**Alaska Department of Education and Early Childhood (DEED)**

**Successful School Improvement Plan Rubric**

The Successful School Improvement Plan includes a Situational Analysis (School Review, Community Review, and Big Conclusions) conducted every three years. Once the Situational Analysis is completed, a Successful School Improvement Plan is developed, approved, and implemented. This rubric is used to review both the Situational Analysis and Successful School Improvement Plan. The purpose of the review and rubric are to **provide feedback and suggestions** to School and Community Leadership Teams, so **a plan can be improved and approved** by the district and DEED.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School**: |  | | | | **Principal:** |  | |
| **Date of Review:** | |  | **Plan Reviewer:** |  | | **Email** |  |

**SETTING THE STAGE**

The rubric below is used to review evidence of a School and Community Leadership Team, its structure, and routines.

| **Element** | **0 points** | **1 point** | **2 points** | **3 points** | **Score** | **Comments /Suggestions** |
| --- | --- | --- | --- | --- | --- | --- |
| **School and Community Leadership Team** | A School and Community Leadership Team has not been identified. | A School and Community Leadership Team has been established and attempts have been made to identify and include at least one community member. | A School and Community Leadership Team has been established and includes at least one community member. | The School and Community Leadership Team has representation of all identified stakeholders, including students where appropriate. |  |  |
| **School and Community Leadership Team Structures and Routines** | No routines are in place. | A School and Community Leadership Team has developed team norms. | A School and Community Leadership Team has established norms and roles, and meeting routines, e.g., meeting calendar, and roles. | The School and Community Leadership Team has included routines for documenting and reporting progress. |  |  |
| **Setting the Stage Total Score:** | | | | | \_\_\_\_ /6 points | |
| **Comments/Suggestions** | | | | | | |

**SITUATIONAL ANALYSIS**

The rubric below is used to review evidence of completing a Situational Analysis.

| **Element** | **0 points** | **1 point** | **2 points** | **3 points** | **Score** | **Comments /Suggestions** |
| --- | --- | --- | --- | --- | --- | --- |
| **School Profile Review** | School Profile Review is incomplete. | School Profile Review is completed with some questions answered. | All questions are answered, and data is included that represents trends in demographics and student learning outcomes.  *Note: Data included are the data school teams have access to. Some data may not be included due to lack of availability.* | Key learnings align with data trends provided.  *Note: Data included are the data school teams have access to. Some data may not be included due to lack of availability.* |  |  |
| **Practice Review** | Practice Review is incomplete. | Practice Review is partially completed. | All indicators have been reviewed and rated. Descriptions of the indicators include examples, artifacts, or evidence that explains the ratings reached by the Team and faculty. | The key learnings align with practice ratings and prioritization of indicators. |  |  |
| **Program Review** | Program Review is incomplete. | Program Review is partially complete and includes review of current reading programs. | All programs, including current reading programs, have data to determine both fidelity of implementation and impact on student learning. | Key learnings reflect what data are indicating, including key learning about current reading programs, and includes cost considerations. |  |  |
| **School Community Review** | School Community Review did not occur. | School Community Review occurred. | Community comments/input are documented. | There is evidence that community comments/input are used to inform strengths, concerns, and priorities. |  |  |
| **Big Conclusions** | Big Conclusions is incomplete. | Big Conclusions is complete. | Assets and Challenges reflect key learnings from reviews. | Priorities align with DEED priorities and accreditation reports and reflect root causes that are actionable. |  |  |
| **Situational Analysis Total Score:** | | | | | \_\_\_\_ /15 points | |
| **Comments/Suggestions** | | | | | | |

**SUCCESSFUL SCHOOL IMPROVEMENT PLAN**

The rubric below is used to review the school’s improvement plan.

| **Element** | **0 points** | **1 point** | **2 points** | **3 points** | **Score** | **Comments /Suggestions** |
| --- | --- | --- | --- | --- | --- | --- |
| **Goals and Measures** | Goals are not present. | Goals are included however, measures are incomplete. | Goals, measures, and indicators are provided for all three years. | Goals, measures, and indicators align with assets and challenges based on the situational analysis. |  |  |
| **Strategies** | Strategies are not present. | Strategies are written as theories of action however, measures are incomplete. | Strategies written as theories of action, measures and indicators are included for three years. | Strategies, measures, and indicators align with assets and challenges based on the situational analysis. |  |  |
| **Milestones** | Milestones are not present. | Milestones are included. | Milestones for 3 years are included. | Milestones are annual steps that could result in the strategies being implemented. |  |  |
| **Primary Person Responsible** | One or more objective(s) is missing a primary person to be responsible for the objective. | There is a primary person responsible for each objective. | There are a variety of people identified to be a primary person responsible for the objectives (e.g., the principal is not the primary person responsible for all three objectives). | The position or duties of each primary person are related to the work needed to accomplish the objective. |  |  |
| **Actions** | Actions are not included. | One or more actions are missing an element (outputs, timeline, resources/budget, and person responsible). | Each milestone has actions with outputs, timeline, resources/budget, and person responsible. | All actions will lead to completion of the milestones by the end of the year. |  |  |
| **Focus on Reading** | There is no mention or focus on reading throughout the analysis and plan. | There is a focus on reading data and instruction aligned with the Science of Reading in the analysis and conclusions. | There is at least an action focused on improving reading through the Science of Reading. | There is at least one milestone, strategy and/or goal focused on improving reading instruction and learning aligned with the Science of Reading. |  |  |
| **School Improvement Plan Total Score:** | | | \_\_\_\_ /18 points | | | |
| **Comments/Suggestions** | | | | | | |

**Total Score: \_\_\_\_/39 points** *(A minimum score of 31 is needed for a plan to be considered for approval)*

**Approved Yes/No: \_\_\_\_**

**Comments**