

Rubric for School Improvement Team Process

This rubric is intended to evaluate your overall school improvement team functioning. It is scored on a 1-4 scale with 4 being exemplary. It is intended to be used as an ongoing assessment process throughout the year. It is divided into four levels of responsibility (district, principal, SIT, staff) and three areas (Planning, Implementation, and Evaluation).

4 = The school improvement team process is exemplary in all areas of school improvement

3 = The school improvement team process is effective most of the time. A few areas should be addressed.

2 = The school improvement team process is partially in place and several areas need to be addressed

1 = The school improvement team process is not evident and most areas need to be addressed.

District: Planning

4	3	2	1
<p>Sets the tone and vision to support improved student achievement for all students</p> <p>Assists schools in overcoming barriers, providing feedback, technical assistance, and resources</p> <ul style="list-style-type: none"> • Serves as SIT member • Provides mini-DAT training • Conducts research on research-based strategies chosen by schools <p>Changes all operational procedures when necessary to support schools</p> <p>Sets high expectations for the planning process and the SIP</p> <p>Ensures evaluation of SIP is conducted by DAT member; submits the SIP and Rubric Summary to LDE on disc</p> <p>Builds community support for all school improvement</p> <ul style="list-style-type: none"> • Celebrates district and school successes with community <p>Ensures the SST members remain with the school throughout exit and submission of quarterly reports or end of year, if in SI</p>	<p>Sets the tone and vision to support improved student achievement for most students</p> <p>Assists most schools in overcoming barriers, providing feedback, technical assistance, and resources</p> <ul style="list-style-type: none"> • Serves as SIT member (most schools) • Provides some mini-DAT training • Conducts most of the research on research-based strategies chosen by schools <p>Changes operational procedures most of the time when necessary to support schools</p> <p>Sets high expectations most of the time for the planning process and the SIP</p> <p>Ensures evaluation of SIP for most schools is conducted by DAT member; submits the SIP and Rubric Summary to LDE on disc for most schools</p> <p>Builds some community support for school improvement</p> <ul style="list-style-type: none"> • Celebrates district and school successes with community for most schools <p>Ensures the SST members remain with the school throughout exit and submission of quarterly reports or end of year, if in SI for most schools</p>	<p>Tone and vision are established but unclear to support improved student achievement for students</p> <p>Little assistance given to schools in overcoming barriers, providing feedback, technical assistance, and/or resources</p> <ul style="list-style-type: none"> • Very little district participation on SIT • Mini-DAT training provided but not adequate • Research assistance provided to few schools <p>Few operational procedures are changed even when necessary to support schools</p> <p>Expectations are evident for a few components of the planning process and the SIP</p> <p>Evaluation of SIP is conducted by District; the SIP and Rubric Summary are submitted to LDE on disc but is not effective in assisting schools</p> <p>Builds little community support for school improvement</p> <ul style="list-style-type: none"> • Few district and school successes are celebrated with the community <p>Few SST members remain with the school throughout exit and submission of quarterly reports or end of year, if in School Improvement</p>	<p>Tone and vision are not established to support improved student achievement for any students</p> <p>No assistance given to schools in overcoming barriers, providing feedback, technical assistance, and/or resources</p> <ul style="list-style-type: none"> • No district participation on SIT • Mini-DAT training not provided • Research assistance not provided to school <p>Operational procedures are not changed even when necessary to support schools</p> <p>High expectations not evident for the planning process and the SIP</p> <p>Evaluation of SIP is not conducted by District; the SIP and Rubric Summary are not submitted to LDE on disc</p> <p>Building community support is not established for school improvement</p> <ul style="list-style-type: none"> • District and school successes are not celebrated with the community <p>SST members do not remain with the school throughout exit and submission of quarterly reports or end of year, if in School Improvement</p>

Principal: Planning

4	3	2	1
<p>Is central to the planning process; establishes conditions for change; creates a preliminary vision for the SIT</p> <p>Establishes a SIT to include district and school stakeholders; participates on the team all of the time</p> <ul style="list-style-type: none"> Assures SIT is a diverse team Establishes term limits and rotation schedules for members <p>Plans for all stakeholders to be involved in the process</p> <p>Creates role and responsibility list to share with potential SIT members providing clear instructions regarding purpose of SIT; assigns primary roles and responsibilities</p> <p>Provides SIT training prior to school year; creates guidelines for content regarding meetings; creates an agenda template for all meetings; decides on desired outcomes for meetings; creates agenda, plans for a method to check for completion of tasks; creates a reflection /evaluation form to be completed after each meeting</p> <p>Establishes and secures dates, times, locations for SIT meetings; provides SIT with a calendar of SIT meetings dates; sends reminders and agendas prior to meetings</p> <p>Reviews all school improvement materials with SIT and DAT</p> <ul style="list-style-type: none"> Determines basic data that will be reviewed monthly Establishes a method of reviewing implementation of activities/strategies in SIP <p>Secures support and commitment to implement the plan from school staff, students, families, community</p> <p>Creates and orchestrates all necessary types of subcommittees; streamlines tasks /responsibilities</p> <p>Collaborates with district office (DAT for SI2; SIT for SI1) in process for planning for SI</p>	<p>Is involved to the planning process; establishes conditions for most change; creates a preliminary vision for the SIT but does not communicate or support the vision</p> <p>Establishes a SIT to include most district and school stakeholders; participates on the team most of the time</p> <ul style="list-style-type: none"> Assures SIT is diverse Establishes some term limits and rotation schedules for members <p>Plans for most stakeholders to be involved in the process</p> <p>Creates most of the role and responsibility list to share with most of the potential SIT members providing adequate instructions regarding purpose of SIT; assigns most primary roles and responsibilities</p> <p>Provides some SIT training prior to school year; creates some guidelines for meeting content; creates an agenda template and uses it for most meeting; decides on desired outcomes for a majority of the meetings; creates an agenda for majority of the meetings, plans for a method to check for completion of most tasks; creates a reflection /evaluation form to be completed after a majority of the meetings</p> <p>Establishes and secures dates, times, locations for most SIT meetings; most of the time provides SIT with a calendar of SIT meeting dates; most of the time sends reminders and agendas prior to meetings</p> <p>Reviews most of SI materials with SIT and DAT</p> <ul style="list-style-type: none"> Determines basic data that will be reviewed quarterly Establishes a method of reviewing implementation of most of the activities/strategies in SIP <p>Secures support and commitment to implement the plan from most of the school staff, students, families, community</p> <p>Creates most of the necessary types of subcommittees; streamlines most of the tasks /responsibilities</p> <p>Collaborates with district office most of the time (DAT for SI2; SIT for SI1) in process for planning for SI</p>	<p>Is aware of the planning process; conditions established for minor changes; has an idea for a preliminary vision created for the SIT</p> <p>Establishes a SIT to include a few district and school stakeholders; minimum participation on the SIT</p> <p>Few stakeholders are involved in the process</p> <p>Roles and responsibilities are shared with a few potential SIT members, provides little instructions regarding purpose of SIT; primary roles and responsibilities are assigned to a few members</p> <p>Provides little SIT training prior to school year, but not effective; guidelines are created for content regarding meetings but not followed; agenda template is created but not used regularly; few desired outcomes are decided for meetings; few tasks are checked for completion; little of the method of reflection/evaluation form is completed after each meeting</p> <p>Dates, times, and locations for SIT meetings are established for a few meetings; a few of the SIT meeting dates are provided in advance; a few reminders and agendas sent to SIT members prior to meetings</p> <p>Minimum of school improvement materials are reviewed with SIT and DAT</p> <p>Little support and commitment to implement the plan is secured from school staff, students, families, community</p> <p>Few subcommittees created</p> <p>Very little collaboration with district office (DAT for SI2; SIT for SI1) in process for planning for SI</p>	<p>Is not central to the planning process; no conditions established for change; no preliminary vision created for the SIT</p> <p>SIT not established or in name only</p> <p>Stakeholders not involved in the process</p> <p>Role and responsibility not shared with potential SIT members; no clear instructions provided regarding purpose of SIT; primary roles and responsibilities not assigned</p> <p>SIT training not provided prior to school year; guidelines not created for content regarding meetings; agenda template is not produced; desired outcomes are not decided for meetings; no meeting agenda, no planning for a method to check for completion of tasks; no method of reflection /evaluation form to be completed after each meeting</p> <p>Dates, times, and locations for SIT meetings are not established; a calendar of SIT meeting dates not provided; no reminders and agendas sent to SIT members prior to meetings</p> <p>School improvement materials not reviewed with SIT and DAT</p> <p>Support and commitment to implement the plan are not secured from school staff, students, families, community</p> <p>No subcommittees created</p> <p>No collaboration with district office (DAT for SI2; SIT for SI1) in process for planning for SI</p>

Principal: Implementation

4

Ensures implementation of SIP takes place

- Establishes a method to determine progress toward SIP activities/strategies
- Establishes method of obtaining data for SIT meetings
- Shares and discusses data on a regular basis with SIT
- Makes adjustments as needed

Provides time and resources for SIT meetings

Reviews minutes of previous meeting and outlines new agenda for upcoming meetings

Establishes a method of determining the progress of SIT subcommittees

Monitors and supports the role and responsibility of SIT and makes adjustments

3

Ensures implementation of SIP most of the time

- Establishes a method to determine progress toward most SIP activities/strategies
- Establishes method of obtaining data for SIT at majority of the meetings
- Shares and discusses a majority of the data most of the time with SIT
- Makes adjustments most of the time

Provides time and resources for most SIT meetings

Reviews minutes of previous meeting most of the time and outlines a new agenda for a majority of the upcoming meetings

Establishes a method of determining the progress of most of the SIT subcommittees

Monitors and supports most of the roles and responsibilities of SIT and makes adjustments most of the time

2

Parts of the SIP are implemented

- Few methods established to determine progress toward SIP activities/strategies
- Few methods established for obtaining data for SIT meetings
- Data are seldom shared and discussed on a regular basis with SIT
- Few adjustments made even if needed

Time and resources are provided for a few of the SIT meetings

Minutes of previous meeting are reviewed only sporadically and new agendas created only for a few meetings

Few methods are established to determine the progress of SIT subcommittees

Few of the roles and responsibilities are monitored and supported by SIT and adjustments are not made

1

No implementation of SIP takes place

- No method established to determine progress toward SIP activities/strategies
- No method established of obtaining data for SIT meeting
- Data are not shared and discussed on a regular basis with SIT
- No adjustments made even if needed

Time and resources not provided for SIT meetings

Minutes of previous meeting are not reviewed and new agendas are not created for upcoming meetings

No method is established for determining the progress of SIT subcommittees

Role and responsibility are not monitored and supported by SIT and adjustments are not made

Principal: Evaluation

4	3	2	1
<p>Ensures the evaluations set forth in the Action Plan occur</p> <ul style="list-style-type: none"> • Makes a list of all evaluation measures for each activity listed in SIP • Sets dates for each listed evaluation measure for regular data collection; builds time for analyzing data; distributes data to faculty • Uses data and other facts to support evaluative outcomes • Identifies whether all activities/strategies are working <p>Regularly informs school's stakeholders about progress in meeting all goals and objectives</p> <p>Collaborates with district regarding progress of school improvement</p> <ul style="list-style-type: none"> • Obtains feedback from district on SIT progress <p>Reviews reflection/evaluation of SIT meetings on a monthly basis</p> <p>Reviews progress and feedback of subcommittees on a monthly basis</p>	<p>Ensures most evaluations set forth in the Action Plan occur</p> <ul style="list-style-type: none"> • Makes a list of most evaluation measures for each activity listed in SIP • Sets dates for a majority of listed evaluation measures for regular data collection; most of the time builds time for analyzing data; distributes data to most of the faculty • Uses most of the data and other facts to support most evaluative outcomes • Identifies whether most of the activities/strategies are working <p>Regularly informs most school's stakeholders about progress in meeting most goals and objectives</p> <p>Some collaboration with district regarding progress of school improvement</p> <ul style="list-style-type: none"> • Obtains some feedback from district on SIT progress <p>Reviews most reflection/evaluation of SIT meetings on a quarterly basis</p> <p>Reviews most progress and feedback of subcommittees on a quarterly basis</p>	<p>Very little of the evaluations set forth in the (SIP) Action Plan occur</p> <ul style="list-style-type: none"> • Few evaluation measures are listed in SIP • Few dates set for each listed evaluation measure for regular data collection; few timelines built in for analyzing data; little data distributed to faculty • Little use of data and other facts to support evaluative outcomes • Few methods established to determine if activities/strategies are working <p>Few of the stakeholders are informed about progress in meeting school's goals and objectives</p> <p>Little collaboration with district regarding progress of school improvement</p> <ul style="list-style-type: none"> • Obtained little feedback from district on SIT progress <p>Reflection/evaluation of SIT meetings seldom reviewed</p> <p>Progress and feedback of subcommittees seldom reviewed</p>	<p>Evaluations set forth in the (SIP) Action Plan do not occur</p> <ul style="list-style-type: none"> • Evaluation measures are not listed in SIP • Dates not set for each listed evaluation measure for regular data collection; time not built in for analyzing data; data not distributed to faculty • Data and other facts do not support evaluative outcomes • No method established to determine if activities/strategies are working <p>Stakeholders are not informed about progress in meeting school's goals and objectives</p> <p>No collaboration with district regarding progress of school improvement</p> <ul style="list-style-type: none"> • Feedback is not obtained from district on SIT progress <p>Reflection/evaluation of SIT meetings not reviewed</p> <p>Progress and feedback of subcommittee not reviewed</p>

SIT: Planning/Implementation

4	3	2	1
<p>Represents entire faculty and stakeholders in planning for improved student achievement</p>	<p>Represents most faculty and stakeholders in planning for improved student achievement</p>	<p>Few of the faculty and stakeholders are represented in planning for improved student achievement</p>	<p>Faculty and stakeholders are not represented in planning for improved student achievement</p>
<p>Establishes a system of communication to update stakeholders on progress of improvement</p>	<p>Establishes a system of communication to update most stakeholders on progress of improvement</p>	<p>A system of communication is established to update some stakeholders on progress of improvement</p>	<p>A system of communication is not established to update stakeholders on progress of improvement</p>
<ul style="list-style-type: none"> Provides teachers with data; assists teachers in analyzing data; creates charts/graphs showing improvement or decline 	<ul style="list-style-type: none"> Provides most teachers with data and assists in analyzing data; creates some charts/graphs showing improvement or decline 	<ul style="list-style-type: none"> Teachers are provided with little data, little assistance in analyzing data, and few charts/graphs showing improvement or decline 	<ul style="list-style-type: none"> Teachers are not provided with data; teachers are not assisted in analyzing data; charts/graphs are not created showing improvement or decline
<p>Shares with faculty the progress of planning and considers input; encourages faculty commitment to implement SIP</p>	<p>Shares with most of the faculty the progress of planning and considers most input; encourages faculty commitment to implement the plan most of the time</p>	<p>Little progress of planning shared with faculty and input seldom considered; little faculty commitment to implement the plan</p>	<p>Progress of planning not shared with faculty and input not considered; faculty commitment to implement the plan not required</p>
<ul style="list-style-type: none"> Provides a plan to distribute minutes of SIT meetings to all stakeholders Creates system to disseminate data and information discussed at meetings Designs a comprehensive process for feedback Shares Action Plan as it is written and allows feedback before final draft 	<ul style="list-style-type: none"> Provides a plan to distribute minutes of SIT meeting to most stakeholders Creates system to disseminate data and information discussed at a majority of the meetings Has a process for feedback Shares Action Plan with most of the faculty as it is written and allows feedback before final draft 	<ul style="list-style-type: none"> Provides a plan to distribute minutes of SIT meeting to a few stakeholders Creates system to disseminate data and information discussed at a few of the meetings Has a process for only minimal feedback Shares Action Plan with a few of the faculty as it is written and allows feedback before final draft 	<ul style="list-style-type: none"> No plan to distribute minutes of SIT meeting to all stakeholders No creation of a system to disseminate data and information discussed at meetings Process for feedback not available Action Plan not shared as it is written and feedback not allowed
<p>Arranges and schedules training for school improvement planning and disseminates information about the process to school community</p>	<p>Arranges and schedules training for most components of school improvement planning and disseminates information about the process to most of the school community</p>	<p>Training for school improvement planning is scheduled but not completed and little information disseminated about the process to school community</p>	<p>Training for school improvement planning is not scheduled and information not disseminated about the process to school community</p>
<ul style="list-style-type: none"> Trains faculty at beginning of year with follow-up sessions throughout the year 	<ul style="list-style-type: none"> Trains most faculty at beginning of year with some follow-up sessions throughout the year 	<ul style="list-style-type: none"> Not all faculty members are trained in SI 	<ul style="list-style-type: none"> Faculty is not trained in School Improvement
<p>Subdivides SIT into tasks to be completed on SIP</p>	<p>Subdivides most of SIT into tasks for completion of SIP</p>	<p>SIT is not subdivided into tasks for completion of SIP</p>	<p>SIT is not subdivided into tasks for completion of SIP</p>
<ul style="list-style-type: none"> Sets up end-dates indicating when each section of plan is to be completed Adheres in advance to all deadlines/procedures to submit SIP to district Knowledgeable with all budget parameters and object codes 	<ul style="list-style-type: none"> Sets up most end-dates indicating when each section of plan is to be completed Adheres in a timely fashion all deadlines/procedures to submit SIP to district Is familiar with most budget parameters, object codes, and district budget contact person 	<ul style="list-style-type: none"> Very few end-dates are established indicating when each section of plan is to be completed Deadlines/procedures seldom followed Little knowledge of budget parameters and object codes 	<ul style="list-style-type: none"> End-dates not established indicating when each section of plan is to be completed Deadlines/procedures not followed No knowledge of budget parameters and object codes
<p>Completes the three-step process for each SIP component as outlined in Tools for Success</p>	<p>Completes most of the three-step process for each SIP component as outlined in Tools for Success</p>	<p>The three-step process for each SIP component is followed only in a few of the steps as outlined in Tools for Success</p>	<p>The three-step process for each SIP component is not followed as outlined in Tools for Success</p>
<p>Completes writing the SIP on template; organizes SIP by Table of Contents; assembles requested attachments, Data Portfolio, and required Rubric Rating Sheets as prescribed; submits SIP on disc to district</p>	<p>Completes most of the SIP on template; organizes by Table of Contents; assembles majority of requested attachments, Data Portfolio, and required Rubric Rating Sheets mostly as prescribed; submits SIP on disc to district</p>	<p>SIP is written on the template but not complete and uniform; SIP not organized as required; few of the requested attachments are provided, Data Portfolio, and required Rubric Rating Sheets as prescribed; does not submit SIP on disc to district</p>	<p>SIP is not written on the template; SIP not organized as required; assembles requested attachments, Data Portfolio, and required Rubric Rating Sheets as prescribed; does not submit SIP on disc to district</p>
<p>SIT leader meets with principal on a regular basis</p>	<p>SIT leader meets with principal most of the time</p>	<p>SIT leader seldom meets with principal</p>	<p>SIT leader does not meet with principal on a regular basis</p>

SIT: Evaluation

4	3	2	1
<p>Assesses status of implementation</p> <p>Performs periodic reviews</p> <ul style="list-style-type: none">• Gathers, studies, analyzes data collected• Organizes data results in user friendly formats for stakeholders <p>Measures progress/impact on implementing classroom activities/strategies toward improving student learning</p> <p>Checks progress against timelines; places a check by date once activity has been evaluated</p> <p>Sustains commitment to SIP by</p> <ul style="list-style-type: none">• Quarterly reviews• Adapting/revising plan when necessary• Conducting summative annual review• Communicates revisions to school community <p>Monitors school community for perceptions of staff and school progress</p> <ul style="list-style-type: none">• At end of assessment periods, sends short, easy-to-complete surveys to parents and community members with questions regarding staff and school progress <p>Formally recognizes accomplishments and celebrates successes throughout school year in all areas of school improvement</p>	<p>Assesses status of implementation most of the time</p> <p>Performs periodic reviews most of the time</p> <ul style="list-style-type: none">• Gathers, studies, analyzes most of the data collected• Organizes most of the data results in user friendly formats for stakeholders <p>Measures progress/impact on implementing most of the classroom activities/strategies toward improving student learning</p> <p>Checks progress against most timelines; places a check by date once activity has been evaluated most of the time</p> <p>Sustains commitment to SIP most of the time by</p> <ul style="list-style-type: none">• Quarterly reviews• Adapting/revising plan when necessary• Conducting summative annual review• Communicating revisions to school community <p>Monitors school community for perceptions of staff and school progress most of the time</p> <ul style="list-style-type: none">• At end of assessment periods, sends short, easy-to-complete surveys to parents and community members with questions regarding staff and school progress <p>Formally recognizes most accomplishments and celebrates successes throughout school year in most areas of school improvement</p>	<p>Status of implementation seldom assessed</p> <p>Periodic reviews seldom performed</p> <ul style="list-style-type: none">• Data seldom gathered, studied, or analyzed• Data results seldom organized in user friendly formats for stakeholders <p>Progress/impact on implementing classroom activities/strategies seldom measured toward improving student learning</p> <p>Progress seldom checked against timelines; few check marks placed by date once activity has been evaluated</p> <p>Little commitment to SIP sustained</p> <ul style="list-style-type: none">• Quarterly reviews seldom performed• Plan seldom adapted or revised when necessary• Incomplete summative annual review• Revisions are seldom communicated to school community <p>School community's perception of staff and school progress seldom monitored</p> <p>Accomplishments and successes seldom celebrated throughout school year in only a few areas of school</p>	<p>Status of implementation not assessed</p> <p>Periodic reviews not performed</p> <ul style="list-style-type: none">• Data not gathered, studied, or analyzed• Data results not organized in user friendly formats for stakeholders <p>Progress/impact on implementing classroom activities/strategies not measured toward improving student learning</p> <p>Progress not checked against timelines; check marks not placed by date once activity has been evaluated</p> <p>Commitment to SIP not sustained</p> <ul style="list-style-type: none">• Quarterly reviews not performed• Plan not adapted or revised when necessary• Summative annual review not conducted• Revisions not communicated to school community <p>School community's perception of staff and school progress not monitored</p> <p>Accomplishments and successes not celebrated throughout school year in all areas of school</p>

School Staff: *Planning*

4

Provides valid timely feedback to SIT
Carefully reviews the draft of SIP and gives input for final draft
Commits to making the necessary school improvement changes called for by SIT

- Understands individual responsibility and subcommittee roles in implementing activities and strategies in the SIP

Signs off on Assurance of Faculty Review of SIP in template

3

Provides valid timely feedback to SIT most of the time
Reviews the draft of SIP and gives input for final draft
Commits to making the necessary school improvement changes called for by SIT most of the time

- Familiar with individual responsibility and subcommittee roles in implementing activities and strategies in the SIP

Signs off on Assurance of Faculty Review of SIP in template

2

Valid timely feedback to SIT seldom provided
Draft of SIP seldom reviewed and little input given for final draft
Little commitment to making the necessary school improvement changes called for by SIT

- Little understanding of individual responsibility and subcommittee roles in implementing activities and strategies in the SIP

Assurance of Faculty Review page signed by only a few teachers

1

Valid timely feedback to SIT not provided
Draft of SIP not reviewed and no input given for final draft
No commitment to making the necessary school improvement changes called for by SIT

- No understanding of individual responsibility and subcommittee roles in implementing activities and strategies in the SIP

Assurance of Faculty Review page not signed on SIP in template

School Staff: Implementation

4	3	2	1
Internalizes, discusses, and commits to their roles in implementing SIP Adheres to all timelines and deadlines identified in SIP All stakeholders know, understand and promote the school's mission statement in instructional practices in the classroom All stakeholders are prepared to discuss individual roles in implementing activities and strategies in the SIP All Students and parents aware of the School Improvement Plan's overarching goals Reviews all of the research that supports the practices outlined in the SIP Adheres to all timelines and deadlines that are identified in the SIP Actively participates in all staff development (initial, follow-up, and job-embedded) related to school improvement Actively participates in all family involvement components of the SIP Plans and implements all classroom instructional practices based on activities and strategies listed in the SIP	Discusses and commits roles in implementing SIP with most of the staff Adheres to most of the timelines and deadlines identified in SIP Most of the stakeholders know, understand and promote the school's mission statement in instructional practices in the classroom Most of the stakeholders are prepared to discuss individual roles in implementing activities and strategies in the SIP Most of the students and parents are aware of the School Improvement Plan's overarching goals Reviews most of the research that supports the practices outlined in the SIP Adheres to most of the timelines and deadlines that are identified in the SIP Actively participates in most of the staff development (initial, follow-up, and job-embedded) related to school improvement Actively participates in most of the family involvement components of the SIP Plans and implements most classroom instructional practices based on activities and strategies listed in the SIP	Little communication of roles in implementing SIP Timelines and deadlines identified in SIP are seldom adhered to Few stakeholders know, understand and promote the school's mission statement in instructional practices in the classroom Few stakeholders are prepared to discuss individual roles in implementing activities and strategies in the SIP Few students and parents are aware of the School Improvement Plan's overarching goals Reviews little of the research that supports the practices outlined in the SIP Adheres to few timelines and deadlines that are identified in the SIP Participates in little staff development (initial, follow-up, and job-embedded) related to school improvement Little participation in family involvement components of the SIP Plans and implements few classroom instructional practices based on activities and strategies listed in the SIP	No communication of roles in implementing SIP Timelines and deadlines identified in SIP are not followed Stakeholders do not know, understand and promote the school's mission statement in instructional practices in the classroom Stakeholders are not prepared to discuss individual roles in implementing activities and strategies in the SIP Students and parents are not aware of the School Improvement Plan's overarching goals Research not reviewed that supports the practices outlined in the SIP Adheres to none of the timelines and deadlines that are identified in the SIP No participation in staff development (initial, follow-up, and job-embedded) related to school improvement No participation in family involvement components of the SIP Planning and implementation of classroom instructional practices not based on activities and strategies listed in the SIP

School Staff: Evaluation

4

Regularly reviews and evaluates student progress by all grade levels and all subgroups

Periodically assesses each member's role in implementing activities/strategies of Action Plan

Appraises school's growth and makes necessary changes in curricular matters, including content, instruction, and assessment

- Analyzes classroom data and adjusts instruction accordingly

Celebrates progress and successes in all classrooms, grade levels, or departments

Analyzes all classroom data in relation to the SIP goals, objectives and strategies and adjusts instruction accordingly

Provides feedback on all SIP strategies and activities

Creates and analyzes pre/post assessment to measure the mastery of all SIP objectives/strategies

Understands all of the accountability standards in relation to SPS and how individual classrooms impact these standards

3

Regularly reviews and evaluates student progress by most grade levels and most subgroups

Periodically assesses most members' roles in implementing activities/strategies of Action Plan

Appraises school's growth and makes necessary changes in curricular matters, including content, instruction, and assessment most of the time

- Analyzes classroom data and adjusts instruction most of the time

Celebrates progress and successes in most classrooms, grade levels, or departments

Analyzes most classroom data in relation to the SIP goals, objectives and strategies and adjusts instruction accordingly

Provides feedback on most SIP strategies and activities

Creates and analyzes pre/post assessment to measure the mastery of a most SIP objectives/strategies

Understands most of the accountability standards in relation to SPS and how individual classrooms impact these standards

2

Student progress by grade level and subgroups are not regularly reviewed and evaluated

Each member's role in implementing activities/strategies of Action Plan is not periodically assessed

School's growth appraised slightly and necessary changes in curricular and instructional strategies matters not readily implemented

- Little classroom data analyzed and instruction practices adjusted very little

Progress and successes in classroom, grade level, or department seldom celebrated

Analyzes little classroom data in relation to the SIP goals, objectives and strategies and adjusts instruction accordingly

Provides feedback on few SIP strategies and activities

Creates and analyzes pre/post assessment to measure the mastery of few SIP objectives/strategies

Understands few of the accountability standards in relation to SPS and how individual classrooms impact these standards

1

Student progress by grade level and subgroups are not regularly reviewed and evaluated

Each member's role in implementing activities/strategies of Action Plan is not periodically assessed

School's growth not appraised and necessary changes in curricular and instructional strategies matters not implemented

- Classroom data not analyzed and instruction practices not adjusted

Progress and successes in classroom, grade level, or department not celebrated

Classroom data not analyzed in relation to the SIP goals, objectives and strategies

Feedback is not provided on all SIP strategies and activities

Pre/post assessment not created or used to measure the mastery of all SIP objectives/strategies

Accountability standards are not understood in relation to SPS and how individual classrooms impact these standards