

**Delaware Department of Education**  
**School Improvement Rubric**

District \_\_\_\_\_

School \_\_\_\_\_

Reviewer \_\_\_\_\_

Date \_\_\_\_\_

This rubric is designed:

1. for schools to use to assess the quality of their School Improvement Plan as the plan is being developed and revised; and
2. for the LEA and SEA to evaluate and provide feedback to the school on the likelihood that the plan will be successful.

The rubric highlights the desired qualities/behaviors observed in effective schools.

<b>TOTAL RATING</b>			
<b>TEN COMPONENTS OF SCHOOL IMPROVEMENT PLAN</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Needs Revision</b>
<b>Component 1 –</b> Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 2 –</b> Policies and Practices Concerning the Core Academic Subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 3 –</b> High-quality and Ongoing Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 4 –</b> Use of Professional Development Funds to Remove School from Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 5 –</b> Measurable Objectives to Ensure all Student Populations Meet the State Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 6 –</b> Parent Notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 7 –</b> State, LEA, and School Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 8 –</b> Parental Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 9 –</b> Before and After School, Summer, and Extended School Year Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 10 –</b> Teacher Mentoring Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Directions:** Score each individual criterion within each component by checking the appropriate box within the categories of exceptional, acceptable, and needs revision. Each individual component may have checks in multiple categories. Then make an overall determination for each component and place corresponding check in the Total Rating section. If any component receives a rating of needs revision, then the overall rating of “needs revision” must be checked for that component.

10 Components of a School Improvement Plan	Exceptional	Acceptable	Needs Revision
<p><b>Component 1</b> - Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.</p> <p><i>“Scientifically based research provides a standard by which the principal and teachers can critically evaluate the many instructional strategies and programs that are available to them and choose those with the greatest likelihood of producing positive results.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school provides teachers, administrators, and other staff and parents, as appropriate, with professional development on the State Standards, curriculum, instructional strategies, assessments and data analysis.</li> <li><input type="checkbox"/> Curriculum is prioritized and mapped and aligned with the State Standards.</li> <li><input type="checkbox"/> The school has implemented formative assessments aligned with the State Standards and State assessment benchmarks.</li> <li><input type="checkbox"/> The school provides teachers with regular collaboration time during the school day to enhance the curriculum and instruction for all students to meet the State Standards.</li> <li><input type="checkbox"/> Teaching and learning materials are aligned with the State Standards, curriculum, and State, district, and school assessments.</li> <li><input type="checkbox"/> The school uses a variety of data sources to inform teaching and learning.</li> <li><input type="checkbox"/> Strategies are scientifically research-based.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school provides teachers with professional development on the State Standards, curriculum, instructional strategies, assessments and data analysis.</li> <li><input type="checkbox"/> Curriculum is aligned with the State Standards.</li> <li><input type="checkbox"/> The school has implemented formative assessments.</li> <li><input type="checkbox"/> The school provides teachers with collaboration time to enhance the curriculum and instruction.</li> <li><input type="checkbox"/> The school uses data to inform teaching and learning.</li> <li><input type="checkbox"/> Most strategies are scientifically research-based.</li> <li><input type="checkbox"/> Strategies address the teaching and learning needs of students.</li> <li><input type="checkbox"/> Most strategies align with the needs of the school.</li> <li><input type="checkbox"/> Most strategies align with the school’s improvement goals and objectives.</li> <li><input type="checkbox"/> The school communicates the school’s vision to all stakeholders.</li> <li><input type="checkbox"/> Strategies address the academic issues that caused the school to be under improvement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school does not provide teachers with professional development to strengthen the cores academics.</li> <li><input type="checkbox"/> The curriculum alignment process has not been completed.</li> <li><input type="checkbox"/> The school only administers State mandated assessments.</li> <li><input type="checkbox"/> Teachers are not provided with common time to make instructional improvements.</li> <li><input type="checkbox"/> The school does not use data to inform instruction.</li> <li><input type="checkbox"/> Strategies are not based in research.</li> <li><input type="checkbox"/> Strategies are not aligned to the school needs, goals or objectives.</li> </ul>

10 Components of a School Improvement Plan	Exceptional	Acceptable	Needs Revision
<p><b>Component 1 - continued</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching and learning strategies address the needs of all students and specifically those students at risk for not meeting the State Standards.</li> <li><input type="checkbox"/> Strategies sufficiently address the academic issues that caused the school to be under improvement to ensure students meet the State Standards.</li> <li><input type="checkbox"/> Strategies address the different learning needs of students with diverse cultural and language backgrounds.</li> <li><input type="checkbox"/> Strategies address the non-academic needs that support the learning process so all students will meet the State Standards.</li> <li><input type="checkbox"/> The school monitors the implemented strategies for effectiveness of all students meeting the State Standards.</li> <li><input type="checkbox"/> Strategies directly align with the needs of the school.</li> <li><input type="checkbox"/> Strategies directly align with the school's improvement goals and objectives.</li> <li><input type="checkbox"/> The school communicates a shared vision of what students should know and be able to do at each grade level and progress toward the State Standards to all stakeholders through a variety of media formats.</li> </ul>		

10 Components of a School Improvement Plan	Exceptional	Acceptable	Needs Revision
<p><b>Component 2</b> - Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level of achievement on the State academic assessment.</p> <p><i>“The school improvement plan must demonstrate that the school will implement policies and practices grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All policies and practices directly impact the students meeting the State Standards.</li> <li><input type="checkbox"/> The school has policies and practices addressing regular data analysis.</li> <li><input type="checkbox"/> The school policies and practices include teachers and parents as part of the school decision-making processes.</li> <li><input type="checkbox"/> The school's policies and practices ensure resource allocations align with school improvement goals.</li> <li><input type="checkbox"/> The school has policies and practices addressing instructional programs and materials, the use of instructional time, and improved use of assessment results to improve student achievement.</li> <li><input type="checkbox"/> The school's policies and practices are directly aligned with the needs of students and school.</li> <li><input type="checkbox"/> All policies and practices are grounded in scientifically based research.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policies and practices are related to the students meeting the State Standards.</li> <li><input type="checkbox"/> The school has policies and practices addressing data analysis.</li> <li><input type="checkbox"/> Some of the school's policies and practices include teacher and parent input.</li> <li><input type="checkbox"/> The school's policies and practices align most resources with school improvement goals.</li> <li><input type="checkbox"/> The school has policies and practices addressing instructional programs and use of instructional time.</li> <li><input type="checkbox"/> The school's policies and practices are mostly aligned with the needs of students and school.</li> <li><input type="checkbox"/> Most policies and practices are grounded in scientifically based research.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policies and practices are not related to the students meeting the State Standards.</li> <li><input type="checkbox"/> Policies and practices do not address data analysis.</li> <li><input type="checkbox"/> Policies and practices do not address the need for teacher and parent input.</li> <li><input type="checkbox"/> Policies and practices do not address the alignment between resources and school improvement goals.</li> <li><input type="checkbox"/> Policies and practices do not sufficiently address the instructional program.</li> <li><input type="checkbox"/> Policies and practices are not aligned with student and school needs.</li> <li><input type="checkbox"/> Policies and practices are not grounded in scientifically based research.</li> </ul>

10 Components of a School Improvement Plan	Exceptional	Acceptable	Needs Revision
<p><b>Component 3</b> - Provide the school's teachers and principal high-quality professional development that (1) directly addresses the academic achievement problem that caused the school to be identified for school improvement; (2) meets the professional development requirements for teacher and paraprofessional qualifications; and (3) is provided in a manner that affords increased opportunity for participating in that professional development.</p> <p><i>“The academic success of students correlates highly with the qualifications and skills of their teachers. On-going professional development is crucial to ensure their continuous improvement in the instructional skills needed to help all students meet or exceed State academic proficiency targets.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers, principals, paraprofessionals and parents participate in high-quality professional development focused on the instructional skills students need to meet the State Standards.</li> <li><input type="checkbox"/> Teachers, principals, paraprofessionals and parents participate in high-quality professional development focused on the academic achievement problems that caused the school to be identified for improvement.</li> <li><input type="checkbox"/> High-quality and on-going professional development is focused on content knowledge, scientifically research-based instructional strategies, alignment of classroom activities with the State Standards and assessments, and data analysis to ensure all students meet the State Standards.</li> <li><input type="checkbox"/> The school's Professional Development Plan provides teachers with increased opportunities to participate in high-quality and on-going professional development.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers and principals participate in professional development focused on the instructional skills students need to meet the State Standards.</li> <li><input type="checkbox"/> Professional development is related to the academic achievement problems that caused the school to be identified for improvement.</li> <li><input type="checkbox"/> The school's Professional Development Plan provides teachers and principals with increased opportunities to participate in professional development.</li> <li><input type="checkbox"/> Professional development is provided for teachers and paraprofessionals to master qualifications.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers participate in professional development, but not necessarily aligned to student and school needs.</li> </ul>

10 Components of a School Improvement Plan	Exceptional	Acceptable	Needs Revision
<b>Component 3 – continued</b>	<input type="checkbox"/> Professional development is provided for teachers and paraprofessionals to meet the individual needs to master qualifications.		
<p><b>Component 4 -</b> Specify how the funds provided to increase opportunities for participation in professional development will be used to remove the school from school improvement status.</p> <p><i>“Title I requires schools to direct at least 10% of the allocated funds for the purpose of providing high-quality professional development for the school’s teachers, principals, and as appropriate, other instructional staff. The funds are made available to increase opportunities for participation in high-quality professional development. “</i></p>	<input type="checkbox"/> The school budget funds high-quality and on-going professional development focused on the academic achievement problems that caused the school to be identified for improvement. <input type="checkbox"/> Funds support high-quality professional development only. <input type="checkbox"/> Funds are made available and are sufficient to provide teachers, principals and other instructional staff and parents, when appropriate with increased opportunities to participate in high-quality professional development.	<input type="checkbox"/> The school budget funds professional development related to the academic achievement problems that caused the school to be identified for improvement. <input type="checkbox"/> Funds are made available for teachers with increased opportunities to participate in professional development.	<input type="checkbox"/> The school budget funds professional development.

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<p><b>Component 5</b> - Establish specific annual, measurable objectives for continuous and substantial progress by each group of students (economical disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency) and enrolled in the school that will ensure that all groups of students will make adequate yearly progress and meet the State’s proficient level of achievement on the State academic assessment.</p> <p><i>“By establishing goals and measurable objectives, a school in improvement should clearly articulate the purposes and intended outcomes of its improvement plan.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school’s goals and objectives are written so all stakeholders understand the progress necessary for all student subgroups to meet adequate yearly progress and the proficient level of achievement on the State Assessment.</li> <li><input type="checkbox"/> The school’s goals and objectives are focused on the teaching and learning issues that led the school to be identified for school improvement.</li> <li><input type="checkbox"/> The school’s goals and objectives are directly aligned to the needs of the school and the needs of all groups of students.</li> <li><input type="checkbox"/> The school’s goals and objectives are realistic and attainable.</li> <li><input type="checkbox"/> The school’s objectives are measurable and targets are challenging but reasonable.</li> <li><input type="checkbox"/> The school’s measures will indicate progress at the school, subgroup and classroom level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school’s goals and objectives identify the progress necessary for all student subgroups to meet adequate yearly progress and the proficient level of achievement on the State Assessment.</li> <li><input type="checkbox"/> The school’s goals and objectives are related to the teaching and learning issues that led the school to be identified for school improvement.</li> <li><input type="checkbox"/> The school’s goals and objectives are related to the needs of the school and the needs of some groups of students.</li> <li><input type="checkbox"/> The school’s objectives are measurable.</li> <li><input type="checkbox"/> The school’s measures will indicate progress at the school and subgroup level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school’s goals and objectives are not clearly written or understandable.</li> <li><input type="checkbox"/> The school has not identified goals and objectives related to the issues that led the school to be identified for school improvement.</li> <li><input type="checkbox"/> The school’s goals and objectives do not match the needs of the school or of any specific groups of students.</li> <li><input type="checkbox"/> The school’s objectives are not measurable.</li> <li><input type="checkbox"/> The school’s measures are not adequate to indicate progress at the school and subgroup level.</li> </ul>

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<p><b>Component 6</b> - Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand.</p> <p><i>“When a school is identified for improvement, the LEA must promptly provide information to the parents of that school. The LEA must ensure the public school choice is provided for children whose parents wish to transfer them from the school identified for improvement.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA provided parents of the school with timely and thorough information so parents will understand what school improvement identification means; the academic achievement level, teacher qualifications, and programs compared to that of other State and local schools; parental involvement opportunities to address the school’s academic achievement; their option to transfer their child; and LEA transportation responsibilities.</li> <li><input type="checkbox"/> The LEA has published and disseminated to parents and the public, information on how the school is addressing low achievement.</li> <li><input type="checkbox"/> The LEA and school ensure that all required information is provided in multiple and understandable formats to all stakeholders.</li> <li><input type="checkbox"/> The LEA and school provide all written communication in multiple languages to address the diverse population of the school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA provided parents of the school with timely information so parents will understand what school improvement identification means, options to transfer to another school not under improvement, and LEA transportation responsibilities.</li> <li><input type="checkbox"/> The LEA and school provide parents with the required information in understandable formats.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA has not provided parents with appropriate information about the schools improvement status or the parent’s rights.</li> </ul>

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<p><b>Component 7</b> - Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance provided by the local educational agency and the local educational agency's fiscal requirements.</p> <p><i>“The LEA bears the primary responsibility for ensuring that the school in improvement receives technical assistance as it develops or revises its school plan and throughout the plan’s implementation. Technical assistance is practical advice offered by an expert source that addresses specific areas for improvement.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school regularly consults with multiple expert sources with experience helping schools improve academic achievement, such as the LEA, SEA, higher education, private organizations and educational service agencies.</li> <li><input type="checkbox"/> The expert help is focused on strengthening and improving the school’s instructional program and more specifically directed at the areas in need of improvement.</li> <li><input type="checkbox"/> The expert help is scientifically research-based.</li> <li><input type="checkbox"/> The expert help is specifically focused on analyzing and using data to develop solutions for instruction, professional development, parent involvement and implementing the school improvement plan.</li> <li><input type="checkbox"/> The expert help is specifically focused on the identification and implementation of scientifically researched-based effective strategies that address the instructional issues that caused the school to be identified for improvement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school consults with expert sources.</li> <li><input type="checkbox"/> The expert help addresses the areas in need of improvement.</li> <li><input type="checkbox"/> The expert help addresses data analysis.</li> <li><input type="checkbox"/> The expert help addresses the identification and implementation of scientifically research-based strategies that address the instructional issues that caused the school to be identified for improvement.</li> <li><input type="checkbox"/> The expert help addresses budget analysis.</li> <li><input type="checkbox"/> The expert help assists with conducting a needs assessment and developing goals and measurable objectives.</li> <li><input type="checkbox"/> Responsibilities are specified at the school, LEA and State level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school does not consult with expert sources.</li> <li><input type="checkbox"/> Responsibilities are not specified at the school, LEA or State level.</li> </ul>

10 Components of a School Improvement Plan	Exceptional	Acceptable	Needs Revision
<p><b>Component 7 – continued</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The expert help is specifically focused on budget analysis and reallocations so school funds are directed to improving student achievement.</li> <li><input type="checkbox"/> The expert help is specifically focused on assisting the school with conducting a comprehensive needs analysis, developing goals and measurable objectives to move the school toward improvement.</li> <li><input type="checkbox"/> The expert help is focused on building capacity to sustain improvement efforts.</li> <li><input type="checkbox"/> Responsibilities are sufficiently outlined at the school, LEA and State level to ensure successful implementation of the school improvement plan.</li> </ul>		

10 Components of a School Improvement Plan	Exceptional	Acceptable	Needs Revision
<p><b>Component 8</b> - Include strategies to promote effective parental involvement in the school.</p> <p><i>“Meaningful parental involvement is one of the cornerstones of the reform initiatives.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school promotes on-going and regular two-way communication with parents.</li> <li><input type="checkbox"/> The school provides parents with timely and thorough information in multiple and understandable formats.</li> <li><input type="checkbox"/> Parents are key partners in addressing the academic issues that led the school to be identified for improvement.</li> <li><input type="checkbox"/> The school implements multiple scientifically research-based strategies for effectively involving parents in educating their children.</li> <li><input type="checkbox"/> The school promotes strong teacher/parent partnerships.</li> <li><input type="checkbox"/> Parents are meaningfully involved in all school decisions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school provides on-going communication with parents.</li> <li><input type="checkbox"/> The school provides parents with relevant information in formats understandable to most parents.</li> <li><input type="checkbox"/> The school encourages parents to be involved in addressing the academic issues that led the school to be identified for improvement.</li> <li><input type="checkbox"/> The school engages parents in educating their children.</li> <li><input type="checkbox"/> The school seeks parent input in most school decisions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school communicates with parents when necessary.</li> <li><input type="checkbox"/> The school’s parent involvement strategies are inadequate to effectively involve parents in the school improvement process.</li> </ul>

10 Components of a School Improvement Plan	Exceptional	Acceptable	Needs Revision
<p><b>Component 9</b> - Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.</p> <p><i>“Scientifically based research provides a standard by which the principal and teachers can critically evaluate the many instructional strategies and programs that are available to them and choose those with the greatest likelihood of producing positive results.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school implements a multitude of additional time activities that meet the needs of individual students such as before school, after school, extended school week, extended school year, and summer time.</li> <li><input type="checkbox"/> Additional time activities are scientifically research-based and critically evaluated by teachers and principals to ensure the strategies and programs selected are directly related to the needs of the students and the reason the school is identified for improvement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school implements additional time activities to meet the needs of students such as before school and after school, and summer time.</li> <li><input type="checkbox"/> Additional time strategies and programs are reviewed by teachers and parents to match the program to the needs of the students and the reason the school is identified for improvement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school does not implement additional time activities outside the regular school day.</li> </ul>

10 Components of a School Improvement Plan	Exceptional	Acceptable	Needs Revision
<p><b>Component 10</b> - Incorporate a teacher mentoring program.</p> <p><i>“Many teachers leave the profession within five years of beginning their teaching careers. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school mentoring program is based on the assessment of individual teacher needs and the development of individual plans to address those needs.</li> <li><input type="checkbox"/> The school provides for regular and on-going collaboration time for mentor and mentee.</li> <li><input type="checkbox"/> The school provides regular and on-going opportunities for the mentor to coach the mentee and provide real-time modeling in the classroom.</li> <li><input type="checkbox"/> The school mentoring program incorporates scientifically research-based strategies for retaining qualified teachers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school mentoring program addresses the individual needs of teachers.</li> <li><input type="checkbox"/> The school provides collaboration time for mentor and mentee.</li> <li><input type="checkbox"/> The school mentoring program allows for coaching and modeling.</li> <li><input type="checkbox"/> The school mentoring program incorporates strategies for retaining qualified teachers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school’s mentoring program is too general to address the specific needs of individual teachers.</li> </ul>