

District and Community School, Support Schools Tool - Questions					SY 20-21			
Question	Who answers question?	CCIP label	Reference CCIP Supplemental Planning Question/s	Responses completed by districts and schools	Answer with	Reviewed by	Goals for all SST responses	Goals for ODE reviews completed
District Improvement Plan								
Describe an activity or strategy that shows a productive, ongoing partnership inclusive of your school and community stakeholders throughout the continuous improvement process. (Reference CCIP Supplemental Planning Questions #1, 5.)	ADC/Intensive/Mod D/F Districts/Priority Community Schools/Focus Community Schools	No	Yes, if your district did not use the One Needs Assessment	Cohort 1: 2/28 Everyone else: 3/31	Text box	State Support Team (SST)/Ohio Department of Education (ODE)	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Describe the process for determining the effectiveness of your local educational agency's continuous improvement plan.	ADC/Intensive/Mod D/F Districts/Priority Community Schools/Focus Community Schools	No	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
What strategies were chosen for at-risk populations and why were they chosen? (Reference CCIP Supplemental Planning Questions # 2, 3, 4 and 9. Please make the answer specific for your school's population.)	ADC/Intensive/Mod D/F Districts/Priority Community Schools/Focus Community Schools	No	Yes, if your district did not use the One Needs Assessment	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Upload student and adult data used to determine effectiveness of the strategies implemented to address the root cause/s identified in your CCIP Needs Assessment. Please do NOT upload any student or teacher personally identifiable information.	ADC/Intensive/Mod D/F Districts/Priority Community Schools/Focus Community Schools	No	No	Cohort 1: 2/28 Everyone else: 3/31	File uploads	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Students with Disabilities								
What evidence-based interventions/supports/procedures are in place in the district to improve math and reading achievement scores for students with disabilities?	The 11 districts and those identified for on-site monitoring	SWD	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Please upload data that demonstrate the impact of these interventions/supports/procedures? Please do NOT upload any student or teacher personally identifiable information.	The 11 districts and those identified for on-site monitoring	SWD	No	Cohort 1: 2/28 Everyone else: 3/31	File uploads	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
What evidence-based Tiers II and III interventions are being used to decrease discipline disproportionality for students with disabilities?	The 11 districts and those identified for on-site monitoring	SWD	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Please upload data to demonstrate the impact of these interventions? Please do NOT upload any student or teacher personally identifiable information.	The 11 districts and those identified for on-site monitoring	SWD	No	Cohort 1: 2/28 Everyone else: 3/31	File uploads	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15

Question	Who answers question?	CCIP label	Reference CCIP Supplemental Planning Question/s	Responses completed by districts and schools	Answer with	Reviewed by	Goals for all SST responses	Goals for ODE reviews completed
District Support for Improvement Funding – (Mark N/A if funding was not awarded)								
Describe the monitoring and assistance provided from the district around the implementation of approved SIG, School Quality Improvement or Expanding Opportunities for Each Child (competitive) funding applications (FY20 and/or FY21).	Funded traditional districts	No	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Describe the impact of improvement-funded work on student achievement and adult indicators.	Funded Community Schools and traditional Districts	No	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Upload evidence of the impact of school improvement-funded work (adult and student indicators). Please do NOT upload any student or teacher personally identifiable information.	Funded Community Schools and traditional Districts	No	No	Cohort 1: 2/28 Everyone else: 3/31	File uploads	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Please describe changes that need to be made for the coming year.	Funded Community Schools and traditional Districts	No	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Literacy						ODE/Literacy		
Describe the district's progress toward the goals listed in its Reading Achievement Plan. Include the barriers the district encountered in implementing the strategies and activities in its Reading Achievement Plan.	Excel SS from Literacy Office	Literacy	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Describe the evidence-based strategies identified in Section 6 of the Reading Achievement Plan that were used to meet specific learner needs and improve instruction. Be sure to highlight the evidence-based strategies in the Reading Achievement Plan that were used to support learners on Reading Improvement and Monitoring Plans (RIMPs).	Excel SS from Literacy Office	Literacy	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Describe how the district ensured the evidence-based strategies in its Reading Achievement Plan were effective. Show how they improved upon strategies utilized during the two prior consecutive school years.	Excel SS from Literacy Office	Literacy	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15

Question	Who answers question?	CCIP label	Reference CCIP Supplemental Planning Question/s	Responses completed by districts and schools	Answer with	Reviewed by	Goals for all SST responses	Goals for ODE reviews completed
Addressing Chronic Absenteeism								
What strategy/strategies are being implemented to reduce chronic absenteeism in your district or community school? (Reference CCIP Supplemental Planning Question #6.)	ADC/Intensive/Priority Comm Schools	No	Yes, if your district did not use the One Needs Assessment	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
How does your district or community school use data to align supports for schools and students to reduce absenteeism? How does your district use data to track reductions in chronic absenteeism?	ADC/Intensive/Priority Comm Schools	No	Yes, if your district did not use the One Needs Assessment	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Teacher Equity								
What in your Local Equitable Access Plan is showing progress?	ADC/Intensive/Priority Comm Schools	Equity	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
What adjustments have you made or need to make?	ADC/Intensive/Priority Comm Schools	Equity	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Alternate Assessment (CCIP Label)								
How is implementation of the Corrective Action Plan guiding IEP teams to review the appropriate assignment of students to the Alternate Assessment?	CCIP Label	Alternate Assessment	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
What action steps does the district or community school need to take to improve the implementation of the Corrective Action Plan?	CCIP Label	Alternate Assessment	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Gifted (District Watch Designation) (CCIP Label)								
Describe strategies the district will implement each year to increase the academic growth and performance of students who are gifted. For each strategy identified, include measurable goals along with baseline and target data and the indicators the school or district will use to know whether the strategies are successful.	Traditional Districts and Community Schools identified as Watch for Gifted	Gifted	No	Cohort 1: 2/28 Everyone else: 3/31	Text box and file uploads	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15

Question	Who answers question?	CCIP label	Reference CCIP Supplemental Planning Question/s	Responses completed by districts and schools	Answer with	Reviewed by	Goals for all SST responses	Goals for ODE reviews completed
English Learners (District Watch Designation) (CCIP Label)								
Describe strategies the district will implement each year to increase the academic growth and performance of students who are English learners. For each strategy identified, include measurable goals along with baseline and target data and the indicators the school or district will use to know whether the strategies are successful.	Traditional Districts and Community Schools identified as Watch for English Learners and/or Focus Community Schools identified for English Learners subgroup	EL	No	Cohort 1: 2/28 Everyone else: 3/31	Text box and file uploads	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Narrative Evaluation of Plan Results								
In relation to your goals, how do adult implementation results compare to student performance results?	ADC/Intensive/Mod D/F Districts/Priority Community Schools/Focus Community Schools	No	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Based on lessons learned as a result of implementing this plan, what should be done to eliminate unsuccessful practices and institutionalize successes?	ADC/Intensive/Mod D/F Districts/Priority Community Schools/Focus Community Schools	No	No	Cohort 1: 2/28 Everyone else: 3/31	Text box	SST ODE	Cohort 1: 3/15 Everyone else: 4/15	Cohort 1: 4/15 Everyone else: 5/15
Sponsor Feedback for Community Schools	Priority Community Schools/Focus Community Schools	No	No	N/A	Text box	N/A	N/A	N/A
SST Feedback for Districts and Priority Schools (Please identify who wrote the comments.)	ADC/Intensive/Mod D/F/Priority Community Schools	No	No	N/A	Text box		Cohort 1: 3/15 Everyone else: 4/15	N/A
Ohio Department of Education Feedback	ADC/Intensive/ Priority Community Schools	No	No	N/A	Text box		N/A	Cohort 1: 4/15 Everyone else: 5/15