

## Continuous Improvement Plan – 1<sup>st</sup> Submission – Feedback Form

District: \_\_\_\_\_  
School: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

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 Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement 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 a sampling of Continuous Improvement 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:**

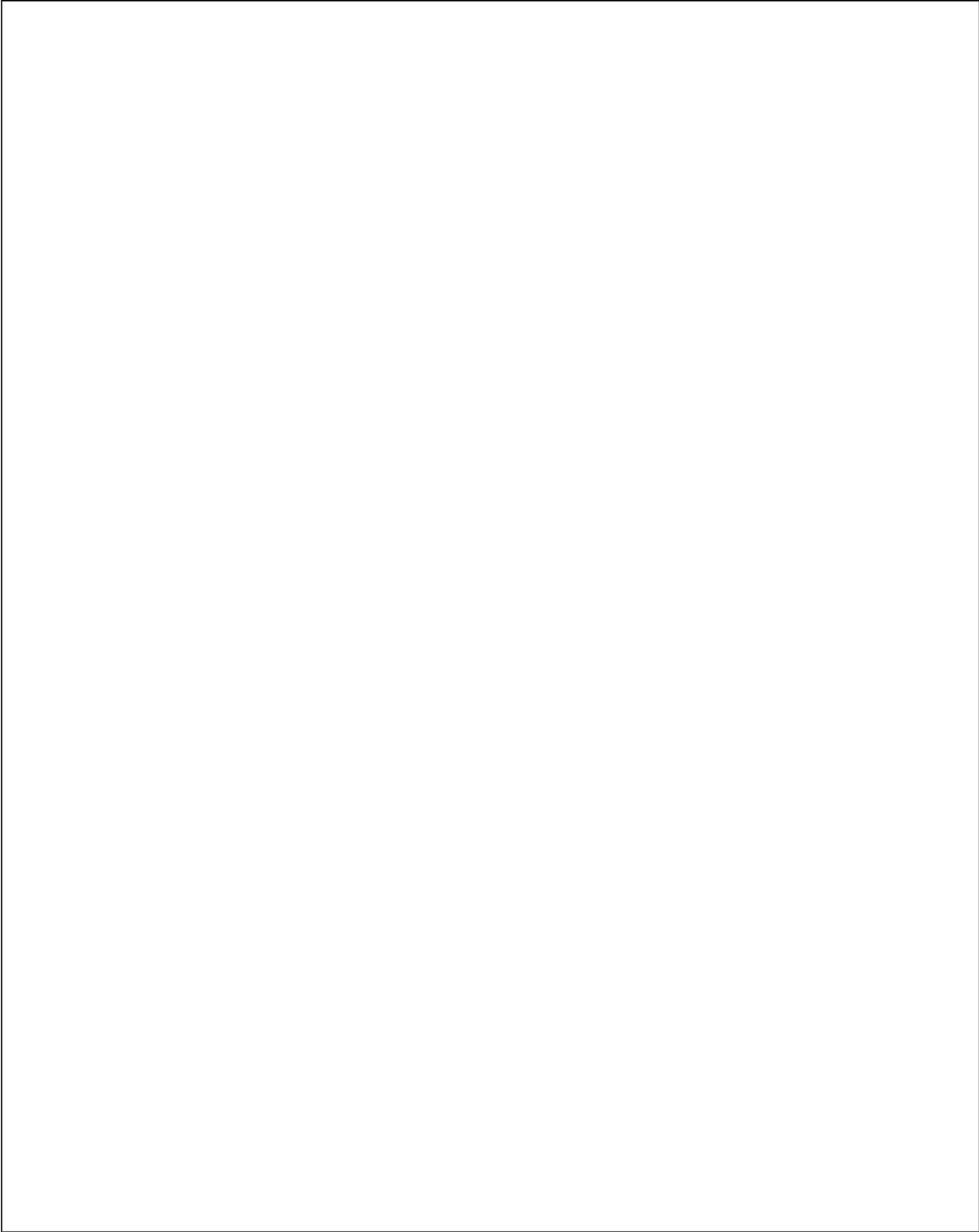
- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated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

### **Guiding questions for current year planning:**

- 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 **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
- 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?

### **Continuous Improvement Plan Narrative Feedback:**

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



**Continuous Improvement Plan Scoring Rubric Summary:**

- Minimum of 1 SMART Goal focusing on student achievement has been completed:  Yes  No
- 5 indicators have been planned for:  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.

<b>School Leadership and Decision Making</b> Indicators: ID01-ID13; IE01- IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> 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
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable