforcing what quality work looks like through the use of rubrics/scoring guides. Rubrics/scoring guides are shared regularly with students, parents and other teachers. Using rubrics/scoring guides, teachers give specific, timely feedback to students and parents on students' work in relation to standards.</p>	<p>Teachers set expectations by teaching and reinforcing what quality work looks like through the use of rubrics/scoring guides. Rubrics/scoring guides are shared sporadically with students, parents and other teachers. Using rubrics/scoring guides, teachers give feedback to students and parents on students' work in relation to standards.</p>	<p>Rubrics/scoring guides are shared sporadically with students, parents and other teachers. Using rubrics/scoring guides, teachers give feedback to students and parents on students' work in relation to standards.</p>
<p><b>Students demonstrate their learning in multiple ways: in writing, through speaking, with technology, and artistically.</b></p>	<p>Teachers regularly provide opportunities for students to show their learning and thinking in varied ways: in writing, through speaking, with technology, and artistically.</p>	<p>Teachers provide opportunities for students to show their learning and thinking in varied ways: in writing, through speaking, with technology, and artistically.</p>	<p>Teachers provide opportunities for students to show their learning and thinking through writing and speaking.</p>	<p>Teachers provide opportunities for students to show their learning and thinking through the use of worksheets.</p>

**Building Futures School Standards : Rubrics**

**Standard 4: Professional development is driven by student learning.**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>School-wide professional development is directly linked to addressing student learning needs as identified by student data.</b>	Using student data, the ILT decides upon school wide professional development needs and creates a plan to deliver, support, follow up, and monitor professional development that is provided to the staff.	Using student data, the ILT decides upon school wide professional development needs and creates a plan to deliver and support professional development that is provided to the staff.	Using student data, the ILT decides upon school wide professional development needs and creates a plan to deliver professional development that is provided to the staff.	The ILT decides upon school wide professional development needs and creates a plan to deliver professional development that is provided to the staff.
<b>Most professional development occurs at the school, in grade level or content-based teams.</b>	On-going, regularly scheduled professional development for the school is based on school needs and occurs on-site with teams of teachers.	Professional development for the school is based on school needs and occurs on-site with teams of teachers.	Professional development for the school is based on school needs and occurs on-site in mostly whole group forums.	Professional development for the school occurs on-site in mostly whole group forums.
<b>On-site teacher leaders/coaches are available to work with teacher teams to facilitate regular reflection on teacher lessons and student work (SIP), and assessment of performance in order to improve instruction.</b>	On-site teacher leaders (e.g., team leaders, lead teachers)/coaches are available to work with teacher teams on a regularly scheduled basis to facilitate reflection on teacher lessons, standards, instruction, and student work (SIP).	On-site teacher leaders (e.g., team leaders, lead teachers)/coaches are available to work with teacher teams on an irregular basis to facilitate reflection on teacher lessons, standards, instruction, and student work (SIP).	On-site teacher leaders (e.g., team leaders, lead teachers)/coaches are not available to work with teacher teams on a regular basis to facilitate reflection on teacher lessons, standards, instruction, and student work (SIP).	On-site teacher leaders (e.g., team leaders, lead teachers)/coaches are not available to work with teachers or teacher teams.

<p><b>Teachers have access to regular feedback and coaching focused on improving their instructional practice.</b></p>	<p>Using SIP and CWT teachers have access to regular feedback and coaching focused on improving their instructional practice. Teachers collaborate with coaches and regularly use this feedback to improve their instructional practice.</p>	<p>Using SIP and CWT teachers have access to regular feedback and coaching focused on improving their instructional practice. Teachers collaborate with coaches and sometimes use this feedback to improve their instructional practice.</p>	<p>Using SIP and CWT teachers have access to sporadic feedback and coaching focused on improving their instructional practice. Teachers may or may not use this feedback to improve their practice.</p>	<p>Teachers do not have access to feedback and coaching focused on improving their instructional practice.</p>
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**Building Futures School Standards : Rubrics**

**Standard 5: Effective instructional leaders observe, give feedback and coach teachers to improve instruction.**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>The principal actively facilitates the development of teachers by working with teacher teams (on SIP and SEAL), observing classrooms, and providing coaching and feedback.</b>	The principal, as instructional leader, actively facilitates the professional growth of teachers by working with teacher teams (on SIP and SEAL), observing classrooms, and providing coaching and feedback.	The principal, as instructional leader, facilitates the professional growth of teachers by working with teacher teams (on SIP and SEAL), observing classrooms and providing feedback.	The principal, as instructional leader, facilitates the professional growth of teachers by, observing classrooms and providing some feedback.	The principal, as instructional leader, rarely facilitates the professional growth of teachers.
<b>The principal uses all available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.</b>	The principal pro-actively seeks out and uses all available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.	The principal seeks out and uses available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.	The principal uses available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.	The principal uses only on-site teacher leadership to develop the skills and capacity of teachers in the school.
<b>The principal establishes priorities and aligns resources so that high-quality instruction and improving student results are the key foci of the school.</b>	In collaboration with the ILT, the principal effectively uses student data and CWT data to establish priorities and align resources so that high-quality instruction and improving student results are the key foci of the school.	The principal effectively uses student data and CWT data to establish priorities and align resources so that high-quality instruction and improving student results are the key foci of the school.	The principal uses student data and CWT data to establish priorities and/or align resources so that instruction and improving student results are the key foci of the school.	The principal does not establish priorities or align resources.



<p><b>The principal actively facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.</b></p>	<p>By participating regularly in teacher team meetings, the principal actively facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.</p>	<p>By participating only sporadically in teacher team meetings, the principal facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.</p>	<p>The principal facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.</p>	<p>The principal monitors the implementation of the SIP, SEAL and CWT systems.</p>
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**Building Futures School Standards : Rubrics**

**Standard 6: Schools are safe, supportive and family friendly.**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Schools have a process for reaching out to families and involving them in the mission, instructional approach and standards of the school.</b>	The school has a well-defined systematic process for informing families of the state standards and assessments, and the school's mission and OnePlan goals. Further, the school has involved families in the formation and implementation of the school's mission and OnePlan.	The school has a process for informing families of the state standards and assessments, and the school's mission and OnePlan goals. The school has informed families about the formation and implementation of the OnePlan.	The school informs families of the state standards and assessments. Families receive information about the OnePlan at Open House or beginning parent meeting.	The school sends little or no information to families about the state standards and assessments and/or the OnePlan.
<b>The school has a process for helping families understand the academic and performance expectations for their children, and develops programs to involve parents in helping students meet them.</b>	The school has a well-defined systematic process for helping families understand the academic and performance expectations for their children. Rubrics/Scoring guides in various subject areas are sent home frequently to inform parents of student performance. Regularly held parent programs incorporate information on standards, content, assessments, and academic expectations.	The school has a process for helping families understand the academic and performance expectations for their children. Rubrics/Scoring guides in various subject areas are sent home to inform parents of student performance. Parent programs incorporate information on standards, content, assessments, and academic expectations.	The school has a process for helping families understand the academic and performance expectations for their children. Rubrics/Scoring guides in various subject areas are sent home sporadically to inform parents of student performance. Parent programs incorporate information on standards and content.	The school via a newsletter informs families about the academic and performance expectations for their children. Very few rubrics/scoring guides are sent home. Parent programs are mostly social in purpose, not academically-based.

<p><b>The school communicates regularly with parents about student progress toward the standard.</b></p>	<p>Teachers are pro-active and routinely communicate with parents about student progress towards the standards by discussing the results of formative and summative assessments. Rubrics/Scoring guides in various subject areas are sent home frequently to inform parents of student performance.</p>	<p>Teachers routinely communicate with parents about student progress towards the standards by discussing the results of formative and summative assessments. Rubrics/Scoring guides in various subject areas are sent home to inform parents of student performance.</p>	<p>Teachers only communicate with parents about student progress towards the standards when results of formative and/or summative assessments are poor. Rubrics/Scoring guides in various subject areas are sent home sporadically to inform parents of student performance.</p>	<p>Teachers do not communicate with parents about student progress towards the standards, except for quarterly progress reports. Very few rubrics/scoring guides are sent home.</p>
<p><b>The building, grounds and classrooms provide a safe and orderly environment for all stakeholders.</b></p>	<p>The ILT and principal ensure that the building, grounds, and classrooms are clean and safe. In order to provide a productive safe and orderly environment, decisions about classroom placement, student flow, and efficient use of time are based on what is best for students and instruction.</p>	<p>The principal ensures that the building, grounds, and classrooms are clean and safe. In order to provide a productive safe and orderly environment, decisions about classroom placement, student flow, and efficient use of time are based on what is best for students and instruction.</p>	<p>The principal ensures that the building, grounds, and classrooms are clean and safe. Decisions about classroom placement, student flow, and efficient use of time are based on factors other than those that lead to quality instruction.</p>	<p>The principal does not monitor the cleanliness or safety of the building, grounds, and classrooms. Decisions about classroom placement, student flow, and use of time are not addressed.</p>

**SECTION 1: Planning Team Membership**

*Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.*

Please include the names and signatures of all of the people involved in the development and approval of this document. The Planning team must be representative and inclusive of all constituents of the school community, including LSDMC members, intervention specialists, and educational support personnel (e.g., instructor assistants). Add additional rows as needed. Teachers must represent at least 50% of the team. For all teachers, list the grade or subject taught and whether the teacher holds a Lead Teacher position within the school.

<b>Title of participant</b>	<b>Printed name</b>	<b>Signature</b>

**SECTION 1: Planning Team Membership**

<b>Title of participant</b>	<b>Printed name</b>	<b>Signature</b>

**SECTION 1: Planning Team Membership**

<b>Title of participant</b>	<b>Printed name</b>	<b>Signature</b>

**SECTION 2: School Summary and Strategies**

**SCHOOL PROFILE**

Average Daily Membership (Enrollment)	% African-American	% American Indian or Native American	% Asian or Pacific Islander	% Hispanic	% Multi-Racial	% White	% Students with Disabilities	% Limited English Proficient	% Economically Disadvantaged

**TEACHER PROFILE**

<b>% of Core Academic Classes Not Taught by Highly Qualified Teachers</b>	
<b>% of Core Academic Classes Taught by Properly Certified / Licensed Teachers</b>	

**Strategies to attract and maintain base of Highly Qualified Teachers**

What strategies will you employ at the school level to attract Highly Qualified Teachers AND to ensure that all children are taught by Highly Qualified Teachers?

**SECTION 2: School Summary and Strategies**

*Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.*

**School Mission:**

**Vision for School (for which all staff hold themselves accountable) –**



## **SECTION 2: School Summary and Strategies**

*Building Futures School Standard 3: Teachers use rich, performance-based assessments to adjust instruction and student support to meet individual student needs.*

**Please describe the structures or organization of your school that allow teachers to provide performance-based benchmark assessments, share and discuss student work, and re-teach content when needed (e.g., inclusive and representative teaching teams, intervention/learning support plans, model of service delivery for diverse learners). Model of service delivery includes Least Restrictive Environment, access to curriculum, effective use of resources, and monitoring of service delivery.**

*Building Futures School Standard 3: Teachers use rich, performance-based assessments to adjust instruction and student support to meet individual student needs.*

*Building Futures School Standard 4: Professional development is driven by student learning.*

**Please describe the structures in your school that allow for teacher collaboration, use of SIP and SEAL, differentiated instruction, and shared practice of teachers (e.g., use of inclusive practices, Pyramid of Interventions planning, collaborative service delivery systems such as co-teaching, inclusive vertical/horizontal teaching teams).**

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**

*Building Futures School Standard 3: Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.*

**State Achievement Data Summary by Whole School**

State Test	Grade	Reading % at and above Proficiency or On-track target		Math % at and above Proficiency or On-track target		Science % at and above Proficiency or On-track target		Writing % at and above Proficiency or On-track target		Social Studies % at and above Proficiency or On-track target		Promotion Rate	Dropout Rates
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual		
	<b>Total School</b>												
	PreK												
State Diagnostic Assessments	K												
	1												
	2												
Ohio Achievement Test	3												
	4												
	5												
	6												
	7												
	8												
	9												
Ohio Graduation Test	10												
	11												
	12												

**\*\*\*\*Schools should use the next page to ensure that they are analyzing achievement gaps between subgroups. In the absence of officially provided state data, schools should do their own gap analyses to strengthen their instructional program.\*\*\*\***

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**

**State Achievement Data Summary by Subgroup**

	African-American	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White	Non-Disabled Students	Students with Disabilities	Non- Econ. Disadvtdg.	Econ. Disadvtdg.	Limited English Proficient	Female	Male
<b>3<sup>rd</sup> Grade Achievement</b>													
Reading													
Math													
<b>4<sup>th</sup> Grade Achievement</b>													
Reading													
Writing													
Math													
<b>5<sup>th</sup> Grade Achievement</b>													
Reading													
Math													
Science													
Soc Std													
<b>6<sup>th</sup> Grade Achievement</b>													
Reading													
Math													
<b>7<sup>th</sup> Grade Achievement</b>													
Reading													
Math													
<b>8<sup>th</sup> Grade Achievement</b>													
Reading													
Math													
Science													
Soc Std													
<b>10<sup>th</sup> Grade Achievement</b>													
Reading													
Writing													
Math													
Science													
Soc Std													
<b>11<sup>th</sup> Grade Achievement</b>													
Reading													
Writing													
Math													
Science													
Soc Std													

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**

If a school would also like to include district benchmark tests they are using, they should do so by using the chart below.

**District Benchmark Data Summary by Whole School**

District Benchmark  Benchmark Date: _____	Grade	Reading % at and above Proficiency or On-track target		Math % at and above Proficiency or On-track target		Science % at and above Proficiency or On-track target		Writing % at and above Proficiency or On-track target		Social Studies % at and above Proficiency or On-track target	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	<b>Total School</b>										
	PreK										
	K										
	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
	11										
	12										

\*\*\*\*Schools should use the next pages to ensure that they are analyzing achievement gaps between subgroups. In the absence of officially provided district data, schools should do their own gap analyses to strengthen their instructional program.\*\*\*\*

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**

**District Benchmark Data Summary by Subgroup (Pre-K-6)**

Date: _____	African-American	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White	Non-Disabled Students	Students with Disabilities	Non- Econ. Disadvtdg.	Econ. Disadvtdg.	Limited English Proficient	Female	Male
<b>Pre-K</b>													
Reading													
Math													
<b>Kindergarten</b>													
Reading													
Math													
<b>1<sup>st</sup> Grade Benchmark</b>													
Reading													
Math													
<b>2<sup>nd</sup> Grade Benchmark</b>													
Reading													
Math													
<b>3<sup>rd</sup> Grade Benchmark</b>													
Reading													
Math													
Science													
Soc Std													
<b>4<sup>th</sup> Grade Benchmark</b>													
Reading													
Math													
Science													
Soc Std													
<b>5<sup>th</sup> Grade Benchmark</b>													
Reading													
Math													
Science													
Soc Std													
<b>6<sup>th</sup> Grade Benchmark</b>													
Reading													
Math													
Science													
Soc Std													

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**

**District Benchmark Data Summary by Subgroup (7-12)**

Date: _____	African-American	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White	Non-Disabled Students	Students with Disabilities	Non- Econ. Disadvtd.	Econ. Disadvtd.	Limited English Proficient	Female	Male
<b>7th Grade Benchmark</b>													
Reading													
Math													
Science													
Soc Std													
<b>8th Grade Benchmark</b>													
Reading													
Math													
Science													
Soc Std													
<b>9th Grade End of Semester / Course Exams</b>													
Reading													
Math													
Science													
Soc Std													
<b>10th Grade End of Semester / Course Exams</b>													
Reading													
Math													
Science													
Soc Std													
<b>11th Grade End of Semester / Course Exams</b>													
Reading													
Math													
Science													
Soc Std													
<b>12th Grade End of Semester / Course Exams</b>													
Reading													
Math													
Science													
Soc Std													

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**

**Summary of Academic Needs**

*Building Futures School Standard 3: Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.*

Please analyze the data from your achievement and benchmark test summaries for all student populations represented in your school and indicate (based on this data) 3-5 of the school's academic priorities for the coming year. Perform achievement gap analyses for all subgroups, including Limited English Proficient and Students with Disabilities, etc.

<b>Priority</b>	<b>Content Area Concern</b>	<b>School-wide or Grade Level(s) or subgroup</b>	<b>Data Indicating Concern (please be specific)</b>
<i>Sample</i>	<i>Writing</i>	<i>8<sup>th</sup> Grade LEP</i>	<i>Students writing OAT is below standard at 46%</i>
1			
2			
3			
4			
5			

### **SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**

#### ***An important note about subgroup analyses for academic and non-assessment academic areas:***

In the following Strategy Pages, teams should analyze their instructional practices and service delivery models to determine why achievement gaps might exist (it is not acceptable to simply state that it is because they are disabled) between groups of students. A careful look must be taken at what is or is not happening for these students instructionally. Teachers, teams, support personnel, and the ILT should answer these kinds of questions to help them arrive at the root causes for achievement gaps or weak performance and to help them formulate appropriately focused intervention strategies:

- What achievement gaps exist that are greater than 25 (or some other number) percentage points?
- Between which groups do you notice the largest gaps?
- Why might these gaps exist?
- In what way might our classroom practices be influencing these achievement gaps?
- How are our students with diverse learning needs provided with access to the general curriculum?
- What are the instructional implications for these gaps?

Schools will want to view appropriate web reports for analyzing subgroup data. Schools can use the Service Delivery Self-Assessment Planning Guide to help them identify their current practice as it pertains to service delivery and to help chart their progress toward ideal practice. The Pyramid of Intervention helps schools determine the levels of tiered support needed for all students.



**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**  
**Academic Strategy for Concern Areas**

***Building Futures School Standard 1:*** Schools are effectively organized to share accountability for student learning.

***Building Futures School Standard 2:*** Teachers use effective, standards-based curriculum and instructional practice.

***Building Futures School Standard 3:*** Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.

***Building Futures School Standard 4:*** Professional development is driven by student learning.

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 1: \_\_\_\_\_

Priority Concern # 1 - end of year goal and objective:

\_\_\_\_\_

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: \_\_\_\_\_

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**  
**Academic Strategy for Concern Areas**

***Building Futures School Standard 1:** Schools are effectively organized to share accountability for student learning.*

***Building Futures School Standard 2:** Teachers use effective, standards-based curriculum and instructional practice.*

***Building Futures School Standard 3:** Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.*

***Building Futures School Standard 4:** Professional development is driven by student learning.*

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 2: \_\_\_\_\_

Priority Concern # 2 - end of year goal and objective:

\_\_\_\_\_

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: \_\_\_\_\_

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**  
**Academic Strategy for Concern Areas**

*Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.*

*Building Futures School Standard 2: Teachers use effective, standards-based curriculum and instructional practice.*

*Building Futures School Standard 3: Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.*

*Building Futures School Standard 4: Professional development is driven by student learning.*

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 3: \_\_\_\_\_

Priority Concern # 3 - end of year goal and objective:

\_\_\_\_\_

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: \_\_\_\_\_

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**  
**Academic Strategy for Concern Areas**

***Building Futures School Standard 1:** Schools are effectively organized to share accountability for student learning.*

***Building Futures School Standard 2:** Teachers use effective, standards-based curriculum and instructional practice.*

***Building Futures School Standard 3:** Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.*

***Building Futures School Standard 4:** Professional development is driven by student learning.*

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 4: \_\_\_\_\_

Priority Concern # 4 - end of year goal and objective:  
 \_\_\_\_\_

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: \_\_\_\_\_

**SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies**  
**Academic Strategy for Concern Areas**

*Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.*

*Building Futures School Standard 2: Teachers use effective, standards-based curriculum and instructional practice.*

*Building Futures School Standard 3: Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.*

*Building Futures School Standard 4: Professional development is driven by student learning.*

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 5: \_\_\_\_\_

Priority Concern # 5 - end of year goal and objective:

\_\_\_\_\_

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: \_\_\_\_\_

**SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies**

**Non-Assessment Academic Data Summary**

*Building Futures School Standard 6: Schools are safe, supportive, and family friendly.*

Please use the following chart to document your non-assessment academic outcomes.

<b>Grade</b>	<b>Attendance rate for previous school year</b>	<b>A2E / A2S Data</b>	<b>Stability / Mobility Data</b>
Total School			
Pre-K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Note Concern			

**SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies**

**Non-Assessment Academic Data Summary - Subgroups**

*Building Futures School Standard 6: Schools are safe, supportive, and family friendly.*

Please use the following chart to document your non-assessment academic outcomes. Perform gap analyses for all subgroups, including Limited English Proficient, Students with Disabilities, etc.

<b>Grade</b>	<b>Attendance rate for previous school year</b>	<b>A2E / A2S Data</b>	<b>Stability / Mobility Data</b>
Total School			
African-American			
American Indian			
Asian or Pacific Islander			
Hispanic			
Multi-Racial			
White			
Non-Disabled			
Students with Disabilities			
Non-Econ. Disadvt.			
Econ. Disadvtgd.			
Limited English Prof.			
Female			
Male			
Note Concern			

**SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies**

**Summary of Non-Assessment Academic Needs**

Please analyze the data from your non-assessment academic indicators and prioritize 3-5 issues that need to be addressed. *Note: If reported attendance rate is less than 94%, it must be listed as one of the five areas of concern.* Include sub-group data in your summary where appropriate.

<b>Priority</b>	<b>School Climate Category</b>	<b>School-wide or Grade Level(s) or subgroups</b>	<b>Data Indicating Concern (please be specific)</b>
Sample	A2E/A2S	Grade 5, students with disabilities	30% of all 5 <sup>th</sup> grade students in this building referred to A2E/A2S were students with disabilities.
1			
2			
3			
4			
5			



**SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies**

**Non-Assessment Academic Strategy for Concern Areas**

*Building Futures Standard 6: Schools are safe, supportive, and family friendly.*

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 1: \_\_\_\_\_

School Climate Priority Concern # 1 - end of year goal and objective:  
\_\_\_\_\_

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate the person responsible for monitoring this priority concern in addition to the principal: \_\_\_\_\_

**SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies**

**Non-Assessment Academic Strategy for Concern Areas**

*Building Futures Standard 6: Schools are safe, supportive, and family friendly.*

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 2: \_\_\_\_\_

School Climate Priority Concern # 2 - end of year goal and objective:

\_\_\_\_\_

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate the person responsible for monitoring this priority concern in addition to the principal: \_\_\_\_\_

**SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies**

**Non-Assessment Academic Strategy for Concern Areas**

*Building Futures Standard 6: Schools are safe, supportive, and family friendly.*

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 3: \_\_\_\_\_

School Climate Priority Concern # 3 - end of year goal and objective:

\_\_\_\_\_

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate the person responsible for monitoring this priority concern in addition to the principal: \_\_\_\_\_

**SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies**

**Non-Assessment Academic Strategy for Concern Areas**

*Building Futures Standard 6: Schools are safe, supportive, and family friendly.*

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 4: \_\_\_\_\_

School Climate Priority Concern # 4 - end of year goal and objective:

\_\_\_\_\_

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate the person responsible for monitoring this priority concern in addition to the principal: \_\_\_\_\_

**SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies**

**Non-Assessment Academic Strategy for Concern Areas**

*Building Futures Standard 6: Schools are safe, supportive, and family friendly.*

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 5: \_\_\_\_\_

School Climate Priority Concern # 5 - end of year goal and objective:

\_\_\_\_\_

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Indicate the person responsible for monitoring this priority concern in addition to the principal: \_\_\_\_\_

**SECTION 5: Professional Development Plan**

**Summary of Professional Development Plan**

*Building Futures School Standard 4: Professional development is driven by student learning.*

Given the support and professional development highlighted in the academic and non-assessment academic strategy pages, please lay out your school's full professional development plan for the year in the following table. Make sure to examine achievement gap analyses for subgroups, including Limited English Proficient and Students with Disabilities, etc., to help inform your school's professional development needs.

<b>Planned Date</b>	<b>Topic</b>	<b>Participants</b> (indicate whole school, topic or grade level team, parents etc.)	<b>Who Will Deliver PD</b> (lead teacher, administrator, ILT Coach, Mayerson, the district)	<b>Measurable Outcome for Monitoring Success</b>
<i>Sample 10/5/06</i>	<i>Co-teaching and collaboration</i>	<i>General education and intervention specialists at grade 6</i>	<i>Margaret Searle and IST</i>	<i>All participants will be able to state and model the 6 forms of co-teaching and apply to their daily instruction.</i>

## **SECTION 6: Coordination of Federal, State, and Local Programs**

**What federal, state, and local programs are currently being used in your school (e.g., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, Reading First, Even Start)?**

**What plan do you have to coordinate and/or integrate these programs to serve the needs of all of your students?**

**SECTION 7: Transition Plan for Pre-K-12**

*Building Futures Standard 6: Schools are safe, supportive, and family friendly.*

Transition activities need to be planned and established for preschool children to kindergarten, kindergarten to primary, primary to intermediate, intermediate to middle to high and for other children moving from school to school, program to program or teacher to teacher, etc. A coordinated set of transition services must be identified and put in place for all students with disabilities by the age of 16. Refer to your needs assessment to determine your objectives and to develop your action plan.

Level	Objective/ Evaluation	Grade/ Subject	Action Strategies	Timeline	Person Responsible	Funding Cost/ Source	Monitoring
Preschool to Kindergarten							
Kindergarten to Primary							
Primary to Intermediate							
Intermediate to Middle							
Middle to High							
High School to Post HS							
Students with Disabilities							



## **SECTION 8: Family Partnership Plan**

*Building Futures Standard 6: Schools are safe, supportive, and family friendly.*

Family Involvement is a contributing factor to improving student achievement. A quality family program is designed with student achievement as the foundation. Reaching all families, including those not yet involved in the school, is critical. Families must serve on your planning team and your LSDMC. Families must be involved in education aimed at guiding children toward positive behavior. Families must be involved in the planning and implementation of services of students with disabilities. Refer back to the needs assessment section to establish priorities based on needs. The Family Involvement Ladder reflects Joyce Epstein's six types of School-Family Community Partnerships: Parenting; Communicating; Volunteering; Learning at Home; Decision-Making; Collaborating with the Community.

Check (✓) the box to indicate you have included the following:

- |  |   |
|--|---|
| <input type="checkbox"/> Parent Involvement Goal Sheet | <input type="checkbox"/> PTO/PTA Organized                            |
| <input type="checkbox"/> Parent Involvement Chart      | <input type="checkbox"/> SDO Parent Action Plan                       |
|  | <input type="checkbox"/> If Title I, Parent Policy and Parent Compact |

Develop a Home/School Compact and a Family Partnership policy. Determine and write which rungs of family involvement the school community will target next year using the following chart. Then, complete the Family Involvement Chart.

<b>7. Other</b>	
<b>6. Collaborating with Community:</b> Coordinate resources and services for families, students, and the school with businesses, agencies and promote services to the community.	
<b>5. Decision-Making:</b> Include families as participants in school decisions, governance and advocacy through PTS/PTO, ILT, LSDMC, committees and other organizations.	
<b>4. Learning at Home:</b> Involve families with their children in learning activities at home, including homework and other curriculum related activities and decisions.	
<b>3. Volunteering:</b> Improve recruitment, workshops, work and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.	
<b>2. Communicating</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	
<b>1. Parenting:</b> Assist families with parenting and child-rearing skills; understand child and adolescent development. Assist staff in understanding families.	

**Section 8: Family Partnership Plan**

**Family Involvement Chart - K-8**

Rung of Ladder	Last year # of parents observed	Performance result indicators (#, %) to activities	School action strategies to ensure success of indicators	What changed behavior do you hope to achieve from the activities?	Monitoring date/person responsible		Recording Chart Actual numbers (data collection during the year)

If during our monitoring the plan is not working, we will

## **Section 8: Family Partnership Plan**

*Example Only – Schools may develop their own Compact.*

### **Cincinnati Public Schools TITLE I PROGRAM HOME/SCHOOL COMPACT**

**CINCINNATI PUBLIC SCHOOLS ADMINISTRATIVE PROCEDURE 6178.1:** It is the belief of the Cincinnati Public Schools that parents/guardians are involved in the planning, design, and implementation of the Title I program through activities such as the following:

- Convene an annual meeting, to which all parents/guardians of participating children must be invited, to explain the programs and activities provided with funds available under this program. The annual meeting may be districtwide or at the building level, so long as all parents/guardians of participating children are provided the opportunity to attend.
- Provide parents/guardians of participating children with reports on their children's progress.
- Conduct teacher conferences with the parents/guardians of each participating child, to discuss the child's progress, placement, and methods the parents/guardians can use to complement the child's instruction.
- Make all personnel under the Title I district program readily accessible to parents/guardians.
- Permit parents/guardians of participating children to observe Title I program activities.
- Provide opportunities for regular meetings of parents/guardians of participating children to formulate input for the program, if so desired.
- Provide parents/guardians of participating children with timely information about the program.
- Make parents/guardians aware of involvement requirements and other relevant provisions of the program.
- Provide reasonable support for family partnership activities, as requested by parents/guardians.
- Coordinate, to the extent possible, family partnership activities with programs funded under the Adult Education Act.
- Provide information, program, and activities for parents/guardians in a language and form that is understood.

## **Section 8: Family Partnership Plan**

This **HOME/SCHOOL COMPACT** should be read and agreed to before signing:

*We know that learning can take place only when there is a combination of effort, interest, and motivation. Because we are all committed to this student's progress in the **Title I** program, we are going to do our best to promote achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.*

### **As a Teacher I agree to:**

1. Provide high-quality instruction in a supportive and effective learning environment.
2. Enable participating students to meet performance standards.
3. Support a partnership among school, home, and the community to improve student achievement.
4. Provide training to parents/guardians to work with their children at home to attain performance standards.
5. Give feedback to the students about their progress each week.

### **As a Parent/Guardian I agree to:**

1. Be sure my child attends school daily and on time.
2. Meet with teachers at least twice this year about my child's conduct and performance at school.
3. Attend and participate in at least four meetings and/or school activities this year.
4. Provide a quiet place for my child to read, study, or write, as well as the pencils and paper needed.
5. Check my child's homework.

### **As a Student I agree to:**

1. Work as hard as I can on and accept responsibility for my school assignments.
2. Attend school every day unless I am sick.
3. Follow the Districtwide Code of Behavior.
4. Ask my teacher questions when I do not understand something.
5. Spend at least 20 minutes each night on homework.

**Most importantly, we promise to help each other carry out this agreement.**

Student\_\_\_\_\_ Parent/Guardian\_\_\_\_\_

Teacher\_\_\_\_\_ School\_\_\_\_\_ Date\_\_\_\_\_

## **Section 8: Family Partnership Plan**

*Cincinnati Public Schools  
Title I Program*

### **GUIDELINES for DEVELOPING a FAMILY PARTNERSHIP POLICY**

Each Title I school is required to jointly develop with parents/guardians a written family involvement policy. This partnership policy must then be distributed to the families of participating students. The policy should describe the means for carrying out the requirements in the following areas:

#### **POLICY INVOLVEMENT**

- An Annual Meeting must be held to inform parents/guardians of their school's participation in Title I, and should include an explanation of the program, the requirements of the program, and their responsibility to be involved in it.
- Meetings for parents/guardians must be offered regularly, and should be scheduled on a flexible basis (morning, evening). Funds should be allocated for services, including: transportation, child care, home visits, etc.
- Parents/guardians must be involved in the planning, review, and improvement of the Title I program in your school. If not already in place, a process must be developed to involve family representatives in the joint planning and design of your school's program.
- Parents/guardians must receive:
  - ✓ Timely information about the Title I program;
  - ✓ Their child's individual student assessment results, and an interpretation of those results;
  - ✓ School performance profiles that report the progress of the Title I program annually;
  - ✓ A description and explanation of the school curriculum;
  - ✓ Opportunities for regular meetings to share experiences, and participate in shared decision-making;
  - ✓ Timely responses to their suggestions, as well as the opportunity to review and submit comments on the Schoolwide plan submitted each year.

## **Section 8: Family Partnership Plan**

### **SHARED RESPONSIBILITIES for HIGH STUDENT PERFORMANCE**

- A Home/School Compact must be jointly developed with parents/guardians, for all students served in the Title I program. It should outline how parents and other family members, the entire school staff, and students will share the responsibility for improved student achievement. It should also include the means by which a partnership will be built and developed to help students achieve State Standards. The following components should be included in the Home/School Compact:
  - ✓ The school's responsibility in providing quality curriculum and instruction in a support and effective learning environment;
  - ✓ How parents/guardians will be responsible for supporting their children's learning (monitoring attendance, homework completion, television watching, etc.), for volunteering in their child's classroom, and for participating in decisions related to their child's education and positive use of extracurricular time;
  - ✓ The importance of communication between the school and the home on an ongoing basis, and minimally through: annual parent/guardian-teacher conferences; frequent progress reports on their children; and reasonable opportunities to interact with staff, observe, volunteer and participate in classroom activities.

### **BUILDING CAPACITY for INVOLVEMENT**

- The Title I school must provide assistance to participating parents/guardians in understanding the National Education Goals, State Standards, state and local assessments, and the requirements of the Title I program. The school must also provide parents/guardians with guidance in monitoring their children's progress, in working with the school to improve student performance, and in participating in decisions related to the education of their children.
- The school must provide materials and training for parents/guardians, such as literacy training, or training to help them work with their children to improve achievement.
- Principals, teachers, and other support personnel must be educated in working with parents/guardians as equal partners, implementing and coordinating programs for them, and building the link between home and school.
- Coordination and integration must take place between the Title I family partnerships programs and activities, and other programs: Head Start, Even Start, Home-Based Preschool, Preschool Disabilities, Parents as Teachers, Public School Preschool, and other programs as feasible and appropriate.
- The Title I school must develop appropriate roles for community-based organizations and businesses in family partnership activities (Urban League, Partners in Education, etc.)
- Parents/guardians must be provided with opportunities to learn about child development (from birth), as well as child rearing issues, designed to help them become full partners in the education of their children.
- Parents/guardians must be provided with opportunities to learn about their rights and responsibilities related to their child's unique learning needs.
- All information that is sent to the homes of participating children must be in the language used in those homes.

**SECTION 9: OnePlan Monitoring**

**Ongoing Monitoring, Adjustment and Feedback**

*Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.*

Date \_\_\_\_\_

In each area highlighted for strategy, please assess the implementation and outcomes of your strategies to date and determine if any adjustments in implementation or strategy are necessary to ensure the school will reach its goals.

Academic Strategy / Action	I, IP, NI*	Evidence of impact on instructional practice and academic outcomes	Adjustment(s)/ New Strategy, if needed

\*Implementing, Implementing Partially, Not Implementing

## **SECTION 10: School Budget**

*Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.*

The school budget (**ATTACHED**) should be a uniform document that clearly documents the use of all school spending. The budget should address how resources will be used to implement the following ten component requirements below and the OnePlan goals. For each component, list what broad strategies are being used to implement the component and where they appear in the budget.

<b>Component Requirement</b>	<b>What resources in the budget will be used to implement these components?</b>
Comprehensive needs assessment	
Schoolwide reform strategies	
Instruction by highly qualified teachers	
High quality professional development	
Strategies to attract and utilize high quality, highly-qualified teachers to high need schools	
Strategies to increase parental involvement	
Plans for assisting preschool children in transition from early childhood to school programs	
Measures to include teachers in decisions regarding use of academic assessments	
Assistance to struggling students with effective, timely additional assistance	
Coordination of federal, state, local programs	