**Intervention Plan: Prioritized Root Causes and Recommendations for Improvement**

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| **Level** *(Highlight recommended score)* | **Explanation** | **Scorer Comments**  *Rationale, Recommendations, and Updates*  *(NOTE: Comments are mandatory for any score less than a 2)* |
| 0 Not Complete | The prioritized root causes and recommendations for improvement are incomplete or inaccurate. |  |
| 1  Partially Complete | The prioritized root causes and recommendations for improvement are partially complete or partially accurate. |
| 2  Complete | The prioritized root causes and recommendations for improvement are fully complete and accurate. |

**Intervention Plan – SMART Intervention Goals, including Annual Outcomes and Progress Indicators**

| **Level** *(Highlight recommended score)* | **Explanation** | **Scorer Comments**  *Rationale, Recommendations, and Updates*  *(NOTE: Comments are mandatory for any score less than a 3)* |
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| 0 Not Present | * The plan has no SMART intervention goals. * The domain(s) to which the SMART intervention goal is aligned has not been identified. * The plan includes no specific annual outcomes for any SMART intervention goal. * The plan includes no progress indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting the annual outcome.   + The plan does not include implementation data and/or student outcome data.   + The plan does not include progress indicators for the specified timeframes (30 days, 60 days, quarter 2 (90 days), and quarter 3). |  |
| 1  Beginning | * The plan contains no more than 3 SMART intervention goals that will be the focus for the plan, but they are not in appropriate SMART format. * The domain(s) to which the SMART intervention goal is aligned have been identified for some goals. * The plan includes a specific annual outcome for each SMART intervention goal, but they may be impractical or unambitious. * The plan includes few progress indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting the annual outcome.   + The progress indicators (implementation and/or student outcome) that are included lack specificity and/or are not aligned with the annual outcome.   + The progress indicators for the specified timeframes (30 days, 60 days, quarter 2 (90 days), and quarter 3) lack specificity and/or are not aligned with the annual outcome. |
| 2  Developing | * The plan contains no more than 3 SMART intervention goals in appropriate format that will be the focus for the plan. * The domain(s) to which the SMART intervention goal is aligned have been identified for all goals, but the selected domain(s) does not clearly align with the goal. * The plan includes specific annual outcomes for each SMART intervention goal, but some may be impractical based on current circumstances or not ambitious enough to achieve each SMART intervention goal. * The plan includes some progress indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting annual outcomes. The progress indicators are mostly aligned with annual outcomes.   + The progress indicators (implementation and/or student outcome) are specific and are mostly aligned with the annual outcome.   + The progress indicators for the specified timeframes (30 days, 60 days, quarter 2 (90 days), and quarter 3) are specific and are mostly aligned with the annual outcome. |
| 3  Effective  3  Effective  (cont’d) | * The plan contains no more than 3 SMART intervention goals in appropriate format that will be the focus for the plan. * The domain(s) to which the SMART intervention goal is aligned have been identified for all goals and the selected domain(s) clearly align with the goal. * The plan includes specific, feasible annual outcomes for each intervention goal that are sufficiently ambitious to help achieve each SMART intervention goal. * For each annual outcome, the plan includes a series of specific progress indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting the annual outcomes.   + All progress indicators (implementation and/or student outcome) are specific and fully aligned with the annual outcomes for each SMART intervention goal.   + All progress indicators for specified timeframes (30 days, 60 days, quarter 2 (90 days), and quarter 3) are specific and fully aligned with the annual outcomes for each SMART intervention goal. |
| 4  Exemplary | * The plan contains, in specific detail, no more than 3 SMART intervention goals in appropriate format that will be the focus for the plan. * The domain(s) to which the SMART intervention goal is aligned have been identified for all goals and the selected domain(s) clearly align with the goal. * The plan includes specific, feasible, and ambitious annual outcomes for each intervention goal to help achieve each SMART intervention goal. * For each annual outcome, the plan includes an array of specific progress indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting the annual outcomes.   + All progress indicators (implementation and/or student outcome) are meaningfully and intentionally aligned with all annual outcomes.   + All progress indicators for specified timeframes (30 days, 60 days, quarter 2 (90 days), and quarter 3) are meaningful and intentionally aligned with all annual outcomes. |

**Intervention Plan – Select Evidence-Based Strategies**

| **Level** *(Highlight recommended score)* | **Explanation** | **Scorer Comments**  *Rationale, Recommendations, and Updates*  *(NOTE: Comments are mandatory for any score less than a 3)* |
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| 0 Not Present | * The plan includes no evidence-based strategies for any SMART intervention goals.   **OR**   * The level of evidence is not provided and/or not supported by the evidence summary and evidence source/citation provided OR the evidence provided shows that the selected evidence-based strategy is not level 1, level 2, or level 3. * No evidence is provided to show that the selected evidence-based strategy fits the school context. There is no mention how the selected evidence-based strategy supports the strengths, challenges, and needs of the specific school population. * The plan includes no mention of supports (professional learning needs, staffing needs, resources needs, and structures) that align with the selected evidence-based strategy for each SMART intervention goal. |  |
| 1  Beginning | * The plan includes appropriate evidence-based strategies aligned with some SMART intervention goals. * The level of evidence is provided for some evidence-based strategies but it is not fully explained or supported by the evidence summary and evidence source/citation provided. * Incomplete evidence is provided to show that the selected evidence-based strategy fits the school context. There is an incomplete explanation as to how the selected evidence-based strategy supports the strengths, challenges, and needs of the specific school population. * The plan includes incomplete details of supports (professional learning needs, staffing needs, resources needs, and structures) that align with the selected evidence-based strategy for each SMART intervention goal. |
| 2  Developing | * The plan includes appropriate evidence-based strategies aligned with all SMART intervention goals. * The level of evidence is provided for all evidence-based strategies, but it is not fully explained or supported by the evidence summary and evidence source/citation provided. * Limited (lacking detail) evidence is provided to show that the selected evidence-based strategy fits the school context. There is limited explanation as to how the selected evidence-based strategy supports the strengths, challenges, and needs of the specific school population. * The plan includes limited details of supports (professional learning needs, staffing needs, resources needs, and structures) that align with the selected evidence-based strategy for each SMART intervention goal. |
| 3  Effective | * The plan includes appropriate evidence-based strategies aligned with all SMART intervention goals. * The level of evidence is provided for all evidence-based strategies and it is adequately explained or supported by the evidence summary and evidence source/citation provided. * Adequate evidence is provided to show that the selected evidence-based strategy fits the school context. There is adequate explanation as to how the selected evidence-based strategy supports the strengths, challenges, and needs of the specific school population. * The plan includes adequate details of supports (professional learning needs, staffing needs, resources needs, and structures) that align with the selected evidence-based strategy for each SMART intervention goal. |
| 4  Exemplary | * The plan includes appropriate evidence-based strategies aligned with all SMART intervention goals. * The level of evidence is provided for all evidence-based strategies and it is explained with a detailed and thorough explanation in the evidence summary and evidence/source citation components of the intervention plan. * Detailed and thorough evidence is provided to show that the selected evidence-based strategy fits the school context. There is a detailed and thorough explanation as to how the selected evidence-based strategy supports the strengths, challenges, and needs of the specific school population. * The plan includes thorough details of supports (professional learning needs, staffing needs, resources needed, and structures) that align with the selected evidence-based strategy for each SMART intervention goal. |

**Intervention Plan – Current Utilization of Evidence-Based Strategies**

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| **Level** *(Highlight recommended score)* | **Explanation** | **Scorer Comments**  *Rationale, Recommendations, and Updates*  *(NOTE: Comments are mandatory for any score less than a 2)* |
| 0 Not Complete | * The current utilization question and rationale are incomplete, inaccurate, and/or lack specificity. * The rationale/explanation makes no attempt to use appropriate data sources and evidence to justify why the strategy is effective and/or how the strategy will be implemented differently based on the research findings. |  |
| 1  Partially Complete | * The current utilization question and rationale are partially complete, partially accurate, and/or somewhat specific. * The rationale/explanation makes an attempt to use appropriate data sources and evidence to justify why the strategy is effective and/or how the strategy will be implemented differently based on the research findings, but the data analysis lacks some depth and/or specificity. |
| 2  Complete | * The current utilization question and rationale are fully complete, accurate, and contain sufficient details to justify the utilization of an evidence-based strategy already in use. * The rationale/explanation uses appropriate data sources and evidence to justify why the strategy is effective and/or how the strategy will be implemented differently based on the research findings. |

**Intervention Plan – Implementation Plan for Each Evidence-Based Strategy**

| **Level** *(Highlight recommended score)* | **Explanation** | **Scorer Comments**  *Rationale, Recommendations, and Updates*  *(NOTE: Comments are mandatory for any score less than a 3)* |
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| 0 Not Present | * The plan includes no action steps for any evidence-based strategy. * The plan includes no indicators of success or benchmarks for the action steps. * The plan does not include any timeline of events and procedures to be completed. * The plan does not include any responsible parties or persons involved for the action steps. |  |
| 1  Beginning | * The plan includes only few action steps for any evidence-based strategy. Action steps appear to have little alignment with evidence-based strategy and/or SMART intervention goal. * The plan includes incomplete or insufficient indicators of success or benchmarks for the action steps. * The plan includes a general timeline of events and procedures to be completed, but there is not much specificity and/or detail. * Responsible parties and persons involved are listed for a few action steps, but not many. The principal appears to be the person leading at least a majority of the action steps, but the distribution of responsibilities for plan implementation and evaluation is unclear. |
| 2  Developing | * The plan includes action steps aligned to the evidence-based strategies for a majority of SMART intervention goals, but they lack specificity and/or depth. Some, but not all, action steps are aligned with evidence-based strategy and/or SMART intervention goal. * The plan includes limited indicators of success or benchmarks for the action steps. * The plan includes a broad, but vague timeline of events and procedures to be completed. Some clear times are included that demonstrate how the school will meet progress indicators aligned with annual outcomes that then meet SMART intervention goals~~.~~ * Responsible parties and persons involved are listed for most action steps. The distribution of action steps to responsible parties is not varied, and is concentrated around only a few people within the school, including the principal. The principal is the responsible party for at least one action step. |
| 3  Effective | * The plan includes detailed, specific action steps aligned to the evidence-based strategies for all SMART intervention goals. All action steps are aligned with evidence-based strategy and/or SMART intervention goal. * The plan includes adequate indicators of success or benchmarks for the action steps. * The plan includes a timeline of events and procedures to be completed. The plan provides evidence of clear times that show how the school will meet progress indicators aligned with annual outcomes that then meet SMART intervention goals. * Responsible parties and persons involved are listed for all action steps. The distribution of action steps to responsible parties is varied, but still somewhat concentrated around a few people and/or groups. The principal is not the only responsible party for any action step. |
| 4  Exemplary  4  Exemplary  (cont’d) | * The plan includes a comprehensive series of detailed, specific, and ambitious action steps aligned to the evidence-based strategies for each intervention goal. All action steps are intentionally aligned with and provide a logical scaffolding to reach each SMART intervention goal. * The plan includes detailed and thorough indicators of success or benchmarks for the action steps. * The plan includes a detailed, comprehensive timeline of events and procedures to be completed. The plan provides detailed, comprehensive evidence of clear times that show how the school will meet progress indicators aligned with annual outcomes that then meet SMART intervention goals. * Responsible parties and persons involved are listed for each action step. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups. |

**Intervention Plan – Budget Narrative**

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| **Level** *(Highlight recommended score)* | **Explanation** | **Scorer Comments**  *Rationale, Recommendations, and Updates*  *(NOTE: Comments are mandatory for any score less than a 2)* |
| 0 Not Complete | The budget narrative is incomplete, inaccurate, lacks details, contains unallowable expenses, and/or is not aligned with the selected evidence-based strategies. |  |
| 1  Partially Complete | The budget narrative is partially complete, partially accurate, partially aligned with the selected evidence-based strategies and/or does not contain sufficient details for proposed expenditures. |
| 2  Complete | The budget narrative is fully complete, accurate, aligned with the selected evidence-based strategies, and contains sufficient details to justify the proposed expenditures. |

**Intervention Plan – Attestation**

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| **Level** *(Highlight recommended score)* | **Explanation** | **Scorer Comments**  *Rationale, Recommendations, and Updates*  *(NOTE: Comments are mandatory for any score less than a 2)* |
| 0 Not Complete | The attestation is incomplete or inaccurate. This includes the school and LSS signatures. |  |
| 1  Partially Complete | The attestation is partially complete or partially accurate. This includes the school or LSS signatures. |  |
| 2  Complete | The attestation is fully complete and accurate. |  |

**Intervention Plan Review Summary**

\_\_\_\_\_\_\_\_ The Comprehensive Support and Improvement (CSI) Intervention Plan for 2019-2020 is recommended for approval.

\_\_\_\_\_\_\_\_ The Comprehensive Support and Improvement (CSI) Intervention Plan for 2019-2020 needs further revisions prior to approval. The scorer comments in each section summarize the revisions needed for approval.