San Diego Unified SCHOOL DISTRICT

Financial Planning and Development
Financial Planning, Monitoring and Accountability

APPENDIX E - SINGLE PLAN FOR STUDENT ACHIEVEMENT
ASSESSMENT AND EVALUATION SURVEY

SCHOOL NAME: _____

Type or Print

Please keep these surveys in your SSC binder for FPM documentation.

1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					OBSERVATIONS
1. Does the school have clearly articulated strategies/activities for maximizing instructional time?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Does the school have a pacing guide for each grade level in order for all teachers to know when standards are expected to be addressed and in what order?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Does the school have a comprehensive assessment system in language arts and mathematics (including entry-level screening, diagnostic, and summative assessments)?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. Do teachers and principals regularly analyze and discuss these data to make decisions regarding student placement, student progress, effectiveness of instruction, and intervention?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

5. Based on the needs analysis grade level(s), which content area(s) were targeted as needing improvement?
    a. Math   b. English Language Arts (ELA)   c. Science
    d. Social Studies   e. English Language Development (ELD

6. Which English Language Arts/Math strategies/activities supported by categorical programs address targeted subgroups or grade levels? (Circle Subject)

After School Intervention ELA/M/ELD	Saturday Intervention ELA/M/ELD	During the day intervention (push-in, learning labs, etc.) ELA/M/ELD
Professional Development ELA/M/ELD	Conference Attendance ELA/M/ELD	CSR ELA/M/ELD
Technology ELA/M/ELD	Contract Services ELA/M/ELD	Supplemental materials ELA/M/ELD
Software Licenses (Accel.Reader, Read 180,LEXIA, BURST, etc.) ELA/M/ELD	Other_____ ELA/M/ELD	
Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.)		ELA/M/ELD
Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)		ELA/M/ELD

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1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME) - CONTINUED

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7. What were the results/data findings (curriculum bases assessments, student work, report cards, etc) for strategies/activities supported by categorical programs or each goal?

   a. English Language Arts –

   b. Math –

   c. English Language Development –

   d. Graduation Rate –

   e. Parent Involvement -

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8. If there was no improvement or only partial improvement what are the possible underlying causes?

   a. Lack of timely implementation   b. Limited or ineffective PD to support implementation   c. Not implemented with fidelity
   d. Not matched to students' needs   e. Student attendance   f. Need more time
   g. Limited support personnel   h. Other _____

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9. Based on the analysis of the impact of the strategies/activities on student achievement, which strategies will be modified or eliminated next year?

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2. FOCUS AREA (CLOSING THE ACHIEVEMENT GAP)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					OBSERVATIONS
1. Does the school have clearly articulated measurable goals for improvement in student achievement?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Does the school have clearly articulated strategies/activities for closing the achievement gap?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Is the school supplementing these programs appropriately based on program gaps and student needs?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. Does the school provide adequate support to English learners in both learning English and gaining access to content?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. Do students with disabilities receive appropriate accommodations and modifications?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
6. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

7. Based on the comprehensive needs analysis, which subgroup(s) were targeted as needing improvement?

a. English Learners   b. Students with Disabilities (SWD)   c. Socio-economically Disadvantaged

d. Hispanic   e. African American   f. Other _____

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3. FOCUS AREA (PROFESSIONAL DEVELOPMENT)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					OBSERVATIONS
1. Does the school have clearly articulated measurable goals for professional development?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Does the school provide instructional assistance and support to teachers of language arts and mathematics?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. To what extent is the school implementing Professional Learning Communities (PLCs)?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. How well are we using data to determine professional development for staff?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?						
6. What types of professional development has staff attended?						
7. What is the impact/effect of our professional development program?						
8. How are collective and individual decisions regarding professional development determined?						
9. How is implementation of professional development monitored?						

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4. FOCUS AREA (GRADUATION/PROMOTION)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated measurable goals for graduation/promotion?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Is there evidence to determine that the curriculum is clearly linked to the Core and other standards for student learning for promotion?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Is data used to inform curriculum, instruction, and assessment decisions to meet promotion or graduation standards?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. Is the staff focused on supporting and challenging all students to meet promotion and graduation goals?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners for promotion and/or graduation goals?

6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?

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5. FOCUS AREA (PARENT ENGAGEMENT)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated goals for parent engagement?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Are families and community members involved in school decisions?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Does the school regularly communicate to families who speak languages other than English?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. What types of services are available to support families, community members, and students to encourage healthy family relationships?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

5. What evidence exists that families and community members are involved in meaningful activities that support students' learning? Which parents and community members are involved? What trends and patterns do we observe?

6. What types of community partnerships exist to support families and students?