

School Improvement Plan Review Rubric

LEA Name:

School Name:

School Code:

Section	Application Component	Criteria	Effective	Standard Met (Yes/No)	Questions/Comments/Suggestions
School Level Narrative	School Improvement Committee (a.k.a., School Community Steering Committee)	The School Improvement Committee is comprised of a diverse group of community members who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).	The School Improvement Committee is comprised of a diverse group of stakeholders within the school and local education agency (leadership, teachers, parents, students, LEA leadership or staff, governing board leadership or designee)		
	School Level Vision for Learning	The plan includes a concise, coherent, and bold vision that specifically articulates a long-term vision and measure of success for students. The vision demonstrates compelling evidence of alignment to the most pressing school community needs and the school's commitment to and passion for continuous improvement. The vision easily translates to both internal and external stakeholder groups, especially students.	The plan includes a coherent vision that articulates how the school will impact students' preparedness for college, career, and community; and demonstrates evidence of the school's commitment to and passion for continuous improvement. The vision translates to both internal and external stakeholder groups.		
	School Level Needs Assessment: Timely and meaningful consultation with	The LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.	A diverse group of internal and external stakeholders who know the school community well. The data reviewed by the team included both quantitative and qualitative sources, including sources of evidence such as classroom walks, building walks, surveys, focus groups, sample documents).		

Section	Application Component	Criteria	Effective	Standard Met (Yes/No)	Questions/Comments/Suggestions
School Level Narrative (continued)	Needs Assessment: Strengths and Challenges	The plan demonstrates a deep understanding of the school's context, including internal community (e.g., teachers, student groups) and external community (e.g., parents, local area, district).	The plan demonstrates an understanding of the school's context, including internal community (e.g., teachers, student groups) and external community (e.g., parents, local area, district).		
	Root Cause Analysis	The plan uses a diverse array of appropriate data sources and evidence to articulate, in specific detail, the root causes for each priority and includes a detailed explanation of the linkages between each priority's rationale and its root causes. The linkages are easy to comprehend and logically and succinctly explain the root causes of each priority.	The plan uses appropriate data sources and evidence to articulate the root causes for each priority and refers to linkages between each priority's rationale and its root causes, but those linkages may lack the depth and/or specificity necessary to be easy to comprehend.		
	Priority Statements and Aligned Outcomes	The plan lists, in specific detail, two to three high-leverage evidence-based strategies that will be the focus for the plan's designated time period. A clear, compelling rationale is provided for each priority that articulates why the priority needs urgent attention in order to realize the school's vision (i.e., the gap between what is currently occurring in the school and what the vision says should be occurring).	The plan lists two to three high-leverage evidence-based strategies that will be the focus for the plan's designated time period. A rationale is provided for each priority that articulates why the priority needs urgent attention in order to realize the school vision (i.e., the gap between what is currently occurring in the school and what the vision says should be occurring), but one or more rationales are not compelling.		

Section	Application Component	Criteria	Effective	Standard Met (Yes/No)	Questions/Comments/Suggestions
Measurable Goal Statements	Measurable Goal Statements	The plan includes at least two specific, feasible, and ambitious goal statements for each priority that represent high-leverage improvements that will influence substantial progress in toward realization of the school's vision.	The plan includes at least two specific, feasible goal statements for each priority. Most goal statements are sufficiently ambitious to help realize the school's vision.		
Action Plans	Action Steps	The plan includes a comprehensive series of detailed, specific, and ambitious action steps for each goal statement. Listed action steps demonstrate an innovative approach toward realizing the goal statements. All action steps are intentionally aligned with and provide a logical scaffolding to realize the respective goal statements.	The plan includes detailed, specific action steps for all goal statements. Listed action steps demonstrate an innovative approach toward realizing goal statements. All action steps are aligned with the respective goal statement.		
	Materials, Resources Needed	<p>The plan intentionally identifies obtainable supports that align with and help implement the action steps and offers comprehensive detail on how those supports will be incorporated to help realize the vision.</p> <p>OR</p> <p>If no obtainable supports to implement the action steps are identified, the plan includes a specific mention as to why, along with how, the school will engage in continuous environmental scanning to identify future obtainable supports.</p>	<p>The plan identifies obtainable supports that align with and help implement the action steps and offers sufficient detail on how those supports will be incorporated to help realize the vision.</p> <p>OR</p> <p>If no obtainable supports to implement the action steps are identified, the plan includes specific rationale and accompanying detail as to why.</p>		

Section	Application Component	Criteria	Effective	Standard Met (Yes/No)	Questions/Comments/Suggestions
Action Plans (continued)	Person(s)/Position Responsible	Responsible parties are listed for each action step. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.	Responsible parties are listed for nearly all action steps. The distribution of action steps to responsible parties is varied, but still somewhat concentrated around a few people and/or groups. The principal is not the responsible party for any priority.		
	Implementation Timeline	The plan includes a detailed, comprehensive schedule/timeline of events and procedures to be completed during the plan's designated time period.	The plan includes a schedule/timeline of events and procedures to be completed during the plan's designated time period.		
	Anticipated Outputs	For each priority, the plan includes an array of specific indicators that serve as incremental checkpoints to measure the school's current progress toward improving those priorities. All indicators are meaningfully and intentionally aligned with each priority.	For each priority, the plan includes a series of specific indicators that serve as incremental checkpoints to measure the school's current progress toward addressing those priorities during the plan's designated time period, but additional indicators would provide more opportunities for self-assessment and reflection. All indicators are aligned with each priority.		
	Monitoring/Evaluation Plan	Self-assessment and reflection practices are meaningfully incorporated into the school's routines.	The plan provides evidence that self-assessment and reflection practices will be incorporated in the school's routines.		

