

# School Success Plan and School Improvement Grant Approval Checklist

## School Improvement Plan and Grant Requirements

**District:** \_\_\_\_\_

**Reviewer:** \_\_\_\_\_

**School:** \_\_\_\_\_

*ESEA, Title I, Part A and the State of Delaware has a number of requirements for school plans for schools in improvement, corrective action or restructuring. The LEA is required to approve all school plans for these schools. The State Education Agency is also required to monitor each of the items below.*

**Directions:** Use the criteria below to review each school improvement grant for schools in improvement, corrective action or restructuring. Items apply to all schools under improvement unless otherwise noted.

	Yes	No	N/A	Comments
<b>Section 1.0</b>				
<b>State Success Plan requirements for schools Under Improvement, Corrective Action or Restructuring</b>				
1. The school's plan was developed or revised in consultation with parents, school staff, the LEA, and outside experts [ <i>§1116(b)(3)(A)</i> ] (Team Members) - <b>Title I schools only</b>				
2. The school's plan includes both formative and summative progress measures (Measures)				
3. The measures in the school's plan have targets and those related to AYP are reasonable and sufficient (Measures)				
4. The school's plan references the specific Corrective Action the LEA is taking for the school (Objectives and strategies/ activities) – <b>All schools frozen in CA or Planning for Restructuring</b>				
5. The school's plan references the specific restructuring option the LEA is implementing in the school (Objectives and strategies/activities) – <b>All schools in R2+</b>				
<b>10 Requirements for schools Under Improvement, Corrective Action or Restructuring</b>				
6. The school has incorporated strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement [ <i>§1116(b)(3)(A)(i)</i> ] (Strategies /Activities)				

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7. The school has adopted policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State’s proficient level of achievement on the State academic assessment <i>[\\$1116(b)(3)(A)(ii)]</i>				<b>Compliance reviewed under item #30</b>
8. The school has provided an assurance that it will spend not less than 10 percent of its Title I, Part A funds each year it is under improvement for the purpose of providing to school’s teachers and principal high- quality professional development that – (I) Directly addresses the academic achievement problem that caused the school to be identified for school improvement; (II) meets the requirements for professional development activities under section 1119 of the ESEA; and (III) is provided in a manner that affords increased opportunity for participating in that professional development.				<b>Compliance reviewed in LEA’s Consolidated Application</b>
9. The LEA specified how the funds described in Component 3 will be used to remove the school from school improvement status.				<b>Compliance reviewed in LEA’s Consolidated Application</b>
10. The school has established specific annual, measurable objectives for continuous and substantial progress by each group of students (groups include students who are economically disadvantaged, from major racial and ethnic groups, disabled or identified as ELL) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress, meet the State’s proficient level of achievement on the State Assessment <i>[\\$1116(b)(3)(A)(v)](Objectives and Measures)</i>				
11. The LEA has provided written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand.				<b>Compliance reviewed annually through Desk Audit of draft letters and on-site monitoring (3 year monitoring cycle)</b>
12. The LEA has specified the responsibilities of the school, the LEA, and the SEA serving the school under the plan, including the technical assistance to be provided by the LEA and the LEA’s responsibilities under Section 1120A of the ESEA.				<b>Compliance reviewed annually in LEA’s Consolidated Application</b>

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	Yes	No	N/A	Comments
13. The school has included strategies to promote effective parental involvement [ <i>§1116(b)(3)(A)(viii)</i> ] (Strategies/Activities)				
14. The school incorporated, as appropriate, activities before school, after school, during the summer, and during any extension of the school year [ <i>§1116(b)(3)(A)(ix)</i> ] (Strategies/Activities) – <b>Title I schools only</b>				
15. The school incorporated a teacher mentoring program [ <i>§1116(b)(3)(A)(x)</i> ]				<b>Compliance reviewed under Section 5, item #33.</b>
<b>Success Plan Requirements for Title I Schoolwide schools</b>				
16. The school has conducted a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State Standards [ <i>§1114(b)(1)(A)</i> ](Needs) – <b>Title I schools only</b>				
17. The school has included schoolwide reform strategies that:				
(i) provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D) [ <i>§1114(b)(1)(B)(i)</i> ] (Strategies/Activities) - <b>Title I schools only</b>				
(ii) use effective methods and instructional strategies that are based on scientifically based research that (a) strengthen the core academic program in the school, (b) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum, and (c) include strategies for meeting the educational needs of historically underserved populations [ <i>§1114(b)(1)(B)(ii)</i> ] (Strategies/Activities) - <b>Title I schools only</b>				<b>Compliance reviewed under item #s 6, 14 and 17 (iii)</b>

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<p>(iii) include strategies that address the needs of the children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State academic standards who are members of the target population of any program that is included in the schoolwide program, which may include (a) counseling, pupil services, mentoring services, college career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies, and the integration of vocational and technical education programs and (b) address how the school will determine if such needs have been met  <i>[\\$1114(b)(1)(B)(iii)] (Strategies/Activities) - Title I schools only</i></p>				
<p>18. The school provides instruction by highly qualified teachers <i>[\\$1114(b)(1)(C)]</i></p>				<b>Compliance reviewed through LEA's consolidated application</b>
<p>19. The school's plan includes strategies to provide high quality and on-going professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state standards <i>[\\$1114(b)(1)(D)] (Strategies/Activities) - Title I schools only</i></p>				
<p>20. The school has strategies in place to attract high-quality teachers to high-need schools <i>[\\$ 1114(b)(1)(E)]</i></p>				<b>Compliance will be reviewed through LEA's consolidated application</b>
<p>21. The school's plan includes strategies to increase parental involvement <i>[\\$1114(b)(1)(F)]</i></p>				<b>Compliance verified in item #13.</b>
<p>22. The school's plan includes strategies for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs <i>[\\$ 1114(b)(1)(G)]-</i> (Strategies/Activities) <b>Title I schools with grades including Kindergarten</b></p>				

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23. The school’s plan includes measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and improve, the academic achievement of individual students and the overall instructional program [§1114(b)(1)(H)] (Strategies/Activities) - <b>Title I schools only</b>				
24. The school’s plan includes activities to ensure that students who experience difficulty mastering the proficient (meets) or advanced (exceeds) levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance program [§1114(b)(1)(I)] (Strategies/Activities) - <b>Title I schools only</b>				
25. The school coordinates and integrates Federal, State, and local services and programs, including ESEA Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training [§1114(b)(1)(J)]				<b>Compliance will be reviewed through LEA’s consolidated application</b>
<b>Section 2.0 LEA School Support Team</b>				
26. The school’s support team includes parents, school staff, the LEA, and outside experts. [§1116(b)(3)(A)] – <b>Title I schools only</b>				
<b>Section 3.0 Programs</b>				
27. The school has indicated the appropriate Federal and State program selection				
<b>Section 4.0 Coordinators and Allocations</b>				
28. The school has indicated a coordinator for each program				
29. The school’s allocation(s) is correct				
<b>Section 5.0 Descriptive Information</b>				
30. The school’s policies and practices it has adopted appear to have the greatest likelihood of ensuring that all groups of students will meet the State Standards (Question A)				
31. The parent involvement strategies the school has described appear to have a strong likelihood of increasing parent involvement (Question B)				

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32. The school’s strategies for incorporating activities before school, after school, during the summer, and/or an extension of the school year, appear to have a strong likelihood of increasing academic achievement and support the school’s plan to move out of improvement (Question C) - <b>Title I schools only</b>				
33. The school has an appropriate mentoring program in place (Question D)				
<b>Section 6.0 Budgeted Items</b>				
34. The school has allocated all available funds				
35. Each budgeted item includes sufficient detail				
36. All budgeted items are allowable and directly linked to improvement, corrective action and restructuring strategies in the School Success Plan				
38. Budgeted items are supplemental – <b>Title I schools only</b>				
37. Budgeted items are necessary and reasonable for the proper and efficient performance and administration of the grant – <b>Title I schools only</b>				