

Washoe County School District Rubric for School Improvement Plans – 2011-2012

	Approaches = 1 <i>(Does not meet one or more of the conditions listed for each criterion and requires revisions)</i>	Meets = 2 <i>(Meets all conditions listed for each criterion)</i>	Exceeds = 3 <i>(In addition to meeting all conditions listed in “Adequate”)</i>
Part I: Vision for Learning			
Vision, Mission, and School Highlights	Site leadership and responsibilities for the SIP are vague. There are few/no members on the planning team listed and/or have not been updated. Information is missing as required on title pages. Mission/vision statement is missing. Very limited information is offered on current successes, honors, and unique features in <i>School Highlights</i> section.	There is some evidence of shared leadership. All members of the school planning team are listed. The parent member who is not a district employee is specifically identified (Title I Schools only). All information is provided as required. Summary of <i>School Highlights</i> is succinct and includes relevant information pertaining to the site’s academic and social achievements.	There is strong evidence of shared leadership. Members of the school planning team include a wide variety of dedicated stakeholders in the improvement process (e.g., certified and classified staff, parent involvement facilitator, parents, after-school staff, community members.) Mission/vision statement and <i>School Highlights</i> sections provides a concise, detailed picture of the entire school community’s significant academic and social achievements.
Part II: Inquiry Process – Comprehensive Needs Assessment – Root Cause Analysis - Review and Analysis of Data			
Areas of Strength and Priority Concerns	Inconsistent use of data and/or information pertaining to strengths and weaknesses of site. Some areas/subgroups, as indicated by the data, are not adequately addressed in the plan. Concerns are unclear or missing. If evident, they are listed randomly, without prioritizing for significance.	Areas of strength and areas of concern on student achievement include information specific to this site and include, where applicable, all quantifiable data related to academics, professional development, and school community issues. All important areas of concern, as evidenced by the data, are being addressed for all subgroups. Concerns are prioritized to ensure that the most significant are addressed.	Evidence of a thorough use of all school data (e.g., school accountability report, assessment data, surveys, AMAO results, and additional data collected on-site) that provides a detailed picture of school and community with specific attention to whole group and subgroup populations. Concerns are prioritized in a reflective manner to ensure those that are most significant are addressed.

<p>Root Causes and Solutions</p>	<p>Causes are not within the realm of achievable work and/or solutions are insufficient to address causes or concerns.</p> <p>There is no discernible link between solutions and strategies and their corresponding causes (factors.) Designated instructional materials and practices may not be based on scientific research and/or may not be compatible with the adopted state/district/school standards/program of instruction.</p> <p>Little/no mention is made of parental involvement and/or remedial programs outside the regular school day if needed. Professional development is not addressed or is scattered and seemingly without a central purpose.</p>	<p>Logical and reasonable causes and solutions that the school can address are directly stated and can be verified with data. Most areas of prioritized concern are addressed with causes and viable solutions strategies.</p> <p>Solutions/strategies are linked with causes (factors) and aligned to instruction based on scientific research to strengthen core academic subjects and instruction, promote effective parental involvement, and include, if appropriate, remedial education/ tutoring outside the regular school day.</p> <p>If applicable, strategies to improve academic achievement also include efforts to identify and instruct pupils who are not achieving fullest potential, increase student attendance, integrate technology, manage discipline, and enhance professional development for teachers and administrators.</p>	<p>Causes and solutions are based on extensive data analysis and are likely to be the basis for substantial student achievement gains. All areas of prioritized concern are addressed with causes and viable solutions strategies.</p> <p>Connections are made between solutions and strategies and state standards and assessments. Citations of scientific based research to support instructional decisions are included.</p> <p>Supplemental and intervention programs and materials are integrated and coordinated with comprehensive programs adopted by district or school.</p> <p>Professional development components are based on a clear plan for capacity building with explicit means of assessing and designing professional development specific to the needs of teacher, staff, and administrators that is on-going and job-embedded.</p>
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Part III: Goals and Measurable Objectives

<p>Goals</p>	<p>Plan lacks clear purposes and goals related to school improvement and/or identifies goals that are not significant based on data or may not be measurable.</p>	<p>Goals reflect a complete understanding of appropriate, targeted needs of school based on data findings and areas of concern, causes, and solutions. Goals can be tracked through measurable outcomes.</p>	<p>Goals are clearly connected to priority concerns, causes, and solutions and are easily related to the needs of all students and subgroups of students. Demonstrates a deep understanding of essential components for measurable site goals and how they are tied to District goals.</p>
<p>Measurable Objectives</p>	<p>Objectives are general and are missing one or more of the requested elements, i.e., outcome indicators, baseline,</p>	<p>Objectives reflect attention to patterns/trends in assessment data including whole school and</p>	<p>Each goal has several specific, measurable, and achievable objectives tied directly to school improvement</p>

	<p>expected performance levels, and/or timeline. Timelines are vague and/or it may be unclear who is specifically responsible for the actual implementation of strategies/solutions.</p>	<p>subpopulation groups. Specific, measurable objectives are directly linked to each goal and aligned with solutions (strategies.) Objectives are stated in specific, measurable terms with outcome indicators, baselines, expected performance levels, and timelines. The objective is aligned to the District performance indicators/targets.</p>	<p>progress with specific rationale for each. Multiple methods of measuring progress toward goal achievement are outlined in the objectives. Objectives are stated in specific, measurable terms with outcome indicators, baselines, expected performance levels, and timelines. Timelines are exact and realistic.</p>
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Part IV: School Improvement Master Plan & Reform Strategies

<p>Action steps, timeline, resources, and persons responsible</p>	<p>Action steps do not seem to be connected to goals and/or causes and solutions previously identified. Dates are vague and/or timelines may be unreasonable. There may be a general listing of resources and persons responsible for implementation of some/all action steps. No/few cost factors are included.</p>	<p>Action steps clearly address goals and objectives. They are directly related to the causes and solutions identified during inquiry process. Definite dates are included in timeline. Specific resources and persons responsible are identified for each action step and the work is shared among all those responsible. Some cost factors are included.</p>	<p>Action steps are a logical extension of goals and objectives. They are interrelated and will clearly impact priority concerns, causes, and solutions in increasing student achievement. Definite dates and responsible persons are identified to ensure shared responsibility and effective implementation of every step. Each action step has specific resources and itemized cost factors associated with it.</p>
<p>Monitoring plan</p>	<p>Data collection is vague or unclear. Plan lacks a clear design for making decisions based on evaluation outcomes, including interventions with and/or discontinuation of elements that are not helping students make significant progress.</p>	<p>Data collection is directly linked to each goal and aligned with solutions (strategies.) Timelines are exact and realistic and present for each action step. Specific persons are listed as responsible to ensure each data collection step is implemented.</p>	<p>Clearly denotes continuous progress monitoring of student and teacher data. Wide variety of data sources (e.g., surveys, observations, sign-in sheets, and assessments) is used. Definite dates and responsible persons are identified for data collection and analysis of data is shared by SIP team with entire school community.</p>

Part V: Budget for Overall Cost of Carrying out Plan

<p>Budget for Overall Cost of Carrying out Plan</p>	<p>It is unclear how the funds needed to carry out the plan are tied to priority needs/goals or to solutions/strategies. Some funding amounts appear unreasonable or incomplete.</p>	<p>Amounts described are closely tied to goals and strategies/solutions and clearly demonstrate funds already available and funds still needed for full implementation of SIP.</p>	<p>Total amount needed is tied directly to specific goals and action steps. Possible funding needs for all action steps are reasonable and will likely ensure school success with targeted</p>
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			goals and strategies/solutions.
Part VI: Evaluation of SIP			
Evaluation	Does not adequately demonstrate how plan will evaluate measurable objectives and may omit any one or more of the essential components asked for in the plan. One type of data collection (e.g., CRTs) may be used to evaluate the entire SIP.	Data collection is aligned to measurable objectives (outcome indicators) and includes instrument, timeline, and specific person responsible to ensure evaluation is completed. Information is closely tied to student achievement.	A variety of state, district, and classroom-based assessments are included. Evidence is provided that assessment instruments are valid and reliable for use in screening, diagnostic, formative, and summative uses and will be used to inform instructional decisions about appropriate interventions.
Part VII: Other Required Elements (all schools)			
Other Required Elements (all schools)	Some required elements in this section are missing or are imprecisely worded. Information is limited and makes it difficult to determine if the required elements are present at the site.	Attention to subgroup proficiency in core academics is addressed in policies and practice statements. If applicable, description is included on remedial activities and/or tutoring outside the school day. A list of expected, available resources to carry out this plan is summarized. A brief summary of resources (fiscal and human) is included. Any legislative appropriations aimed at academic achievement, including SB 404, are listed and their effectiveness briefly summarized. Information on Parent Involvement Accords is included as is the Parent Involvement Policy document. If AMAO targets were not met, a description of how they will be met is included. Data Table is complete and includes all school characteristics.	All core academic areas are addressed in ensuring proficiency for all students and all student subpopulations. All remedial and tutoring programs are listed, including timelines and numbers of students served. Evidence of effective remedial and tutoring programs and any legislative appropriations are defined by pre-post assessment data to indicate effectiveness. Parent Involvement Accord and/or the Parent Involvement Policy include innovative and important ways to communicate with and include families in the learning community.

<p>Part VIII: Required elements (Title I schools only)</p>	<p>Some information may be missing or incomplete. It is difficult to determine if the required elements are present at the site.</p>	<p>All required designations and assurance are included. A brief summary of Title I spending, based on this year’s current budget is provided. A description of the school’s mentoring program and parent involvement plan is described in relationship to school goals and objectives. There is evidence that teachers are included in decision-making in regard to academic tests.</p>	<p>All required designations and assurance are included. A comprehensive summary of Title I spending, based on this year’s current budget and goals is provided. Information on the mentoring program, parent involvement program, pre-K transitioning, and shared site leadership in terms of assessments are systematically tied to the goals and objectives of the plan.</p>
<p>Part IX: Required elements (non-Title I schools)</p>	<p>Some information may be missing or incomplete. It is difficult to determine if the required elements are present at the site.</p>	<p>All required assurances are included. A school’s mentoring program is described in relationship to school goals and objectives.</p>	<p>All required assurances are included. Information on the mentoring program is systematically tied to the goals and objectives of the plan.</p>
<p>All Schools Proposed Professional Development Event Calendar</p>	<p>Proposed professional development activities appear disorganized and are not necessarily aligned to goals and/or objectives. Sufficient, extended time and resources are not available to accomplish professional development goals adequately. Evidence of site- and district-level teacher leadership capacity building is not evident. Professional development is evaluated only through feedback from teachers on their immediate reaction to the activity.</p>	<p>Proposed professional development program is aligned to school goals and objectives that demonstrate sequential, closely associated action steps over an extended time frame. Adequate resources to introduce and sustain the designed program are in place on site. Some evidence of site- and district-level teacher leadership capacity building is evident. Professional development is evaluated through feedback from teachers on the success and the relevance of individual elements of the professional development and how teachers describe their intention to apply the strategies in the classroom and through evidence of student academic growth.</p>	<p>Proposed professional development is closely aligned with each goal and addresses each objective(s). Ensure action steps are tied to teacher application and increased student proficiency by using formative and summative components in order to evaluate effectiveness. Processes are in place to longitudinally address important professional development issues. Evidence of site- and district-level teacher leadership capacity building is evident. Professional development is evaluated both by teachers’ self-reported understanding of concepts and practices along with actual implementation of strategies, practices and concepts in the classroom as documented by observation and through evidence of student academic growth.</p>

<p>All Schools Parent Involvement Plan/Event Calendar</p>	<p>There is little evidence of meaningful family activities and parent participation at this site.</p>	<p>Parent involvement is a central focus as evidenced by activities tied to school improvement goals. Parent involvement standards are keyed to each of the activities and a clear description of each activity is provided. Funding sources, where applicable, are included.</p>	<p>A strong commitment to parent involvement is evident. There is evidence that every one of the Parent Involvement Standards is being thoroughly addressed during the year. Funding sources, where applicable, are included. Evaluation procedures will include valuable formative data.</p>
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