

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger District	® Recommended District Trigger	* Required Trigger School	® Recommended School Trigger
College and Career Readiness	Early Warning System	1. How are you identifying students that are at-risk of dropping out?	Text	Optional	Optional	Optional	Optional
College and Career Readiness	Early Warning System	2. How many students are identified as at-risk for dropping out in grades 6-12? How many of those identified as at-risk of dropping out have a success plan?	Number	Optional	Optional	Optional	Optional
College and Career Readiness	Early Warning System	3. Based on the number of students who dropped out last year, what does your data indicate about the effectiveness of your efforts to keep students from dropping out?	Text	Optional	Optional	Optional	Optional
College and Career Readiness	Graduation	6. How many students, grades 9-12, are not on-track to graduate?	Number	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%
College and Career Readiness	Graduation	7. What data are used to determine if students are not on track for graduation?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%
College and Career Readiness	Graduation	8. How are external partnerships utilized to improve student post high school outcomes and college and career readiness?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%
College and Career Readiness	Graduation	9. Which graduation pathway(s) are most utilized by your students? What barriers are there for students to have access to additional pathways?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%
College and Career Readiness	Graduation	10. What evidence demonstrates that your Business Advisory Council helps to improve student graduation and post-high school outcomes?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%
College and Career Readiness	Post-secondary	13. What does your data indicate about success in ensuring all students are able to transition from high school to successful post-graduation outcomes?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%
College and Career Readiness	Post-Secondary	14. What data do you use to analyze if your marketing of career and technical education programs and access to post-secondary coursework is reaching all students?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%

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College and Career Readiness	Post-secondary	15. What does your data indicate about post-graduation outcomes (military, college/trade school, employed, Opportunities for Ohioans with Disabilities) for students with disabilities?	Text	Intensive Districts +	Moderate D/F	N/A	N/A
College and Career Readiness	Career Connections	18. In analyzing your career advising support to students, which supports are most effective for specified populations?	Text	Optional	Optional	Optional	Optional
Community/Family Engagement	Engagement	1. What data is used to evaluate family engagement activities?	Text	Intensive	Moderate D/F	Priority	Focus
Community/Family Engagement	Engagement	2. What does your data indicate about the successes and opportunities to improve the current family engagement activities for all families (English learners, homeless, foster, etc.)?	Text	Intensive	Moderate D/F	Priority	Focus
Community/Family Engagement	Engagement	3. What data is used to evaluate community and partner engagement activities?	Text	Intensive	Moderate D/F	Priority	Focus
Community/Family Engagement	Engagement	4. What does your data indicate about the successes and opportunities to improve the current community and partner engagement activities?	Text	Intensive	Moderate D/F	Priority	Focus
Community/Family Engagement	Engagement	5. How do you know that all activities are accessible to all staff and students including early childhood?	Text	Intensive	Moderate D/F	Priority	Focus
Community/Family Engagement	Engagement	6. Based on data, how effectively is your transition information (such as middle/high school course offerings, dual high school/college enrollment, career and technical center enrollment, community work experience, agencies and services) provided to students with disabilities in a culturally and linguistically appropriate way? preschool to school age? effective at age 14? after age 14?	Text (multipart)	Intensive Districts +	Moderate D/F	Priority and Focus for SWD	Optional
Community/Family Engagement	Engagement	7. What does your data indicate about the successes and opportunities to improve the current family engagement activities in the transition planning process for students with disabilities beginning with early intervention to preschool and preschool to school age through 21st birthday?	Text	Intensive Districts +	Moderate D/F	Priority and Focus for SWD	Optional
Curriculum, Instruction and Assessment	English Language Arts	1. In what area(s) of reading achievement are your students not proficient? PK-3? 4-12? Data sources may include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8, ELA I and II), the language and literacy portion of the Kindergarten Readiness Assessment, reading diagnostic assessments (required for grades K-3 under the Third Grade Reading Guarantee), the Early Learning Assessment and screeners.	Text (multipart)	Appendix A All students ELA	Intensive Districts	Appendix A All students ELA	Optional

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Curriculum, Instruction and Assessment	English Language Arts	2. What diagnostic assessment and score/percentile does your district use to determine the on-track/not on-track status of K-3 students?	Text	Not meeting ELA target on SPP	Intensive Districts	Priority	Optional
Curriculum, Instruction and Assessment	English Language Arts	3. How does your reading achievement data for students with disabilities demonstrate mastery of content received in the general education classroom?	Text	Not meeting ELA target on SPP	Intensive Districts	Priority	Optional
Curriculum, Instruction and Assessment	English Language Arts	4. What data or trends demonstrate that your evidence-based literacy strategies are effective? Describe the evidence-based strategies used to meet specific learner needs and improve instruction.	Text	Optional	Optional	Optional	Optional
Curriculum, Instruction and Assessment	English Language Arts	5. What does your data indicate about implementation of your identified evidence-based practices?	Text	Optional	Optional	Optional	Optional
Curriculum, Instruction and Assessment	English Language Arts	6. Explain how adult implementation data was used to inform ongoing implementation and improvement.	Text	Optional	Optional	Optional	Optional
Curriculum, Instruction and Assessment	English Language Arts	7. Based on this data, what areas of literacy or grade levels need additional assistance to ensure complete fidelity of implementation?	Text	Optional	Optional	Optional	Optional
Curriculum, Instruction and Assessment	Mathematics	10. In what area(s) of mathematics achievement are your students struggling or showing significant growth? PK-3? 4-12?	Text (multipart)	Appendix A All students ELA	Intensive Districts	Appendix A All students ELA	Optional
Curriculum, Instruction and Assessment	Mathematics	11. In what area(s) of mathematics achievement are your students with disabilities struggling or showing significant growth? PK-3? 4-12?	Text	Not meeting Mathematics target on SPP	Intensive Districts	Priority	Optional
Curriculum, Instruction and Assessment	Mathematics	12. What discrepancies exist between your mathematics diagnostic tools and student learning outcomes?	Text	Not meeting Mathematics target on SPP	Intensive Districts	Priority	Optional
Curriculum, Instruction and Assessment	Mathematics	13. How does your mathematics achievement data for students with disabilities demonstrate mastery of content received in the general education classroom?	Text	Not meeting Mathematics target on SPP	Intensive Districts	Priority	Optional
Curriculum, Instruction and Assessment	Mathematics	14. What data or trends prove that your evidence-based mathematics strategies are effective? Describe the evidence-based strategies used to meet specific learner needs and improve instruction.	Text	Optional	Optional	Optional	Optional
Curriculum, Instruction and Assessment	Mathematics	15. What does your data indicate about implementation of your identified evidence-based practices?	Text	Optional	Optional	Optional	Optional

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Curriculum, Instruction and Assessment	Mathematics	16. Explain how the adult implementation data was used to inform ongoing implementation and improvement.	Text	Optional	Optional	Optional	Optional
Curriculum, Instruction and Assessment	Mathematics	17. Based on this data, what areas of mathematics or grade levels need additional assistance to ensure complete fidelity of implementation?	Text	Optional	Optional	Optional	Optional
Curriculum, Instruction and Assessment	Instruction	20. Enter Multi-Tiered System of Support (MTSS): Tier 1 only schools: Total number of MTSS Tier 1 only schools ____ Number of schools ___ Grades PK-6 ___ Grades 7-12 ____	Number	Intensive Districts +	Moderate D/F	N/A	N/A
Curriculum, Instruction and Assessment	Instruction	21. Enter Multi-Tiered System of Support (MTSS) Tier 1 and 2 only schools ____ Number of schools ___ Grades PK-6 ___ Grades 7-12 ____	Number	Intensive Districts +	Moderate D/F	N/A	N/A
Curriculum, Instruction and Assessment	Instruction	22. Enter Multi-Tiered System of Support (MTSS) Tier 1 and 2 and 3 schools ____ Number of schools ___ Grades PK-6 ___ Grades 7-12 ____	Number	Intensive Districts +	Moderate D/F	N/A	N/A
Curriculum, Instruction and Assessment	Instruction	23. Enter Multi-Tiered System of Support (MTSS) not implementing schools ____ Number of schools ___ Grades PK-6 ___ Grades 7-12 ____	Number	Intensive Districts +	Moderate D/F	N/A	N/A
Curriculum, Instruction and Assessment	Instruction	24. Based on the data collected, what barriers keep schools from implementing MTSS at all three levels?	Text	Intensive Districts +	Moderate D/F	N/A	N/A
Curriculum, Instruction and Assessment	Instruction	25. What impact has the fidelity of MTSS implementation had on student achievement?	Text	Intensive Districts +	Moderate D/F	N/A	N/A
Curriculum, Instruction and Assessment	Instruction	26. How does the district/building monitor effective instructional strategies and methods to assure strong academic learning programs are implemented and quality instructional time is maximized?	Text	All districts with Title I Schoolwide buildings			
Curriculum, Instruction and Assessment	Instruction	27. What does the district/building provide as an enriched and accelerated curriculum to enrich and accelerate learning?	Text	All districts with Title I Schoolwide buildings			
Curriculum, Instruction and Assessment	Instruction	28. How could the district/building improve curriculum and instruction to provide well-rounded educational opportunities for all students?	Text	All districts with Title I Schoolwide buildings	Optional	All Title I Schoolwide Buildings	Optional

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Curriculum, Instruction and Assessment	Standards Alignment	31. What evidence is used to ensure that all curriculum for all instructional areas and all grade levels (PK-12) is aligned with the learning standards?	Text	Text	Text	Text	Text
Curriculum, Instruction and Assessment	Standards Alignment	32. How are professional development opportunities determined and evaluated to ensure they meet the needs of teachers to implement adopted standards aligned curriculum?	Text	Optional	Optional	Optional	Optional
Curriculum, Instruction and Assessment	Special Populations - Students with Disabilities	35. What data speaks to how students' needs identified through the Evaluation Team Report and Individualized Education Program goals are being monitored and improved?	Text	Intensive Districts +	Moderate D/F	N/A	N/A
Curriculum, Instruction and Assessment	Special Populations - Students with Disabilities	36. What does your internal monitoring data indicate about alignment of student needs identified in the Evaluation Team Report with Individualized Education Program goals?	Text	Intensive Districts +	Moderate D/F	N/A	N/A
Curriculum, Instruction and Assessment	Special Populations - Students with Disabilities	37. How does that data inform your support and services for students with disabilities?	Text	Intensive Districts +	Moderate D/F	Priority and Focus for SWD	Optional
Curriculum, Instruction and Assessment	Special populations - English Learners	40. How do you evaluate that the language assistance program(s) you provide are educationally sound and proven successful?	Text	25 students or 2% of student population (EL)	Optional	25 students or 2% of student population English Learners (EL)	Optional
Curriculum, Instruction and Assessment	Special populations - English Learners	41. How do you maintain and ensure meaningful and effective communication with English learner families?	Text	25 students or 2% of student population (EL)	Optional	25 students or 2% of student population English Learners (EL)	Optional
Curriculum, Instruction and Assessment	Special populations - English Learners	42. How do you address and meet the school readiness needs and continued academic needs, in partnership with local providers and partners, of pre-school and school age English learners?	Text	25 students or 2% of student population (EL)	Optional	25 students or 2% of student population English Learners (EL)	Optional
Curriculum, Instruction and Assessment	Special populations - English Learners	43. What does your data indicate about the effectiveness of the academic supports that are in place to ensure English learners are making progress?	Text	25 students or 2% of student population (EL)	Optional	25 students or 2% of student population English Learners (EL)	Optional

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Curriculum, Instruction and Assessment	Special populations - Homeless	46. How is your district working with your local county and community agencies (for example Continuum of Care) in order to create and carry out strategies that ensure educational stability for students, youth and families experiencing homelessness?	Text	5 or more student identified as homeless	Optional	5 or more student identified as homeless	Optional
Curriculum, Instruction and Assessment	Special populations - Homeless	47. How do you evaluate your effectiveness to connect students experiencing homelessness to the school community (including being in contact with stable adult role models and fully participating in in-school and extracurricular activities)?	Text	5 or more student identified as homeless	Optional	5 or more student identified as homeless	Optional
Curriculum, Instruction and Assessment	Special populations - Foster Care	50. How do you evaluate your effectiveness to connect students in foster care to the school community (including being in contact with stable adult role models and fully participating in in-school and extracurricular activities)?	Text	25 students or 2% of student population (Foster Care)	Optional	25 students or 2% of student population (Foster Care)	Optional
Curriculum, Instruction and Assessment	Special populations - Foster Care	51. How is your district working with your local county child welfare agency in order to create and carry out procedures that ensure the educational stability of youth in foster care?	Text	25 students or 2% of student population (Foster Care)	Optional	25 students or 2% of student population (Foster Care)	Optional
Curriculum, Instruction and Assessment	Special populations - Neglected and Delinquent	54. What percentage of students enrolled in district neglected and delinquent programs demonstrated an increase in academic performance?	Number	Title I D and N Districts	Optional	Optional	Optional
Curriculum, Instruction and Assessment	Special populations - Neglected and Delinquent	55. What percentage of eligible students enrolled in district neglected and delinquent programs attained a high school diploma or career recognized credentials?	Number	Title I D and N Districts	Optional	Optional	Optional
Curriculum, Instruction and Assessment	Special populations - Neglected and Delinquent	56. Based on these results, what barriers need to be addressed to support the academic progress and post-graduation opportunities for students enrolled in neglected and delinquent programs? What transitional services are provided to students to and from neglected and delinquent programs?	Text (multipart)	Optional	Optional	Optional	Optional
Curriculum, Instruction and Assessment	Special populations - Military	59. How do you support the community, health and social services needs of PK-12 students and their military families?	Text	25 students or 2% of student population (Military Families)	Optional	25 students or 2% of student population (Military Families)	Optional

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Curriculum, Instruction and Assessment	Special populations - Military	60. How do you evaluate the effectiveness of the supports provided to military families and students in meeting the community, health and social service needs?	Text	25 students or 2% of student population (Military Families)	Optional	25 students or 2% of student population (Military Families)	Optional
Curriculum, Instruction and Assessment	Special populations - Military	61. How do you address and meet the school readiness needs and continued academic needs, in partnership with local providers and partners, of pre-school and school age children in military families?	Text	25 students or 2% of student population (Military Families)	Optional	25 students or 2% of student population (Military Families)	Optional
Curriculum, Instruction and Assessment	Special populations - Military	62. How do you evaluate the effectiveness of the supports provided to military families and students in meeting and addressing school readiness needs and continued academic needs?	Text	25 students or 2% of student population (Military Families)	Optional	25 students or 2% of student population (Military Families)	Optional

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Fiscal Management	Internal Controls	<p>1. The District has a system of internal controls designed in accordance with Uniform Guidance 2 CFR 200.303 Internal Controls and Standards for Internal Controls in the Federal Government to ensure the District has established, maintained, and managed internal controls over Federal Awards. The system should include the following:</p> <ul style="list-style-type: none"> •Monitors how the entity effectively manages the federal grants/awards. •Ensures compliance with Federal statues, regulations, and grant terms and conditions. •Ensures written policies and procedures implemented by the agency are being followed. •Ensures prompt actions are taken for all audit or grant review findings (i.e. establishes corrective actions to be taken by the entity; and follow-ups to ensure implementation by identified deadline). •Establishes safeguards to protect sensitive and personal identifiable information. •Ensures communication with all levels within the District including board members, stakeholders, ODE, etc. <p>If it is determined your entity needs more assistance in this area, the Department has also provided districts and organizations with a voluntary self-evaluation tool to assist in establishing, reviewing and maintaining an effective internal control infrastructure. Internal Control Self-Assessment Questionnaire Tool Instructions</p>	Yes/No	Optional	Optional	N/A	N/A

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Fiscal Management	Financial Management	<p>4. As required by Uniform Guidance 2 CFR 200.302 Financial Management, entity's must expend and account for Federal funding in accordance with federal regulations to ensure required reporting is met and expenses incurred are allowable in accordance with the regulations of the grant(s). As outlined by Section (a) and (b) (1) – (7) of this section, does the entity's financial management system provide for the following:</p> <ul style="list-style-type: none"> -Identification, in its accounts, all Federal awards received and expended and the Federal programs under which they were received. Includes, as applicable, the CFDA title and number, Federal award identification number and year, name of the Federal agency, and name of the pass-through entity, if any. -Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements (Includes compliance with applicable Federal requirements and performance expectations). -Records that identify adequately the source and application of funds for federally-funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation. - Comparison of expenditures with budget amounts for each Federal award. - Written procedures for determining the allowability of costs in accordance with Subpart E - Cost Principles and the terms and conditions of each Federal award. - Written procedures for record retention in accordance with 2 CFR 200.333. 	Yes/No	Optional	Optional	N/A	N/A

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Fiscal Management	Budgeting	<p>7. Procedures are in place to cover the budgeting process taken by the District (reference: Ohio Department of Education - Grants Management - Interactive Grants Manual) and encompass the following:</p> <ul style="list-style-type: none"> - Appropriate allocation of available resources that consider both the operations and the educational aspects of the funding sources; including federal and state requirements associated with the funding. -Budget of allocated amounts consider goals to be met; impact of any budget changes and communication between program and fiscal staff related to budget changes/revisions; methods used to allocate budgeted resources at the buildings and departments level by grant; and all funding sources are clearly accounted for. -Incorporate the requirements for budgeting and maintaining required documentation for grant expenditures (reference Budgeting Expenses and Required Support Documentation). - Establishes the Substantially Approved Date (SAD) to ensure no funds are obligated prior for both the original budget and any subsequent revised budget(s). - Procedures to monitor budget with obligations made and payments issued (within period of availability and benefit grant). - Any required budget revisions follow the Grants Management Budget Revision Guidance 2015-005. - As defined by Uniform Guidance 2 CFR 200.302 Financial Management, the District is required to have a “comparison of 	Yes/No	Optional	Optional	N/A	N/A

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Fiscal Management	Procurement	<p>10. The District implemented policies and procedures to ensure compliance with Uniform Guidance Procurement Standards as outlined by the following: 2 CFR 200.318 General Procurement Standards - The non-Federal entity must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurement conforms to applicable Federal law and the standards identified in this section. In addition, the Non-Federal entities must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders; maintain written Standards of Conduct covering conflict of interest and ensure requirements for the Suspension and Debarment are implemented (2 CFR 200.213).</p> <p>2 CFR 200.320 Methods of Procurement Standards - the non-Federal entity must follow the methods of procurement identified within the regulation (micro-purchases, small purchase procedures, sealed bids, competitive proposals, and noncompetitive proposals).</p>	Yes/No	Optional	Optional	N/A	N/A
Leadership/ Administration/ Governance	Shared Leadership	1. What structures do you have in place to ensure all stakeholder voices are included in school/district leadership teams (examples: parents, community, business, certified staff, noncertified staff)? What stakeholder voices are missing?	Text (multipart)	Intensive Districts, Title I SW and Targeted	Optional	Priority	Optional
Leadership/ Administration/ Governance	Shared Leadership	2. How are early childhood professionals and leadership included within your team structures?	Text	Intensive Districts	Optional	Priority	Optional
Leadership/ Administration/ Governance	Shared Leadership	3. What does your implementation data indicate about how effectively your leadership teams communicate with each other (both up and down) and to stakeholder groups?	Text	Intensive Districts	Optional	Priority	Optional
Leadership/ Administration/ Governance	Shared Leadership	4. How do instructional teams focus improvement efforts on strategies for improving teaching and learning?	Text	Intensive Districts	Optional	Priority	Optional
Operations	Child Nutrition	1. What role does your child nutrition office play in leadership teams?	Text	Optional	Optional	Optional	Optional
Operations	Child Nutrition	2. If you are implementing a breakfast program, what percentage of students are utilizing the program?	Text	Optional	Optional	Optional	Optional

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Operations	Child Nutrition	3. What barriers exist for students to participate in a school breakfast program? If not implementing a breakfast program, what barriers exist in implementing a school breakfast program?	Text	Optional	Optional	Optional	Optional
Operations	Child Nutrition	4. How are you analyzing the quality of the food being served to students and improving students' access to free fruit and vegetables?	Text	Optional	Optional	Optional	Optional
Operations	Transportation	7. When determining transportation routes and staffing, how is efficiency analyzed? Consider number of buses running, number of children on buses and route designs.	Text	Optional	Optional	N/A	N/A
Operations	Transportation	8. What data are you looking at when determining your transportation human capital needs?	Text	Optional	Optional	N/A	N/A
Professional Capital	Educator Equity	1. What factors (such as seniority, education, student population, certification) do you use to determine the best placement for teachers and administrative staff?	Text	LEA	Optional	N/A	N/A
Professional Capital	Educator Equity	2. How does your academic data support your current staffing placement structures?	Text	LEA	Optional	N/A	N/A
Professional Capital	Educator Equity	3. Using data, how do you determine professional development needs? What are your identified gaps in professional development?	Text	All districts with Title I Schoolwide buildings	Optional	All Title I Schoolwide Buildings	Optional
Professional Capital	Educator Recruitment and Hiring	6. What types of positions (subject, grades, school location, special positions) are left vacant year-after-year?	Text	LEA	Optional	N/A	N/A
Professional Capital	Educator Recruitment and Hiring	7. How is the district currently addressing these vacancy challenges?	Text	LEA	Optional	N/A	N/A
Professional Capital	Educator Recruitment and Hiring	8. What projected openings (subjects, grades, school locations, special positions) do you anticipate in the next 3-5 years?	Text	LEA	Optional	N/A	N/A
Professional Capital	Educator Recruitment and Hiring	9. How are you planning to address these projected vacancy needs?	Text	LEA	Optional	N/A	N/A
School Climate and Supports	Safe and Healthy Schools	1. What strategies (counseling, school-based mental health programs, specialized instructional support services, mentoring services, etc.) are implemented to improve students' skills?	Text	All districts with Title I Schoolwide buildings	Optional	All Title I Schoolwide Buildings	Optional

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School Climate and Supports	Safe and Healthy Schools	2. What does your data indicate about the effectiveness of your current strategies?	Text	All districts with Title I Schoolwide buildings	Optional	All Title I Schoolwide Buildings	Optional
School Climate and Supports	Safe and Healthy Schools	3. What tools are you using to determine the mental health needs of all students? For those students identified as having a disability? What does your data indicate are your students' greatest needs?	Text (multipart)	Intensive Districts +	Moderate D/F	Priority and Focus for SWD	Optional
School Climate and Supports	Behavioral supports	6. Please provide the following data: What number of students received office discipline referrals in the previous year for the same behavior? _____ Number of students (0-1 discipline referrals) _____ Number of students (2-5 discipline referrals) _____ Number of students (6+ discipline referrals)	Number	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional
School Climate and Supports	Behavioral supports	7. Based on your out of school suspension data, is there a behavior where you have a large percentage of students receiving out of school suspension? Behavior summary _____ When looking at this particular behavior do you see trends, patterns, family or community influences or other impacting factors? Behavior trends, patterns _____	Text (multipart)	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional
School Climate and Supports	Behavioral supports	8. Is there disproportionality (gender, disability status, race/ethnicity, grade bands) for out of school suspension? Disproportionality identified _____ When looking at disproportionality do you see trends, patterns, family or community influences or other impacting factors? Disproportionality trends, patterns _____	Yes/No (multipart) Text	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional
School Climate and Supports	Behavioral supports	9. What team regularly reviews office discipline referral data?	Text	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional
School Climate and Supports	Behavioral supports	10. What type, if any, of disproportionality (gender, disability status, race/ethnicity, grade bands) exists among office discipline referrals?	Text	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional

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School Climate and Supports	Student Transition	13. What procedures do you have in place to ensure immediate enrollment, record transfer, and the successful transition of students? Procedure summary _____ How effective are your current procedures? Procedure effectiveness _____	Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional
School Climate and Supports	Student Transition	14. Do you see specific times of year when you have highs and lows in student transfers/enrollments? If yes, provide details.	Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional
School Climate and Supports	Student Transition	15. How effective are your current strategies in assisting preschool children to transition from early childhood education programs to elementary school programs and/or from elementary school programs to secondary school programs?	Text	All districts with Title I Schoolwide buildings	Optional	All Title I Schoolwide Buildings	Optional
School Climate and Supports	Student Transition	16. What are you doing to assess student academic needs, upon student transfer into your school/district? In what areas do you often see transferring students being most successful and least successful?	Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional
School Climate and Supports	Student Transition	17. In what areas are students who transfer in and out of your district most likely to need supports? What supports do you have in place to ensure a student socially and academically transfers in and out of your school/district?	Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional
School Climate and Supports	Attendance	20. How is absenteeism concentrated among particular students, grade levels or subgroups?	Text	Chronic Absenteeism above 12.6%	Chronic Absenteeism above 5% but below 12.6%	Chronic Absenteeism above 12.6%	Chronic Absenteeism above 5% but below 12.6%
School Climate and Supports	Attendance	21. What is the relationship between attendance patterns and achievement and attendance patterns and disciplinary data?	Text	Chronic Absenteeism above 12.6%	Chronic Absenteeism above 5% but below 12.6%	Chronic Absenteeism above 12.6%	Chronic Absenteeism above 5% but below 12.6%
School Climate and Supports	Positive Behavioral Intervention Supports	24. Please provide the following data for Positive Behavioral Intervention Supports (PBIS) Enter PBIS Tier 1 schools: Number of Schools _____ Grades PK-6 ____ Grades 7-12	Number	Intensive Districts +	Moderate D/F	N/A	N/A
School Climate and Supports	Positive Behavioral Intervention Supports	25. Enter PBIS Tier 1 and 2 Schools: Number of Schools _____ Grades PK-6 _____ Grades 7-12 _____	Number	Intensive Districts +	Moderate D/F	N/A	N/A

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger District	@ Recommended District Trigger	* Required Trigger School	@ Recommended School Trigger
School Climate and Supports	Positive Behavioral Intervention Supports	26. Enter PBIS Tier 1 and 2 and 3 Schools: Number of Schools ____ Grades PK-6 ____ Grades 7-12 ____	Number	Intensive Districts +	Moderate D/F	N/A	N/A
School Climate and Supports	Positive Behavioral Intervention Supports	27. PBIS Not implementing Schools: Number of Schools ____ Grades PK-6 ____ Grades 7-12 ____	Number	Intensive Districts +	Moderate D/F	N/A	N/A
School Climate and Supports	Positive Behavioral Intervention Supports	28. What keeps schools from implementing PBIS at all three levels? What resources are needed for successful High School implementation?	Text	Intensive Districts +	Moderate D/F	N/A	N/A
School Climate and Supports	Positive Behavioral Intervention Supports	29. What impact has the fidelity of PBIS implementation had on student achievement?	Text	Intensive Districts +	Moderate D/F	N/A	N/A
		Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?					
		Is this a Priority Need? Yes No					