

RUBRIC FOR REVIEW OF SCHOOL IMPROVEMENT PLANNING

The review of any school improvement effort includes two parts. First, review the steps (inquiry process and master plan design) implemented when developing the SIP. Then, review the six essential foundations that need to be established for school improvement efforts to take hold within the school.

Individually, rate the performance of your project for each planning step and for each foundation on a five-point scale where “1” indicates the evidence is Not Descriptive of the school’s improvement efforts and “5” indicates the evidence is Very Descriptive. Consider the indicators under “evidence” to help you rate your project. Afterwards, as a team, discuss your ratings and try to come to consensus about your ratings. You will use the results of this activity to plan your next steps.

School Improvement Planning Steps					
<i>Inquiry Process: Comprehensive Needs Assessment.</i> <i>Is the comprehensive analysis of school strengths and areas of concern based on objective data?</i>	Not Descriptive		Very Descriptive		
	1	2	3	4	5
<i>Evidence—</i> <ul style="list-style-type: none"> • An analysis of disaggregated student achievement data on state standards and local assessments or competencies. • An analysis of survey results from teachers, parents, and students about school services and school climate, focus groups, interviews. • A list of the school’s areas of concern that are the focus of improvement efforts. 	Notes:				
<i>Inquiry Process: Verification of Causes and Selection of Solutions.</i> <i>Does the selection of research-based strategies, practices, and programs best address the school’s priority concerns?</i>	Not Descriptive		Very Descriptive		
	1	2	3	4	5
<i>Evidence—</i> <ul style="list-style-type: none"> • The school has a list of the priority causes and the data that verify each reason. • A list of the most appropriate research-based solutions for the school. • The selected solutions clearly describe the structures and practices to be implemented in the classroom/school in the core academic areas. 	Notes:				

School Improvement Planning Steps (cont.)					
Master Plan Design. <i>Does the plan guide the school community in implementing and monitoring the selected solutions?</i>	Not Descriptive		Very Descriptive		
	1	2	3	4	5
Evidence— <ul style="list-style-type: none"> • Clear measurable objectives that include a statement of what will happen, an outcome indicator, baseline, expected performance level, and timeline. • An action plan that identifies the key activities, the resources required, the timeline, and persons responsible. • The level of detail in the action plan—it provides enough detail so staff know what, when, and how they will be involved in improvement efforts. • The establishment of a team to monitor the implementation of solutions. • A plan to collect data on the implementation of key activities from the master plan. • The frequency that school staff meet to monitor program implementation. • The data collected on the quality of implementation of key instructional activities. 	Notes:				
Evaluation. <i>Does the school community measure the quality of the implementation of selected activities and their impact on student outcomes?</i>	Not Descriptive		Very Descriptive		
	1	2	3	4	5
Evidence— <ul style="list-style-type: none"> • A plan to collect data on master plan and student achievement goals. • A plan to measure the progress for achieving the measurable objectives and improvement goals. 	Notes:				

Essential Foundations of School Improvement					
Governance Structure. <i>Does the management structure the school uses assist in developing and implementing the School Improvement Plan?</i>	Not Descriptive		Very Descriptive		
	1	2	3	4	5
<i>Evidence—</i> <ul style="list-style-type: none"> • Staff can articulate how the SIP is managed. • Staff can articulate who makes decisions about school improvement. • The number and percent of teachers that are on the management structure. • Some staff plays a leadership role in managing school improvement efforts. 	Notes:				
Decision-Making Process. <i>Does the process the school uses to make decisions assist in developing and implementing the School Improvement Plan?</i>	Not Descriptive		Very Descriptive		
	1	2	3	4	5
<i>Evidence—</i> <ul style="list-style-type: none"> • Staff can articulate the process of how the school makes decisions about school improvement. • The number and percent of school staff that help make decisions about school improvement. 	Notes:				
Teacher Collaboration. <i>Does the time that the school establishes for collaboration assist in developing and reviewing school improvement efforts and in supporting professional development?</i>	Not Descriptive		Very Descriptive		
	1	2	3	4	5
<i>Evidence—</i> <ul style="list-style-type: none"> • The school has established a regular time for the planning/implementation team to meet. • The school has established a regular time for teacher professional development. 	Notes:				

<p>Team Building. <i>Do the activities the school conducts help the school community develop and implement the plan efficiently?</i></p>	<p>Not Descriptive Very Descriptive</p> <p>1 2 3 4 5</p>
<p><i>Evidence—</i></p> <ul style="list-style-type: none"> • The level of staff commitment and ownership to school improvement efforts. • The level of participation of staff and school community in school improvement planning and implementation. • The level of staff understanding of the roles and responsibilities for school improvement. 	<p>Notes:</p>
<p>Communication. <i>Do the activities the school conducts ensure that the school community has the information they need to be active members of the school improvement process?</i></p>	<p>Not Descriptive Very Descriptive</p> <p>1 2 3 4 5</p>
<p><i>Evidence—</i></p> <ul style="list-style-type: none"> • The devices and structures the school uses to communicate information about school improvement efforts to staff and the school community. • The familiarity of the school community with the school’s improvement efforts. • The school community has and knows their role in school improvement efforts. 	<p>Notes:</p>
<p>Managing Change. <i>Do the activities the school conducts help the school community, and especially teachers, make the changes necessary to implement the key components of the school improvement plan?</i></p>	<p>Not Descriptive Very Descriptive</p> <p>1 2 3 4 5</p>
<p><i>Evidence—</i></p> <ul style="list-style-type: none"> • The devices and structures the school uses to help staff make the necessary changes about school improvement efforts. • Clear designation of those responsible for aspects of staff support. • Staff morale for school improvement efforts. 	<p>Notes:</p>