

**Program Quality Review (PQR)
Focus School Intervention Plan**

School Data					
LEA Code		LEA Name		Date of Review	
School Code		Name of Focus School		Principal Name	
Percent Poverty		Year of Plan		Teacher FTEs	
Title I Allotment		GAP ID: Subgroup		Paras/Others FTEs	

Feedback	
Commendations:	
Concerns:	
Recommendations:	

I. Stakeholder Consultation: Has the written plan been developed and communicated with all stakeholders to support effective implementation?		
Quality Requirement	Quality Indicators	Comments
School plan was developed in consultation with parents and other stakeholders including teachers, principals, administrators and community representatives. (If this is a secondary school, then students are included in the consultation). [SEC. 1114(b)(2)(B)(ii)]	<p>How are decisions made regarding program activities and the use of Title I funds?</p> <ul style="list-style-type: none"> Agendas/Minutes of meetings (e.g., parents, community, school improvement team, etc.) Sign-in sheets 	
The LEA disseminates the annual report card and [SEC. 1114(b)(2)(B)(iv)]	<p>What methods are used to disseminate the annual report card to parents? (samples)</p> <ul style="list-style-type: none"> Cover letter Newspaper Newsletter Website Automated messaging 	
The Focus school plan is available to the LEA, parents, and the public. [SEC. 1114(b)(2)(B)(iv)]	<p>How are parents and the public made aware of plans to use Title I funds to improve overall school reform efforts?</p> <ul style="list-style-type: none"> Annual Report Cards Public notices Communication to parents Evidence of the annual meeting 	
Focus School plan is reviewed each year and revised as necessary with the approval of the LEA annually by November 1. [SEC. 1114(b)(2)(B)(iii)]	<p>What process ensures that the Focus school plan reflects current needs and plans to address those needs?</p> <ul style="list-style-type: none"> School Improvement Plan List of school improvement team members Minutes of meetings 	
II. Focus School Plan: The Focus School plan is a comprehensive school plan that demonstrates the most likelihood for increasing the academic performance for under-performing student subgroups?		
Quality Requirement	Quality Indicators	Comments
School conducts comprehensive needs	What process ensures that needs	

<p>assessment including achievement of children related to State academic content standards and the State student academic achievement standards. [SEC. 1114(b)(1)(A)]</p>	<p>assessment information is collected, analyzed, and synthesized to communicate needs into effective plans?</p> <ul style="list-style-type: none"> • School data (e.g., narratives, charts, graphs) from multiple sources • Agendas/minutes of meetings • School Plan 	
<p>Focus School reform strategies: 1) use effective methods and instructional strategies that are based on scientifically based research and reflective of evidence-based best practices that are aligned to overall school improvement efforts within the Title I school program; 2) provide services that are not limited to low-income students nor subject to the per pupil cap, thereby increasing opportunities for all children to meet the State’s proficient and advance levels of student academic achievement; and 3) include strategies to address the needs of all children particularly the lowest achieving and how those needs will be met. [SEC. 1114(b)(1)(B)(i)]; [SEC. 1114(b)(1)(B)(ii)] [SEC. 1114(b)(1)(B)(iii)]</p>	<p>What interventions/activities are offered to meet the needs of low-achieving children? Or are they programs? How are high-achieving children challenged to meet academic growth measures? What benchmark measures ensure that instruction demonstrates learning for all students?</p> <ul style="list-style-type: none"> • Teacher schedules • Evidence of extended learning opportunities • Sample lesson plans • Student Personal Education Plans • Benchmark data 	
<p>Instruction is provided to students by a highly qualified staff. [SEC. 1114(b)(1)(C)]</p>	<p>Are all students being instructed by highly-qualified staff?</p> <ul style="list-style-type: none"> • Principal Attestation Statement • Human resources reports • Notification to parents of non-HQ issues 	
<p>High-quality ongoing professional development is provided to all staff. [SEC. 1114(b)(1)(D)]</p>	<p>How does the school decide what professional development activities will be offered? Is professional development aligned to the results of the needs assessment? What kind of high-quality, ongoing ,</p>	

	<p>differentiated professional development activities are planned or have been provided to the staff which will assist schools with subgroup gaps.</p> <ul style="list-style-type: none"> • Professional development plans • Agendas/Minutes of meetings (planning and implementation) • Sign-In Sheets • Mentor/Lead teacher schedules 	
School engages in strategies to attract high-quality highly-qualified teachers. [SEC. 1114(b)(1)(E)]	<p>What does the school do to recruit high-quality teachers? How are highly-effective teachers rewarded?</p> <ul style="list-style-type: none"> • School Improvement Plan • Records of recruitment activities 	
School engages in strategies to increase parental involvement [SEC. 1114(b)(1)(F)]	<p>How are parents involved in school activities to enable them to make decisions about their child's education? Are parents included that represent the school's student population (i.e., subgroups)?</p> <ul style="list-style-type: none"> • Parent involvement plan • Parent compacts • Parent notifications/newsletters • Agendas/minutes from annual meeting • Communication for non-English speakers • Parent training sessions 	
School implements plans for assisting preschool children in transition for local elementary school programs. [SEC. 1114(b)(1)(G)]	<p>What activities engage teachers, students, and families in transitioning students into school and grade to grade?</p> <ul style="list-style-type: none"> • School Improvement Plan • Evidence of transition activities 	
School implements measures to include teachers in the decisions regarding the use of	Do teachers participate in high-quality staff development that demonstrates how to	

<p>academic assessments to improve student achievement and the instructional program of the school. [SEC. 1114(b)(1)(H)]</p>	<p>use data to drive instruction? How is academic assessment data used to monitor the effectiveness of interventions?</p> <ul style="list-style-type: none"> • Grade level meeting agendas/minutes • Professional development agendas, sample materials, sign-in sheets • Formative assessment • Benchmark data • Sample lesson plans 	
<p>Activities that are provided to students with difficulty mastering standards is effective, timely, and based on sufficient information. [SEC. 1114(b)(1)(I)]</p>	<p>How are decisions made about meeting individual student needs? What assessments are used to ensure students are making sufficient progress?</p> <ul style="list-style-type: none"> • Personal Education Plans • Sample student assessments 	
<p>School effectively coordinates and integrates available resources provided with Federal, State, and local funds. [SEC. 1114(b)(1)(J)]</p>	<p>What other funds are utilized to support school reform efforts? How are decisions made to ensure effective coordination of all school resources?</p> <ul style="list-style-type: none"> • School Improvement Plans • Budgets • School Improvement Team minutes 	
<p>The LEA has established a process to ensure the implementation of interventions of its Focus schools.</p>	<p>How does the LEA provide support and oversight in the implementation of interventions in its Focus schools?</p> <ul style="list-style-type: none"> • Sample walk-through forms • Specialized leadership training • Professional development support • Professional learning communities (PLC) oversight 	