

**Planning Year (FY 2025-2026):  
Diagnose, Engage, Design  
Office of Federal Programs:  
Comprehensive and Targeted Support**

**Purpose: To ensure that each PSU and its identified CSI / ATSI schools establish a compliant, evidence-based foundation during the planning year that prepares effective implementation in FY26-27. The onsite visit provides collaborative review, verification, and brokering support around alignment of school and PSU-level improvement plans, compliance with federal and state CSI/ATSI requirements, data-driven root cause analysis, and sustainable systems for monitoring and continuous improvement.**

**Structure of Visit**

Review Phase	Focus	Activities / Deliverables
Pre-Visit (up to two weeks prior to the visit)	Preparation	CTS PA confirms PSU contacts, shares agenda, reviews pre-work (RAR self-assessment, draft NCStar plan, stakeholder roster).
Review Phase 1: Diagnose	Current state analysis	Review accountability data, subgroup performance, and RAR alignment; confirm understanding of identification type (CSI-LP, CSI-LG, CSI-AT, ATSI, or TSI-CU).
Review Phase 2: Engage	Stakeholder collaboration	Facilitate team reflection, assess engagement of district leaders, principals, teachers, parents; review communication and decision-making structures.
Phase 3: Design	Compliance and planning alignment	Review or verify key compliance artifacts (RAR, Parent Notification, Evidence-Based Interventions, Budget Alignment, NCStar indicators).
Phase 4: Next Steps / Documentation	Follow-up and monitoring	CTS PA summarizes meeting, next steps, and uploads to CCIP and/or NCStar (Monthly Coaching Comments and Annual Feedback).

**Planning Year (FY 2025-2026):**  
**Diagnose, Engage, Design**  
**Office of Federal Programs: Comprehensive and Targeted Support**

**Purpose: To guide onsite technical assistance to best meet the individual needs of PSUs.**

PSU Name:	
PSU Number:	
Date self-assessment completed:	
Completed by:	

Compliance check to be completed and submitted to the CTS PA two weeks prior to on-site visit.			
Indicate completion status			
30-Nov-25	Parent Newsletter	<input type="checkbox"/>	Format(s): PSU indicates how letters were distributed (e.g., mail, book bag, etc.)
6-Dec-25	Fall School Comprehensive Improvement Plan (CIP) Due in NCStar	<input type="checkbox"/>	Location: NCStar
15-Dec-25	PSU PRC 0105 CCIP Application Due	<input type="checkbox"/>	Location: CCIP
30-Jun-26	School RAR due in NCStar	<input type="checkbox"/>	Location: NCStar
30-Jun-26	District RAR due in CCIP	<input type="checkbox"/>	Location: CCIP
30-Jun-26	Spring School CIP Due in NCStar	<input type="checkbox"/>	Location: NCStar
30-Jun-26	School CSI Plans due in CCIP	<input type="checkbox"/>	Location: CCIP
30-Jun-26	PSU Support Plan due in CCIP	<input type="checkbox"/>	Location: CCIP
30-Jun-26	School CSI Needs Assessment Due	<input type="checkbox"/>	Location: PSU indicates where
30-Jun-26	Final PSU NCStar Feedback Due	<input type="checkbox"/>	Location: NCStar

## PSU PRE-VISIT SELF ASSESSMENT

To be completed and submitted to the CTS PA two weeks prior to on-site visit.

### REVIEW PHASE 1: DIAGNOSE

1. The PSU ensures that all CSI / ATSI identified schools and subgroups are correctly utilizing NCStar and CSI / TSI identifications are understood by stakeholders.

< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
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2. Data is analyzed to determine root cause.

< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
Indicate Data Sources:	CNA	FAM-S	EVAAS

Other (MClass, Abbreviated Needs Assessment, etc.):

3. Each CSI/TSI identified school has completed the RAR self-assessment.

< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
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4. School-level findings shows alignment of funds, personnel, and time to instructional priorities.

< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
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5. The PSU has completed a PSU-level summary of RAR findings.

No <input type="checkbox"/>	Yes <input type="checkbox"/>
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REVIEW PHASE 2: ENGAGE			
6. School stakeholder engagement includes parents.			
< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
7. School stakeholder engagement includes community partners.			
< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
8. Parent / Guardian-facing materials are provided in the manner that best supports their needs (e.g. multiple language, accessible formats, etc).			
< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>

REVIEW PHASE 3: DESIGN			
9. All required NCStar indicators and action steps are active and aligned to the needs assessment, resource allocation review, CSI / ATSI plans, etc..			
< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
10. Evidence-based interventions are documented within the plan.			
< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
11. Schools clearly identify Evidence Based Intervention rationale			
< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
12. Each budget strategy directly supports sustainable progress toward exiting CSI / ATSI identification.			
< 25% of schools meet the criteria <input type="checkbox"/>	< 50% of schools meet the criteria <input type="checkbox"/>	< 75% of schools meet the criteria <input type="checkbox"/>	100% of schools meet the criteria <input type="checkbox"/>
13. The PSU has designated a portion of the PRC 0105 funds (up to 20%) for PSU-level support.			
No <input type="checkbox"/>		Yes <input type="checkbox"/>	
14. Positions funded by PRC 0105 are time-and-effort documented.			
No <input type="checkbox"/>		Yes <input type="checkbox"/>	