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| **Needs Assessment** | | |
| **Areas of Improvement** | **Criteria**  ***Standards for this Performance*** | **Evidence of Meeting or Exceeding Standards** |
|  | **A Needs Assessment has been completed, with data gathered in the following areas:**   * ***Student Achievement and Growth*** * ***Student Attendance, Discipline, Demographic and Retention*** * ***Teacher Recruitment, Retention, and Attendance*** * ***Perception (e.g., TWC, culture/climate)*** |  |
|  | **Data in the following areas has been analyzed with conclusions drawn and areas of need identified:**   * ***Student Achievement and Growth*** * ***Student Attendance, Discipline, Demographic and Retention*** * ***Teacher Recruitment, Retention, and Attendance*** * ***Perception (e.g., TWC, culture/climate)*** |  |
|  | **A Root Cause analysis has been completed to support data analysis, conclusions, and targeted areas of support within an identified need.** |  |
| **SIP Goals** | | |
| **Areas of Improvement** | **Criteria**  ***Standards for this Performance*** | **Evidence of Meeting or Exceeding Standards** |
|  | **Goals address areas of need identified in the Needs Assessment.** |  |
|  | **Goals are measurable and may or may not contain other SMART characteristics** |  |
|  | **Performance measures are in place to monitor progress towards achievement of each goal** |  |
| **Prioritization** | | |
| **Areas of Improvement** | **Criteria**  ***Standards for this Performance*** | **Evidence of Meeting or Exceeding Standards** |
|  | **Indicator target dates demonstrate only 3-6 indicators that are prioritized for work during any given school year.** |  |
|  | **Action steps for a selected indicator demonstrate incremental progress throughout the year by having target dates spread throughout the school year instead of clustered at the end of the year.** |  |
| **Indicator: Assess**  *Complete this section for each indicator you have prioritized for work during the current school year.* | | |
| **Areas of Improvement** | **Criteria**  ***Standards for this Performance*** | **Evidence of Meeting or Exceeding Standards** |
|  | **The initial assessment narrative for each chosen indicator contains a realistic and accurate overview of what is already in place to support full implementation of the indicator.** |  |
|  | **The initial assessment narrative for each chosen indicator does not include action steps or descriptions of what needs to be done.** |  |
| **Indicator: Create**  *Complete this section for each indicator you have prioritized for work during the current school year.* | | |
| **Areas of Improvement** | **Criteria**  ***Standards for this Performance*** | **Evidence of Meeting or Exceeding Standards** |
|  | **Each indicator’s *How it Will Look When Fully Met* narrative describes a well-articulated vision of what the school will be doing when the indicator is at Full Implementation. When appropriate, the narrative includes both adult and student behaviors one would expect to see at Full Implementation. The narrative does not contain action steps or goals.** |  |
|  | **Each indicator’s *How it Will Look When Fully Met* narrative describes the information you will use to determine that the objective has reached full implementation, including data, resources, and other evidence.** |  |
|  | **Action steps for each indicator support, and are fully aligned with, the narrative in the *How It Will Look When Fully Met* box.** |  |
|  | **Action steps are discrete and do not contain multiple actions within one action step.** |  |
| **Distributed Leadership** | | |
| **Areas of Improvement** | **Criteria**  ***Standards for this Performance*** | **Evidence of Meeting or Exceeding Standards** |
|  | **Assignment of indicators for monitoring by the members of the School Improvement Team is shared so that no team member is responsible for monitoring most indicators.** |  |
|  | **Assignment of action steps for completion is spread out among members of the School Improvement Team as well as school staff not on the School Improvement Team.** |  |
| **FOR RESTART SCHOOLS ONLY - Restart Flexibility Use** | | |
| **Areas of Improvement** | **Criteria**  ***Standards for this Performance*** | **Evidence of Meeting or Exceeding Standards** |
|  | **Use of each Restart Flexibility is captured as an action step under the appropriate indicator in NCStar.** |  |
|  | **Each action step describing the use of Restart flexibility describes the flexibility and what it is specifically used for (e.g., Use Budget flexibility to…)** |  |