

School Improvement Plan Quality Review



Purpose:

School improvement plans serve to develop the mission of the Pennsylvania Department of Education which is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens.

Through high quality continuous school improvement plans, Pennsylvania learners will be prepared for meaningful engagement in postsecondary education; for workforce training; for career pathways; and to be responsible, involved citizens.

This rubric is intended to provide guidance for reviewing and assessing the quality of school improvement plans. The contents of the rubric align with both the School Improvement Plan Guidelines and the Future Ready Comprehensive Planning Portal. Each of those resources should be consulted for additional guidance.

Intended Use of Rubric:

- **School Committees:** Review the School Improvement Plan Guidelines and this rubric before beginning each section of your plan. Use the rubric to review each completed section of your plan to identify areas to edit or revise.
- **District Leaders:** Review the School Improvement Plan Guidelines and this rubric before engaging in the school improvement work with schools. Use this rubric to review the quality of each section of the plan during the Ready, Set, and Go phases of plan development. Provide feedback to the school team on the quality of each section and, before approving a plan, review to determine the level to which revisions were made. Only school improvement plans that meet the expected criteria should be approved and submitted for Board approval and to PDE.
- **School Improvement Facilitators:** When facilitating/guiding school teams in developing a school improvement plan, this rubric, along with the School Improvement Plan Guidelines, will serve as a tool to develop high quality plans. Support school committees in reviewing the expectations for each part of the plan and use the rubric to give specific feedback on areas that meet the expectations and areas that do not. Only school improvement plans that meet the expected criteria should be approved and submitted for Board approval and to PDE.

Section of Portal	Section of Plan	Criteria to Meet	Meets All Criteria (Yes or No)	Changes needed in order to meet criteria	Meets All Criteria (Yes or No)	Changes needed in order to meet criteria
Ready	Profile and Plan Essentials	All information is accurate.				
Ready	Steering Committee	<p>For schools with a CSI designation, the Every Student Succeeds Act (ESSA) requires the inclusion of:</p> <ul style="list-style-type: none"> Chief School Administrator principal other school leaders staff members parents community partners students (if secondary level) <p>The Statewide Team for School Improvement suggests that an LEA/district administrator is included in addition to the CSA, and that parents and community partners are not employees of the school or district.</p>				
Ready	Vision for Learning	There is a coherent statement that articulates how the school will impact students' preparedness for college, career, and community. The school's commitment to and passion for continuous improvement is evident. The vision is clear enough to be understood by internal and external stakeholder groups.				

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Set	Future Ready PA Index	<p>Specific data from all areas of FRPAI (including state assessment achievement and growth, regular attendance, and career benchmarks) have been reviewed and categorized as strengths or challenges. Entries include dates and specific data points (i.e. percent of students).</p> <p>In addition to overall data, student subgroup data must be included from all groups that have a sufficient subset in FRPAI.</p>				
Set	Student Performance Data					
Set	Local Assessment Data	<p>Specific data from local formative/diagnostic assessments have been added and categorized as strengths or challenges. Entries include the data source, dates, specific data points (i.e. percent of students), and notable observations.</p> <p>Data that is included on the Future Ready PA Index MAY NOT be included in this section.</p>				

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Set	Related Academics	<p>Data from additional content areas have been categorized as strengths and challenges. Entries include the data source, dates, specific data points, and notable observations.</p> <p>Data that is included on the Future Ready PA Index MAY NOT be included in this section.</p>				
Set	Equity Considerations	<p>The school has demonstrated a meaningful focus on equity by analyzing and documenting the following: 1- Data points have been disaggregated by all reportable student groups, including economically disadvantaged, English Learners, students receiving special education services, and major racial and ethnic groups. 2- When one or more student groups is not meeting interim targets, additional state-sponsored and local formative/diagnostic data sources are included. 3- Data that is included on the Future Ready PA Index MAY NOT be included in this section.</p>				
	Stakeholder Perception Data (Not currently a section in FRCPP)	<p>The team has analyzed stakeholder survey response data and identified strengths and challenges noticed within the data. Perceptions of students, educators, and parents are categorized into strengths and challenges.</p>				

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	School Processes Data (Not currently a section in FRCPP)	The team has analyzed school process data (including focus group information, survey responses, artifacts related to instructional programs and practices) identified strengths and challenges noticed within the data. There is evidence that a variety of stakeholders were included in surveys and focus groups. Perceptions of students, educators, and parents are categorized into strengths and challenges.				
Set	Conditions for Leadership, Teaching, and Learning	Each essential practice has been rated in accordance with the evidence provided in the data overview. The data overview included multiple sources of evidence including, but not limited to, student achievement and growth data, demographic data, stakeholder perception data, and school processes data. All members of the committee had a voice in the ratings.				
Set	Summary of Strengths and Challenges from the Needs Assessment	The auto populated strengths and challenges have been reviewed and the team has selected the strengths or challenges that if addressed will have a pronounced impact on reaching the school vision.				

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GO	Analyzing (strengths and challenges)	<p>The team has prioritized 2-4 of the identified challenges. The team has conducted a root cause analysis to determine the underlying problem of practice that is leading to those challenges. The root causes have come from data rather than hunches, judgements, or assumptions.</p> <p>Priority statements are written in a way that identify the problem of practice and how addressing that practice will lead the school to realizing their vision. There is a clear alignment between the challenge, the problem of practice, and the priority statement.</p>				
GO	Goal Setting-Measurable Goal Statements	<p>The plan includes at least two specific, feasible, and ambitious goal statements for each priority. The goals are specific, measurable, attainable, relevant, time bound, and address equity concerns. The annual goals are attainable based on the research of the selected evidence-based strategy.</p> <p>There is a relationship between the outcome category and the goal statement. Each goal statement identifies an outcome that will be the result of addressing the problem of practice previously identified and is backed by research of the selected evidence-based strategy.</p>				

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GO	Goal Setting-Quarterly Targets	<p>If met, the quarterly targets serve as indicators of annual goal attainment. The relationship between the quarterly targets and the annual goal is clear. The quarterly targets rely on data that can be collected and analyzed by the school team according to the required timeframes (end of October, January, April, and July). The quarterly target statements are clear enough that they can be repeated by team members.</p> <p>The quarterly targets are directly related to the evidence-based strategy being implemented by the team.</p>				
GO	Action Plan					
GO	Evidence-Based Strategy	<p>The selected evidence-based strategy will address the identified priority and have direct impact on goal attainment. There is research to show that implementation of this strategy will produce outcomes aligned with the goal statements.</p> <p>The evidence-based strategy has strong to moderate evidence of impact in a context similar to the school's (ESSA Tier 1, 2, or 3). The school will have access to required resources as well as the capacity to implement this strategy. Implementation of this strategy aligns with the school vision.</p>				

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GO	Action Steps-Content	<p>The action steps are directly related to the selected evidence-based strategy. (i.e. when reading the action plan, there is clear evidence of key components of the strategy.)</p> <p>Action steps are discrete enough that individuals outside of the committee can follow the plan.</p> <p>Action steps address the identified problem of practice.</p> <p>Where necessary, action steps to develop systems for implementing the strategy are included.</p> <p>Action that team members will take to monitor implementation of the strategy are included in the plan.</p> <p>Actions that team members will take to monitor the impact of the strategy are included in the plan.</p>				
GO	Action Steps-Timeframes	Each action step has a clear start date and completion date. Timeframes do not span the school year. Ongoing actions include qualifiers for the number of times they will occur per quarter.				
GO	Action Steps-Responsible Individuals	There is a lead person/position for each action step. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.				

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GO	Action Steps- Materials/ Resources/ Supports and Funding	Specific materials, resources, or supports are listed [along with the dollar amounts and an indication of CSI or Title I funding that will be used. Where funding for professional learning is necessary, it will be included here. These dollar amounts will match what is entered into E-grants.] Supports provided from LEA, IU, or outside organizations are clear. [Where CSI funds are used, the ESSA tier is identified.]				
GO	Action Steps- Professional Development	If professional development is needed in order for an action step to be implemented successfully, and for changes to occur, it must be indicated and have a related plan in the professional development section.				
GO	Anticipated Outputs	This list includes tangible products or observable shifts in practice that will serve as checkpoints for monitoring the implementation of the strategy. The items on this list are related to the action steps and to the evidence-based strategy.				
GO	Monitoring/ Evaluation	There are descriptions of: -how the implementation and impact of the plan will be monitored, -the people who will be involved, -the timing of monitoring and evaluation. Consider including the data that will be collected and tools that will guide monitoring/evaluation routines.				

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GO	Expenditure Table School Improvement Set Aside Grant	<p>Each expenditure item must include the following:- Detailed description of the expenditure (does simply say "supplies")- The action plan that the expenditure is a resource for- The E-grant budget category that best matches the expenditure.-The ESSA Tier of evidence that matches the expenditure.- The total dollar amount, in whole dollars without commas or the dollar symbol.The amount in the "Total Expenditures" box matches the amount allocated to the school.</p>				
Go	Expenditure Table Schoolwide Title 1 Funding Allocation	<p>All schools that receive schoolwide title funding must complete this table. Each expenditure amount must include:</p> <ul style="list-style-type: none"> - A detailed description of the expenditure - The action plan that the expenditure is a resource for - the E-grant budget category that the expenditure will be placed in - The total dollar amount in whole dollars without commas or the dollar symbol <p>The amount in the "Total Expenditures" box matches the amount allocated to the school in E-grants.</p> <p>Non-schoolwide title 1 schools will have checked the box declaring they do not receive Schoolwide Title 1 funding.</p>				

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GO	Professional Development	For each action step that requires professional learning, the following information is articulated: the person/group of individuals engaged in the learning, the content, the person/organization leading the learning, the type of course/session, and the frequency. In addition, tangible ways the participants are expected to demonstrate their learning (such as changes in instruction) is articulated and included in the action steps. The learning opportunities are aligned with a component of the Danielson Framework. If funding is needed to support the professional learning opportunity, it is articulated in the action steps and the dollar amounts match what is entered in E-grants.				
	Plan Communications	The communication plan includes strategies for continued engagement of stakeholders in the improvement process. Steps are included to communicate plan updates with a range of stakeholders, including staff, students, parents/guardians, school board, district administrator, etc., throughout the school year. Specific topics are listed along with the modes of communication and the intended audience. It is clear that the mode has been aligned with the intended audience. Clear beginning and ending timelines are articulated. If a type of communication is intended to be ongoing, the frequency has been noted.				