

SCHOOL IMPROVEMENT PLAN

EVALUATION

RUBRIC

Louisiana Department of Education

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State Superintendent of Education

FALL 2008

COMPREHENSIVE NEEDS ASSESSMENT

Guideline I. The school must present data from the listed sources (administrators, teachers, students, and parents).

All of the four listed sources = a

Two of four listed sources = c

Three of four listed sources = b

One of four listed sources = d

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. The needs are based on data collected from a variety of sources (administrators, teachers, students, and parents) with tables included.			
<input type="checkbox"/> a. All of the listed sources are included in identifying the needs, and data are presented.	<input type="checkbox"/> b. Most of the listed sources are included in identifying the needs, and data are presented.	<input checked="" type="checkbox"/> c. Few of the listed sources are included in identifying the needs, and data are presented.	<input type="checkbox"/> d. The data were collected from a single source, or source information is not presented.

Rationale/Comments:

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Guideline II. See Sampling Parameters; determine rating for each of the five samples, then determine item II.

- If 4 superior and 1 adequate ratings, this item can receive an “a.”
- At least 3 superior or adequate ratings with no unacceptable marks equals a “b.”
- Even if 4 superiors and 1 marginal or unacceptable ratings, this item can receive not more than a “c.”
- If a Parent Focus Group is used in place of Parent Questionnaires, as long as this focus group meets the minimal sample size, then the Parent parameter receives a rating of “b.”
- **Sample Frame: focus Groups – Parents (Table 8)**
 Minimum: 1 group of 6 participants Maximum: 3 groups of 8 participants (i.e., Grades K-5; Grades 6-8; Grades 9-12)

Note: If the number of households is below 200, one (1) focus group is recommended. If the number of households is between 200 and 800, at least two (2) focus groups are recommended. If the number of households is above 800, at least three (3) groups are recommended.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
II. The perceptual and observational needs assessment data are used based on an adequate sample of individuals and groups. (See Sampling Parameters for <i>Superior, Adequate, Marginal, and Unacceptable</i>)			
<input type="checkbox"/> a. All of the sample sizes are superior.	<input type="checkbox"/> b. Most sample sizes are adequate, with no unacceptable markers in the sampled populations.	<input type="checkbox"/> c. Most sample sizes are marginal or higher, with at least one unacceptable marker in the sampled populations.	<input type="checkbox"/> d. No information is provided about the sample size, no samples were taken, or two or more of the sample sizes are unacceptable.

Rationale/Comments:

Guideline III. Student performance, attitudinal, behavioral, and archival data must be present in the Data Portfolio for this item to be acceptable.

- Student Performance Data: Both CRT and NRT data (including Alternate Assessment) from the *Data Analysis* template must be presented, and preferably, most current detailed data with examination of specific areas of weaknesses and a comparison to previous years' data (example 3 years).
- Attitudinal Data: For an acceptable rating, questionnaires and faculty needs assessment, including summaries, must be presented in the Data Portfolio.
- Behavioral Data: The Classroom Observations Summary must be presented for this item to be acceptable. At least one of the following items should be included in the Data Portfolio: summary of attendance and dropout and/or information on suspensions and expulsions.
- Archival Data: Report cards (Parent and Principal), Accountability reports (detailed and Subgroup component).
- Classroom and Unit Assessments
- IEP Data: Progress reports

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
III. The needs assessment must incorporate these four types of data: student performance, attitudinal, behavioral, archival.			
<input type="checkbox"/> a. Student and school level data are provided from all four of the listed types of data, and data are presented.	<input type="checkbox"/> b. Student and school level data are provided from three of the listed types of data, and data are presented.	<input type="checkbox"/> c. Student and school level data are provided from two of the listed types of data, and data are presented.	<input type="checkbox"/> d. Student and school level data are provided from a single type, or no data are presented.

Rationale/Comments:

Guideline IV. Reader must review all summary sheets and data provided.

- Is the information presented an accurate reflection of the data? Has the school missed pertinent information?
- The STRENGTHS should be derived from the strengths in the Accountability Data. Review all summary sheets to determine the strengths.
- The WEAKNESSES should be derived from the weaknesses in the Accountability Data. Analyze the Reports, Summary of ITBS/ITED, LEAP 21/GEE21, Subgroup % Proficient, DRA, DIBELS, Alternate Assessment, attendance and dropout rates to determine the weaknesses.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
IV. The needs assessment data are accurately interpreted to identify strengths and weaknesses.			
<input type="checkbox"/> a. All of the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> b. Most of the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> c. Few of the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> d. No strengths or weaknesses are based on an accurate interpretation of the data, or the data are not sufficient to determine accurate interpretation, or the strengths and weaknesses are not presented.

Rationale/Comments:

Guideline V. Identify the contributing factors related to the strengths and weaknesses.

- The contributing factors must be listed on the *Data Comprehensive Needs Assessment: Summary Report*.
- Look for things that are most directly related to student learning and that the school has the most control over (not parental involvement, but something like the “Taught” Curriculum).
- May have multiple factors for one strength/weakness. For example, if the weakness is in reading comprehension, possible contributing factors may be:
 - (a) Teacher’s lack of proper instructional strategies, such as HOTS.
 - (b) Lack of alignment of taught curriculum to standards and GLEs.
 - (c) Lack of instructional leadership.
 - (d) Poor management of time, poor discipline, and/or poor attendance that prevents learning from taking place.
 - (e) Failure to implement needed accommodations and modifications.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
V. The contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.			
<input type="checkbox"/> a. All contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> b. Most contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> c. Few contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data.	<input type="checkbox"/> d. No contributing factors related to the strengths and weaknesses are based on an accurate interpretation of the data, the data are not sufficient to determine accurate interpretation, or the causes are not presented.

Rationale/Comments:

Guideline VI. For an acceptable rating, all of items I –V must be rated *acceptable*.

- Look at the overall clarity and scope of the information presented.
- All information on the Demographics pages and the *Data Comprehensive Needs Assessment: Summary Report* (strengths and weaknesses) is considered when scoring this item.
- If something is unique about the strengths, weaknesses, or contributing factors, do the data support it?

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
VI. The needs assessment is presented in a comprehensive, clear, and understandable manner.			
<input type="checkbox"/> a. The demographics/school characteristics, strengths, and weaknesses are clearly described.	<input type="checkbox"/> b. The demographics/school characteristics, strengths, and weaknesses are apparent.	<input type="checkbox"/> c. The demographics/school characteristics, strengths, and weaknesses are minimally outlined.	<input type="checkbox"/> d. No information about demographics/school characteristics, strengths, and weaknesses is presented, or the characteristics, strengths, and weaknesses are not clear.

Rationale/Comments:

MISSION, GOALS, AND OBJECTIVES

MISSION

Guideline I. Slogan is ok, if meaningful.
No jargon that only teachers would understand. (Ex. Integrated Curriculum)

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. The mission statement is clear.			
<input type="checkbox"/> a. It clearly conveys the mission of the school.	<input type="checkbox"/> b. It adequately conveys the mission of the school, but it is somewhat lacking in clarity.	<input type="checkbox"/> c. It minimally conveys the mission of the school.	<input type="checkbox"/> d. It does not convey the mission of the school.

<p>Rationale/Comments:</p>

Guideline II. Short and can be easily memorized.
Can fit on a banner or be condensed to fit on a banner.
Can be a motto or fit on school stationery.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
II. The mission statement is short enough for all stakeholders to remember and recite easily.			
<input type="checkbox"/> a. It is short; all stakeholders can easily remember it.	<input type="checkbox"/> b. It is short but could be shorter; most stakeholders may remember it.	<input type="checkbox"/> c. It indirectly refers to learning for all students.	<input type="checkbox"/> d. It is much too long and would be difficult to remember.

<p>Rationale/Comments:</p>

Guideline III. Academic learning must be the main focus.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
III. The mission statement focuses on learning for all students.			
<input type="checkbox"/> a. It clearly focuses on learning for all students.	<input type="checkbox"/> b. It emphasizes student learning as an apparent goal of the school, but student learning is not the main priority.	<input type="checkbox"/> c. It indirectly refers to learning for all students.	<input type="checkbox"/> d. It does not directly or indirectly refer to learning for all students.

Rationale/Comments:

Guideline IV. At least 1 person represented from each group (e.g., teachers, staff, students, parents, and community) is involved in the development of the mission statement.

- Representation from all 5 groups = a
- Representation from 3 or 4 groups = b
- Representation from 1 or 2 groups = c

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
IV. All stakeholders (e.g., teachers, staff, students, parents, community) participated in the development of the mission statement.			
<input type="checkbox"/> a. All stakeholders participated in the development of the mission statement.	<input type="checkbox"/> b. Most stakeholders participated in the development of the mission statement.	<input type="checkbox"/> c. Few stakeholders participated in the development of the mission statement.	<input type="checkbox"/> d. Either no stakeholders were involved, or no information is provided regarding their participation.

Rationale/Comments:

GOALS

Guideline I. Goals must directly link to student learning. A goal of parental involvement is not a direct link.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. The goals are linked to student learning.			
<input type="checkbox"/> a. The goals are clearly linked to student learning.	<input type="checkbox"/> b. The goals are linked to student learning; however, the link can be improved.	<input type="checkbox"/> c. The link between the goals and student learning is unclear or weak.	<input type="checkbox"/> d. The link between the goals and student learning is unclear or weak.

<p>Rationale/Comments:</p>

Guideline II. Goals must address the weaknesses in Academic Achievement.

- The goals should be derived from data in the CRT (including LAA), NRT, Attendance and/or Dropout, Percent Proficient, DRA, DIBELS, Pre-K/Kindergarten Screening tests, or other standardized assessments, and unit assessments.
- Goals should be limited to three.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
II. The goals accurately reflect the school's weaknesses in Academic Achievement.			
<input type="checkbox"/> a. All NCLB related weaknesses are clearly addressed.	<input type="checkbox"/> b. Most NCLB related weaknesses are addressed.	<input type="checkbox"/> c. Few of the NCLB related weaknesses are addressed.	<input type="checkbox"/> d. The goals do not address the NCLB related weaknesses.

<p>Rationale/Comments:</p>

Guideline III. For an acceptable rating, items I - II must be acceptable.

- Look at the overall clarity and presentation of the goals.
- If goals are accomplished, will the school improve academically?
- Exception: If the goals are stated in measurable terms, they must use accurate measures to receive a rating no higher than a “b.”

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
III. The goals clearly state the direction for school improvement.			
<input type="checkbox"/> a. Goals clearly state the direction for school improvement.	<input type="checkbox"/> b. Goals state the direction for school improvement in a relatively clear manner.	<input type="checkbox"/> c. Goals state the direction for school improvement in an unclear manner	<input type="checkbox"/> d. Goals do not state the direction for school improvement.

Rationale/Comments:

OBJECTIVES

Guideline I.

Number presented must be accurate and verifiable in relation to growth.

- Objectives addressing primary grades and subtest objectives must give comparative data stated in growth.
- **Example of ITBS objective:** To increase 9th grade NRT Math Index Scores from 48.1 to 54.1 by spring 2004.
- **Example of CRT objective:** To increase 4th grade CRT ELA Index Scores from 50.0 to 56.0 by spring 2004.
- **Example of Subgroup Percent Proficient objective:** To increase the ELA Percent Proficient Index Scores of 4th grade poverty students from 45.1 to 51.9 by spring 2004.
- **Example of a DRA objective:** To increase the % of 2nd and 3rd grade students reading on or above grade level, as measured by the Developmental Reading Assessment, from 50% to 65% by Spring 2005.
- **Example of a DIBELS objective:** To increase the % of 2nd and 3rd grade students reading on benchmark, as measured by DIBELS from 62% to 72% by spring 2005.
- **Objective must be time-bound. (1 or 2 years)**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. The objectives have measurable (verifiable) outcomes.			
<input type="checkbox"/> a. All of the objectives can be verified/measured.	<input type="checkbox"/> b. Most of the objectives can be verified/measured.	<input type="checkbox"/> c. Few of the objectives can be verified/measured.	<input type="checkbox"/> d. None of the objectives can be verified/measured.

Rationale/Comments:

Guideline II. Each objective should be clearly linked to a specified goal.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
II. Each objective is clearly linked to a specified goal.			
<input type="checkbox"/> a. All of the objectives are clearly linked to specific goals.	<input type="checkbox"/> b. Most of the objectives are clearly linked to specific goals.	<input type="checkbox"/> c. Few of the objectives are clearly linked to specific goals.	<input type="checkbox"/> d. No objectives are clearly linked to any specific goals, or are not presented.

Rationale/Comments:

Guideline III. If objectives are not measurable (Item I), then Item III is difficult to determine. A rating of “d” would be given.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
III. The objectives reflect high expectations of achievement for all students.			
<input type="checkbox"/> a. All objectives represent high expectations for student achievement for all.	<input type="checkbox"/> b. Most objectives represent high expectations for student achievement for all.	<input type="checkbox"/> c. Few objectives represent high expectations for student achievement for all.	<input type="checkbox"/> d. No objective represents high expectations for student achievement for all.

Rationale/Comments:

Guideline IV. It is important the SIP presents an actual date to reach the objective (i.e., spring 2006, May 2006).

- If objectives are not measurable (Item I), then it is impossible to determine Item IV. A rating of “d” would be given.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
IV. The objectives are realistically achievable in light of the accountability time frame.			
<input type="checkbox"/> a. All of the objectives are realistically achievable in the time frame.	<input type="checkbox"/> b. Most of the objectives are realistically achievable in the time frame.	<input type="checkbox"/> c. Few of the objectives are realistically achievable in the time frame.	<input type="checkbox"/> d. No objectives are realistically achievable in the time frame, or no time frame is provided.

Guideline V. For an acceptable rating, all of items I – IV must be rated *acceptable*.

- Look at the overall clarity and presentation of the objectives.
- In order for the objectives to be clear, they must be written correctly.
- If objectives are accomplished, will the school improve academically?

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
V. The objectives clearly state the direction for school improvement.			
<input type="checkbox"/> a. Objectives clearly state the direction for school improvement.	<input type="checkbox"/> b. Objectives state the direction for school improvement in a relatively clear manner.	<input type="checkbox"/> c. Objectives state the direction for school improvement in an unclear manner.	<input type="checkbox"/> d. Objectives do not state the direction for school improvement.

Rationale/Comments:

SCIENTIFICALLY BASED RESEARCH

- Guideline I.** Will the presented strategies (if correctly implemented) directly and positively influence the contributing factors to the weaknesses in this school?
- If the contributing factors are not identified, this item is to be rated unacceptable.
 - **75% or more of the strategies must meet the criteria to be acceptable.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. Strategies directly address contributing factors of strengths and weaknesses.			
<input type="checkbox"/> a. All strategies directly address contributing factors of strengths and weaknesses.	<input type="checkbox"/> b. Most strategies directly address contributing factors of strengths and weaknesses.	<input type="checkbox"/> c. Few strategies directly address contributing factors of strengths and weaknesses.	<input checked="" type="checkbox"/> d. No strengths directly address contributing factors of strengths and weaknesses, or the causes are not presented or accurately identified.

Rationale/Comments:	
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- Guideline V.** If any of items I – IV are not acceptable, then the strategies probably do not have the potential for success.
- Are they really strategies?

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
V. Scientifically Based Research (SBR) Strategies for attaining all objectives are stated.			
<input type="checkbox"/> a. All objectives are supported by SBR strategies.	<input type="checkbox"/> b. Most objectives are supported by SBR strategies.	<input type="checkbox"/> c. Few objectives are supported by SBR strategies.	<input type="checkbox"/> d. None of the objectives are supported by SBR strategies, or objectives are not presented.

<p>Rationale/Comments: See Comments above regarding contributing factors</p>

ACTION PLAN - ACTIVITIES

- Guideline I.** Are the Action Plan activities in a logical order?
- Are they written in sequential order? Step by step, cycle of activities (i.e., Ownership, Professional Development, Follow-up/Support, Implementation, Family Involvement, etc.)
 - **For an acceptable rating, at least 75% of the activities must be in sequential order.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. The action plan has a logical sequence of events to reach Indicator of Implementation.			
<input type="checkbox"/> a. The sequence of events in the time line is logical.	<input type="checkbox"/> b. The sequence of most events in the time line is logical.	<input type="checkbox"/> c. Many of the events in the time line are without logical sequence.	<input type="checkbox"/> d. The events in the plan have no logical sequence, or no time line is given.

<p>Rationale/Comments:</p>

- Guideline II.** The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.
- What evidence is there of shared leadership (teachers/administrators)?
 - Site persons/titles must be listed.
 - **For an acceptable rating, at least 75% of the activities must state who is responsible.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
II. The action plan clearly identifies who will be responsible for implementing the activity.			
<input type="checkbox"/> a. All activities clearly indicate which staff and/or administrators will be responsible for implementing the activity.	<input type="checkbox"/> b. Most activities clearly state which staff and/or administrators will be responsible.	<input type="checkbox"/> c. Few activities clearly state who will be responsible, or only one person is responsible for all activities.	<input type="checkbox"/> d. No activities clearly state who will be responsible.

<p>Rationale/Comments:</p>

Guideline III.

Refer to the activities column in the template to rate this item.

- Activities are a description of **what** and **how** the actual activity will be performed by the staff, not a laundry list.
- Activities that address behavior, technology, family involvement, and leadership are included.
- Example of an “a” rating: Initiate cross grade-level study groups meeting bi-weekly to assist reading teachers in applying the new instructional strategies. (It includes who, what, how, and purpose/focus of the training/activity).
- Example of a “b” rating: Instructional teachers will participate in a two-day training on implementing higher order thinking skills (HOTS) into classroom instruction. (It includes who, what, and purpose/focus of the training/activity).
- **For an acceptable rating, at least 75% of the activities must fit the criteria.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
III. The action plan clearly states how each activity will be performed.			
<input type="checkbox"/> a. It is clear how each activity will be performed.	<input type="checkbox"/> b. It is clear how most activities will be performed.	<input type="checkbox"/> c. It is clear how a few of the activities will be performed.	<input type="checkbox"/> d. It is not clear how any of the activities will be performed.

Rationale/Comments:

Guideline IV.

Specificity of the dates depends on the nature of the activity.

- Look for specific dates where applicable. August through May is not sufficient. Some activities may be ongoing throughout the entire year, but at least some indication of frequency should be presented (i.e., monthly, bimonthly, every 2nd Tuesday of the month, weekly, etc.).
- **For an acceptable rating, at least 75% of the activities must state the frequency of the activities.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
IV. A reasonable time line is assigned to each activity.			
<input type="checkbox"/> a. All activities include specific dates.	<input type="checkbox"/> b. Most activities include specific dates.	<input type="checkbox"/> c. Few activities include specific dates.	<input type="checkbox"/> d. No activities include specific dates.

Rationale/Comments:

Guideline V. For an acceptable rating, all of items I – IV must be rated acceptable.

- Look at the overall clarity and presentation of the action plan.
- If the school were to use nothing else but this action plan, to what degree would the school be able to effectively implement the strategies?

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
V. A clear action plan is specified for effectively implementing all identified strategies.			
<input type="checkbox"/> a. A clear action plan for each strategy is evident.	<input type="checkbox"/> b. A clear action plan for most strategies is evident.	<input type="checkbox"/> c. A clear action plan for few strategies is evident.	<input type="checkbox"/> d. No strategies have a clear action plan, or strategies are not presented.

Rationale/Comments:

ACTION PLAN - PROFESSIONAL DEVELOPMENT

Guideline I. Is there a description of who will be involved, what type of PD, and the purpose of the professional development?

- **For an acceptable rating, at least 75% of the professional development activities must fit the criteria.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. Professional Development identifies how the activities will take place (procedures) and who will be involved.			
<input type="checkbox"/> a. Procedures and participants are specified for all activities.	<input type="checkbox"/> b. Procedures and participants are specified for most activities.	<input type="checkbox"/> c. Procedures and participants are specified for few activities.	<input type="checkbox"/> d. Procedures and participants are specified for none of the activities.

<p>Rationale/Comments:</p>

Guideline II. Job-embedded Professional Development provides teachers time to consult together about common instructional problems, engage in joint curriculum planning, share knowledge, observe skills, conduct action research, coach one another, and obtain new ideas and approaches from colleagues during the course of the work day.

Job-embedded Professional Development has three major attributes:

- Relevance - Time is created for the PD to occur as a part of the normal work routine.
- Feedback - Sustained support and attention through mentoring, dialogue, and study groups.
- Transfer of Practice - Self-reflection, action research, peer coaching or observations, and group problem-solving.
- **For an acceptable rating, at least 75% of the professional development activities must be job-embedded and frequent.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
II. Professional development is job-embedded and occurs frequently.			
<input type="checkbox"/> a. Weekly/Bi-weekly job-embedded Professional Development activities are presented.	<input type="checkbox"/> b. At least monthly job-embedded activities are presented.	<input type="checkbox"/> c. Activities on a monthly basis are presented, but they are not job-embedded.	<input type="checkbox"/> d. Activities are not frequent or job-embedded.

<p>Rationale/Comments:</p>

- Guideline III.** Follow-up and support should be an actual scheduled activity (not just an evaluation procedure) so the amount of follow-up and support can be determined.
- Look for follow-up and support in the activities and formative evaluation columns with an adequate description.
 - Examples of follow-up/support: Trainers scheduled to return after initial training to provide additional assistance in implementation; principal or DE modeling lessons, practice with feedback, mentoring, videotape analysis, and study groups.
 - Make no assumptions on follow-up activities.
 - **For an acceptable rating, at least 75% of the initial professional development activities must include follow-up/support (e.g., four initial PD activities with three follow-up activities).**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
III. Follow-up/support is an actual scheduled activity and is consistent.			
<input type="checkbox"/> a. All activities include scheduled follow-up/support.	<input type="checkbox"/> b. Most activities include scheduled follow-up/support.	<input type="checkbox"/> c. Some activities include scheduled follow-up/support.	<input type="checkbox"/> d. No activities include scheduled follow-up/support.

<p>Rationale/Comments:</p>

- Guideline IV.** All personnel (teachers, administrators, counselors, paraprofessionals, and other staff) should be included in appropriate Professional Development opportunities. The use of “instructional staff” or “faculty” in the description is too general to determine which groups of personnel are represented. Personnel must be identified by subgroups (teachers, administrators, counselors, paraprofessionals, support staff, etc).

Representation from all 5 groups = a
Representation from 3 or 4 groups = b
Representation from 1 or 2 groups = c

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
IV. Professional Development is designed to reach all personnel (teachers, administrators, counselors, paraprofessionals, and other staff).			
<input type="checkbox"/> a. Activities are designed to reach all personnel.	<input type="checkbox"/> b. Activities are designed to reach most personnel.	<input type="checkbox"/> c. Activities are designed to reach few personnel.	<input type="checkbox"/> d. No activities are designed to reach personnel.

<p>Rationale/Comments:</p>

- Guideline V.** The Professional Development must be aligned with the strategies.
- Does the Professional Development support or make an impact on the school?
 - Will the Professional Development activities help implement the strategies?
 - **For an acceptable rating, items II and III must be acceptable.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
V. Professional Development is potentially effective for improving student achievement when aligned to the strategies listed in the action plan.			
<input type="checkbox"/> a. All activities are potentially effective for improving student achievement and achieving the objectives.	<input type="checkbox"/> b. Most activities are potentially effective for improving student achievement and achieving the objectives.	<input type="checkbox"/> c. Few activities are potentially effective for improving student achievement and achieving the objectives.	<input type="checkbox"/> d. No activities are potentially effective for improving student achievement and achieving the objectives.

<p>Rationale/Comments:</p>

ACTION PLAN - FAMILY INVOLVEMENT

- Guideline I.** Family involvement activities should be clearly linked to the objectives through the strategies.
- For an acceptable rating, at least 75% of the family involvement activities must fit the criteria.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. Family involvement activities are clearly linked to the identified objectives.			
<input type="checkbox"/> a. All activities are clearly linked to the identified objectives.	<input type="checkbox"/> b. Most activities are clearly linked to the identified objectives.	<input type="checkbox"/> c. Few activities are clearly linked to the identified objectives.	<input type="checkbox"/> d. No activities are clearly linked to the identified objectives.

Rationale/Comments:

- Guideline II.** Review the family involvement activities pertaining to content/training.
- Are a sufficient number of content/training activities included to involve family members in student learning daily or weekly, or only one time a semester?
 - A=Monthly B=Quarterly C=Once a semester/Few activities D=No activities

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
II. Activities that encourage family members to participate in student learning are included.			
<input type="checkbox"/> a. Many activities that encourage family members to participate in student learning are included.	<input type="checkbox"/> b. Some activities that encourage family members to participate in student learning are included.	<input checked="" type="checkbox"/> c. Few activities that encourage family members to participate in student learning are included.	<input type="checkbox"/> d. No activities encourage family members to participate in student learning.

Rationale/Comments:

Guideline III. Review the family-school communication activities.

- Are newsletters or other communications about student learning being sent to families?
- Are families being contacted by phone or home visits by teachers or counselors concerning the child's learning?
- Are procedures planned to increase attendance of school functions?
- Rating of the average frequency of family-school communication activities:
A=Monthly B=Quarterly C=Once a semester/Few activities D=No activities

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
III. Family involvement includes activities for increasing family-school communication about student learning.			
<input type="checkbox"/> a. Many activities are provided for increasing family-school communication about student learning.	<input type="checkbox"/> b. Some activities are provided for increasing family-school communication about student learning.	<input type="checkbox"/> c. Few activities are provided for increasing family-school communication about student learning.	<input type="checkbox"/> d. No activities are provided for increasing family-school communication about student learning.

<p>Rationale/Comments:</p>

Guideline IV. Review all of the family involvement activities.

- Are families who cannot attend school functions involved, or do all activities depend on families coming to the school?
- Rating of the average frequency of content/training and family-school communication activities:
A=Monthly B=Quarterly C=Once a semester/Few activities D=No activities

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
IV. Family Involvement includes activities for incorporating family members of ALL students.			
<input type="checkbox"/> a. Activities are designed to reach all family members.	<input type="checkbox"/> b. Activities are designed to reach most family members.	<input type="checkbox"/> c. Activities are designed to reach few family members.	<input type="checkbox"/> d. No activities are designed to reach family members

<p>Rationale/Comments:</p>

ACTION PLAN - COORDINATION OF RESOURCES

- Guideline I.** The funds must match on the budget pages and action plan.
- **For an acceptable rating, funding sources used to sustain the reforms described in the SIP must be on the action plan and the budget pages (e.g., Title I, II, and V, CSRP, etc.).**
 - Is funding provided for all applicable activities? Details in the action plan should indicate how expenses are to be utilized.
 - CSRP must have both CSRP funding sheet and template funding sheets.
 - Are the monies being allocated to school improvement?
 - Are the monetary resources allocated to the strategies sufficient to make a difference?

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. Monetary resources are allocated in a manner that will facilitate achieving the identified objectives.			
<input type="checkbox"/> a. Monetary resources are clearly targeted to reach the identified objectives.	<input type="checkbox"/> b. Most monetary resources are targeted to reach the identified objectives.	<input type="checkbox"/> c. Few monetary resources are targeted to reach the identified objectives.	<input type="checkbox"/> d. Monetary resources are not targeted to reach the identified objectives.

<p>Rationale/Comments:</p>

- Guideline II.** If large equipment purchases are in the budget, it should also be indicated in the action plan. If equipment is not purchased, mark this item N/A.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
II. Equipment is allocated in a manner that will facilitate achieving the objectives or not applicable.			
<input type="checkbox"/> a. Equipment allocations are clearly targeted to reach the identified objectives.	<input type="checkbox"/> b. Most equipment allocations are targeted to reach the identified objectives.	<input type="checkbox"/> c. Few equipment allocations are targeted to reach the identified objectives.	<input type="checkbox"/> d. Equipment allocations are not targeted to reach the identified objectives.

<p>Rationale/Comments:</p>

- Guideline III.** This item is intended to determine if time is allocated for professional development (i.e., teachers having common planning periods, school day extended so one afternoon a week would be for professional development, etc.) and to see if any changes were made to improve time on task (i.e., change of school day schedule, classroom management issues, etc.)
- If these types of issues are not addressed in the action plan, then the rating for “timeline” on the action plan (IV) is given for this item.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
III. Time is allocated in a manner that will facilitate achieving the objectives.			
<input type="checkbox"/> a. Time allocations are clearly targeted to reach the identified objectives.	<input type="checkbox"/> b. Most time allocations are targeted to reach the identified objectives.	<input type="checkbox"/> c. Few time allocations are targeted to reach the identified objectives.	<input type="checkbox"/> d. Time allocations are not targeted to reach the identified objectives.

<p>Rationale/Comments:</p>

- Guideline IV.** Are different people listed in the Person(s) Responsible column of the action plan participating in the allocation of human resources?
- Is responsibility shared among teachers, principals, counselors, and parents?
 - Have both in and out of school human resources been tapped?
 - Are teachers being used for coaching and mentoring?
 - If a DE is in the school, is he/she being effectively utilized?
 - Are DAT and RESC personnel being used? Community personnel?

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
IV. Human resources are allocated in a manner that will facilitate the objectives.			
<input type="checkbox"/> a. Human resources are clearly targeted to reach the identified objectives.	<input type="checkbox"/> b. Most human resources are clearly targeted to reach the identified objectives.	<input type="checkbox"/> c. Few human resources are clearly targeted to reach the identified objectives.	<input type="checkbox"/> d. No human resources are clearly targeted to reach the identified objectives.

<p>Rationale/Comments:</p>

EVALUATION OF IMPLEMENTATION

Guideline I. The evaluation procedures to monitor and assess the indicators of implementation for all activities should include at least three of the four of the following criteria:

1. What data instrument will be used to collect information and what kind of feedback will be given?
2. What will be measured or assessed, and how will this information be used?
3. Who will conduct the evaluation?
4. How often (frequency)?

(This is located in the last column of the Action Plan.)

- **When reviewing each evaluation procedure, three out of the four criteria must be present.**
- **For an acceptable rating, at least 75% of the evaluation procedures must fit the criteria.**
- Example: Classroom observations conducted by the principal and the staff developer will assess the degree of implementation of HOTS each quarter.
- These procedures provide documentation of degree of implementation.
- These evaluation procedures will provide information to determine if the activities are actually implemented in the classroom.
- In order for sign-in sheets and workshop evaluations to be acceptable, a description of how they will be used to assess the effectiveness and implementation of the activity must be presented.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
I. Procedures are provided to monitor to assess the indicators of implementation for all activities set forth in the action plan.			
<input type="checkbox"/> a. Clear procedures are provided to assess the level of implementation of all activities.	<input type="checkbox"/> b. Clear procedures are provided to assess the level of implementation of most activities.	<input type="checkbox"/> c. Clear procedures are provided to assess the level of implementation of few activities, or some procedures are unclear.	<input type="checkbox"/> d. No clear procedures are provided to evaluate the implementation of activities.

Rationale/Comments:

- Guideline II.** The formative (short-term) evaluation procedures should seek to determine if the strategy is having the expected effect on student achievement and/or behaviors. *(This is located in the last column of the Action Plan.)*
- Do the evaluation procedures provide sufficient evidence to evaluate the short-term effects for each strategy on student achievement and/or behavior?
 - Short-term effects may include student portfolios, comparison of student’s work throughout the year, teacher-made tests, or simply tallying up changes in student behavior.
 - **For an acceptable rating, at least 75% of the evaluation procedures must fit the criteria.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
II. Valid procedures are included for continual evaluation of short-term (during current school year) effects of each strategy on student achievement and/or behaviors.			
<input type="checkbox"/> a. All strategies have valid short-term procedures for evaluating student achievement.	<input type="checkbox"/> b. Most strategies have valid short-term procedures for evaluating student achievement.	<input type="checkbox"/> c. Few strategies have valid short-term procedures for evaluating student achievement.	<input type="checkbox"/> d. None of the strategies have valid short-term procedures for evaluating student achievement.

<p>Rationale/Comments:</p>

- Guideline III.** The summative (long-term) evaluation procedures should seek to determine if the goals and objectives have been attained. (This is located at the bottom of the *Strategy Planning Worksheet*.)
- Will the summative evaluation adequately convey if the school is improving?
 - The summative evaluation should include the applicable testing instruments with descriptions of how they will be used to determine if the goals and objectives are attained.
 - This evaluation should include a comparison and/or analysis test data but may also include other types of assessment and/or qualitative data.
 - **For an acceptable rating, at least 75% of the overall evaluations must fit the criteria. If only a collection of testing instruments is listed, this item is unacceptable.**

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
III. Valid procedures are provided to examine the degree to which the identified goals and objectives have been attained.			
<input type="checkbox"/> a. Valid procedures are provided to examine the degree to which the goals and objectives have been attained.	<input type="checkbox"/> b. Procedures are presented to determine whether the goals and objectives have been attained.	<input type="checkbox"/> c. Vague or incomplete procedures are presented to determine whether the goals and objectives have been attained.	<input type="checkbox"/> d. No valid procedures are presented to determine whether the goals and objectives have been attained.

<p>Rationale/Comments:</p>

Guideline IV. If any of items I – III are not acceptable, then this item is not acceptable.

Rubric:

ACCEPTABLE		NOT ACCEPTABLE	
IV. Valid procedures for evaluation are specified for all strategies and activities set forth in the school improvement plan.			
<input type="checkbox"/> a. Valid evaluation procedures are specified for all strategies and activities.	<input type="checkbox"/> b. Valid evaluation procedures are specified for most strategies and activities.	<input type="checkbox"/> c. Valid evaluation procedures are not specified for few strategies and activities.	<input type="checkbox"/> d. Valid evaluation procedures are not specified for the strategies and activities.

<p>Rationale/Comments:</p>
