



District Checklist and Approval for *Targeted* Support and Improvement Schools

The District Checklist and Approval for Targeted Support and Improvement Schools is designed to provide guidance in developing a Targeted Support and Improvement Plan (TSI) that meets the requirements of the Every Student Succeeds Act (ESSA). In Connecticut, we also refer to TSI schools as Focus schools.

Under ESSA, districts are responsible for reviewing, approving and monitoring school improvement plans for TSI schools. By using this checklist, district leadership can plan activities and track progress.

Submission Details

Districts are ***not required to submit this checklist*** to the Connecticut State Department of Education (CSDE). Instead, districts must document their activities and maintain records of their work locally. CSDE will periodically audit districts with TSI schools, and this documentation will be required. Districts may choose to use the following templates to document their support of targeted support and improvement schools.

- [Needs Assessment](#)
- School Improvement Plan
- District Checklist and Approval for Targeted Support and Improvement Schools [This document]

Other resources and tools for school support and improvement can be accessed on the [CSDE webpage](#).

Checklist

Directions: Save or print a copy of this checklist for each TSI school.

School Name:

District:

1. Communicated and engaged with stakeholders.

- District communicated information to parents, guardians and other stakeholders about the school's identification and ways in which they can participate in the school improvement process.
- Support and Improvement Plan (SIP) includes description of how parents or guardians and other stakeholders were meaningfully involved in needs assessment, school improvement plan development and plan implementation.

2. Conducted a comprehensive needs assessment for the school that examined:

- Performance on the state's long-term goals (ELA Achievement, Mathematics Achievement, ELA Smarter Balanced Growth Model, Mathematics Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Graduation Rate)
- Performance on all other indicators of the state accountability system for all students and all student groups.
- The reason(s) the school was identified for support and improvement.
- At the district's discretion, performance on locally selected indicators that affect student outcomes.

3. Reviewed district-and school-level resources among and within schools with respect to:

- Resource Allocation Review.
- Alignment of resources to carry out improvement plan activities.
- At the district's discretion, district-and school-level budgeting and resource allocation, including access and availability of advanced coursework, preschool programs, and instructional materials and technology.

4. In partnership with stakeholders, designed and will implement a school improvement plan that:

- Will improve student outcomes in the school.
- Includes evidence-based interventions that:
 - Are supported by the strongest level of evidence available
 - Are appropriate to the needs of the school and the school populations
 - May have been selected from a state-approved list
 - Are based on the school-level needs assessment
- Identified and addressed resource inequities.
- Described how early stakeholder input was solicited and used in plan development and how stakeholders participated in plan development.
- Was approved by the school and the district.
- Was made publicly available.

Districts will review, approve and monitor school improvement plans for schools identified for targeted support and improvement. CSDE encourages schools/districts to frequently visit the [School Improvement Resource](#) webpage for resources and guidance to support school improvement.