

Delaware Department of Education
Schoolwide Plan Rubric

District _____ School _____
Reviewer _____ Date _____

This rubric is designed for:

1. schools to use to assess the quality of their Schoolwide Plan as the plan is being developed and revised; and
2. 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 schoolwide programs.

Core Elements of Schoolwide Programs:

1. Plan for comprehensive, long-term improvement;
2. Serve all students with highly qualified teachers and paraprofessionals;
3. Provide continuous learning for staff, parents, and the community;
4. Use research-based practices to develop and implement enriched instruction for all students;
5. Use inclusive approaches to strengthen the school's organizational structure;
6. Consolidate resources to achieve program goals; and
7. Engage in continuous self assessment and improvement.

TOTAL RATING			
TEN COMPONENTS OF SCHOOLWIDE PLAN	Exceptional	Acceptable	Needs Revision
Component 1 – Comprehensive Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 2 – School Reform Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 3 – Instruction by Highly Qualified Professional Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 4 – High-quality and Ongoing Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 5 – Strategies to Attract Highly Qualified Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 6 – Strategies to Increase Parental Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 7 – Preschool Transition Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 8 – Teacher Participation in Making Assessment Decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 9 – Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 10 – Coordination and Integration of Federal, State and Local Programs and Resources	<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 Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 1 - Comprehensive Needs Assessment</p> <p><i>“The needs assessment is critical to developing a schoolwide program, as it reveals the priority areas on which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan and suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Needs Assessment highlights student, staff, school, parent and community strengths and needs. <input type="checkbox"/> Needs Assessment addresses the needs of all student in the school. <input type="checkbox"/> Needs Assessment includes a variety of data gathered from multiple sources, including cultural, environmental, attitudinal, and behavioral data in addition to student achievement data. <input type="checkbox"/> Needs Assessment includes trend analysis. <input type="checkbox"/> Needs Assessment includes detailed analysis of data that created the summative information. <input type="checkbox"/> Needs Assessment includes detailed analysis of all subgroup populations. <input type="checkbox"/> Needs Assessment drives the development of the improvement plan. <input type="checkbox"/> Needs Assessment is used to set benchmarks for evaluation. <input type="checkbox"/> Needs Assessment outlines the priority areas and is directly aligned with the goals and objectives in the improvement plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Needs Assessment highlights student strengths and needs. <input type="checkbox"/> Needs Assessment addresses the needs of most student populations. <input type="checkbox"/> Needs Assessment includes data gathered from two sources. <input type="checkbox"/> Needs Assessment includes one- or two-year data review. <input type="checkbox"/> Needs Assessment is used to guide the development of the improvement plan. <input type="checkbox"/> Needs Assessment outlines the priority areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Needs Assessment highlights student deficits only. <input type="checkbox"/> Needs Assessment includes data gathered from less than two sources.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 2 - School Reform Strategies</p> <p><i>“Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies increase the quality of instruction for all students. <input type="checkbox"/> Strategies increase the quantity of instruction (before, during, and after school and/or extended day/week/year) for all students in need of additional learning time/intervention to meet or exceed the State Standards. <input type="checkbox"/> Strategies are based on research. <input type="checkbox"/> Strategies include a detailed, enriched and accelerated curriculum for all students. <input type="checkbox"/> Strategies provide teachers with opportunities to improve effective teaching practices for all students to learn. <input type="checkbox"/> Strategies address the needs of all students in the school, but particularly historically underserved populations, those who are low achieving and those that are at risk of not meeting the State Standards. <input type="checkbox"/> Strategies include how teachers will determine if student needs are met. <input type="checkbox"/> Strategies address non-academic student needs that enhance the learning process for all students. <input type="checkbox"/> Strategies are comprehensive, directly aligned with the findings of the needs assessment and support improvement goals and objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies increase the quality of instruction for some students. <input type="checkbox"/> Strategies increase the quantity of instruction (before, during, and after school and/or extended day/week/year) for most students. <input type="checkbox"/> Strategies reference some research-based models. <input type="checkbox"/> Strategies include an enriched and accelerated curriculum for select students with plans in place to move toward all students. <input type="checkbox"/> Strategies provide teachers with opportunities to improve teaching practices. <input type="checkbox"/> Strategies address the needs of students in targeted populations not making adequate yearly progress. <input type="checkbox"/> Strategies do not include the needs of historically underserved populations. <input type="checkbox"/> Strategies do not address how the school will determine if identified needs are met. <input type="checkbox"/> Strategies are aligned with the findings of the needs assessment and support overall improvement goals and objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies do not address quality and quantity of instruction. <input type="checkbox"/> Strategies do not reference research-based models. <input type="checkbox"/> Strategies include a basic curriculum. <input type="checkbox"/> Strategies do not provide teachers with opportunities to improve teaching practices. <input type="checkbox"/> Strategies address the needs of select students. <input type="checkbox"/> Strategies do not include the needs of historically underserved populations. <input type="checkbox"/> Strategies do not address how the school will determine if identified needs are met. <input type="checkbox"/> Strategies do not align with the findings of the needs assessment or support improvement goals and objectives.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 3 - Instruction by Highly Qualified Professional Staff</p> <p><i>“High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> All teachers and paraprofessionals meet the highly qualified requirements. <input type="checkbox"/> Parents are aware of the highly qualified status of all teachers. <input type="checkbox"/> All teachers are assigned to the areas in which they are certified to teach. <input type="checkbox"/> The school plan includes strategies to ensure that teacher quality and effectiveness are part of the continuous school improvement process. <input type="checkbox"/> The school plan includes strategies to support teachers in their effort to improve. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans are in place for all teachers and paraprofessionals to meet the highly qualified requirements. <input type="checkbox"/> Parents are aware of the progress of the school in meeting the highly qualified requirement. <input type="checkbox"/> Teachers are sometimes assigned to areas in which they are not certified. 	<ul style="list-style-type: none"> <input type="checkbox"/> Not all teachers and paraprofessionals, meet the highly qualified requirements, and there are no plans in place to meet the requirement. <input type="checkbox"/> Parents are not aware of the highly qualified status of all teachers. <input type="checkbox"/> Teachers are routinely assigned to teach in areas where they are not certified.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 4 - High-quality and Ongoing Professional Development</p> <p><i>“Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers, principals, paraprofessionals, and when appropriate, parents are provided professional development to meet individual needs of students to enable all students to meet the State Standards. <input type="checkbox"/> Professional development is high-quality on-going, sustained, in-depth and focused on increasing student performance. <input type="checkbox"/> Professional development is part of the regular school day, providing teachers with opportunities to collaborate on improving teaching practice. <input type="checkbox"/> Professional development opportunities include a variety of activities such as study groups, mentoring, coaching, and action research. <input type="checkbox"/> Professional development is directly aligned with needs, improvement goals, objectives and strategies. <input type="checkbox"/> Professional development is monitored and evaluated for effectiveness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers and principals are provided professional development to meet individual needs of students to enable all students to meet the State Standards. <input type="checkbox"/> Professional development is ongoing and sustained. <input type="checkbox"/> Professional development is often incorporated as part of the regular school day. <input type="checkbox"/> Most professional development is aligned with improvement goals, objectives and strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Specific teachers are trained to meet individual needs of students. <input type="checkbox"/> Professional development is fragmented and does not address the depth or breath necessary to meet the needs of all students. <input type="checkbox"/> Professional development does not align with needs, improvement goals, objectives and strategies.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 5 - Strategies to Attract Highly Qualified Staff</p> <p><i>“Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school plan includes multiple strategies to attract highly qualified staff to teach high need students. <input type="checkbox"/> The school plan includes multiple strategies to retain highly qualified staff to teach high need students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school plan includes one or two strategies to attract highly qualified staff to teach high need students. <input type="checkbox"/> The school plan includes one or two strategies to retain highly qualified staff to teach high need students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school does not have a plan for attracting highly qualified staff. <input type="checkbox"/> The school does not have a plan for retaining highly qualified staff.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 6 - Strategies to Increase Parental Involvement</p> <p><i>“Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school plan includes strategies to increase and sustain high levels of parental involvement based on results of the needs assessment. <input type="checkbox"/> The school plan includes strategies to increase parental involvement in helping their children do well in school and by providing training directly related to student’s areas of need. <input type="checkbox"/> Strategies address effective and on-going communication between teachers and parents. <input type="checkbox"/> Strong collaboration with community resources is evident. <input type="checkbox"/> Parents are included as decision makers in a broad spectrum of school decisions, including the planning, implementation, and evaluation of the schoolwide program. <input type="checkbox"/> The parent compact addresses all parents, students, and teachers and describes a true partnership for learning between the home and school and is an effective part of the school’s improvement plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school plan includes strategies to increase parental involvement. <input type="checkbox"/> The school plan includes strategies to increase parental involvement in helping their children do well in school. <input type="checkbox"/> Some collaboration with community resources is evident. <input type="checkbox"/> Parents are included as decision makers in a limited number of school decisions. <input type="checkbox"/> The parent compact addresses all parents, students, and teachers and describes a true partnership for learning between the home and school. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school plan does not identify strategies to increase parental involvement. <input type="checkbox"/> No collaboration with community resources is observed. <input type="checkbox"/> Parents have no role in the decision making process of the school. <input type="checkbox"/> The school plan does not address the parent compact.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 7 - Preschool Transition Strategies</p> <p><i>“This component emphasizes the value of creating a coherent and seamless educational program for at-risk students.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration is evident between the elementary school and preschool programs. <input type="checkbox"/> The school plan includes multiple strategies that provides for a coherent and seamless plan for helping students’ transition into the elementary setting. <input type="checkbox"/> The school plan includes strategies to address cultural diversity. <input type="checkbox"/> The school plan includes training for preschool teachers and parents on skills these students will need when they enter kindergarten. <input type="checkbox"/> The school plan includes an evaluation component to monitor effectiveness of transition. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration efforts have begun between the elementary and preschool programs. <input type="checkbox"/> The school plan includes strategies for helping students transition into the elementary setting. <input type="checkbox"/> The school plan includes training for preschool teachers on skills these students will need when they enter kindergarten. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration and communication seldom occurs between the regular elementary school program and preschool programs. <input type="checkbox"/> The school plan does not include strategies for helping students’ transition into the elementary setting.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 8 - Teacher Participation in Making Assessment Decisions</p> <p><i>“In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers, administrators and parents participate in the selection and use of district and school-based assessments. <input type="checkbox"/> Teachers participate in the selection and use of State assessments. <input type="checkbox"/> A team of teachers, administrators and parents participate in the interpretation of State, district and school-based assessments. <input type="checkbox"/> Teachers ensure assessments are aligned with State Standards. <input type="checkbox"/> Teachers utilize past student performance data to drive modifications and improvements in the selection and use of State, district and school-based assessments. <input type="checkbox"/> Teachers use multiple assessments to identify at risk students and to provide them with the appropriate programming/instruction. <input type="checkbox"/> Teachers design and use assessments to inform and adjust classroom instruction and individual student interventions. <input type="checkbox"/> Teachers are provided with on-going and sustained professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers participate in the selection, use, and interpretation of district and school-based assessments. <input type="checkbox"/> Teachers ensure assessments are aligned with State Standards. <input type="checkbox"/> Teachers consider past student performance data when modifying the State, district and school-based assessments. <input type="checkbox"/> Teachers use assessments to identify at risk students and to provide them with the appropriate programming/instruction. <input type="checkbox"/> Teachers design and use assessments to inform classroom instruction. <input type="checkbox"/> Teachers are provided with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment decisions are made with little or no input from teaching staff. <input type="checkbox"/> Teachers do not utilize student performance data when making decisions about assessment. <input type="checkbox"/> Teachers do not use assessment data to identify at-risk students.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 9 - Timely and Additional Assistance to Students Having Difficulty Mastering the Standards</p> <p><i>“The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-defined operational process to identify students experiencing difficulty mastering the State Standards. <input type="checkbox"/> Student learning is measured regularly to assure timely identification of difficulties. <input type="checkbox"/> Multiple assessments are used to evaluate student progress and modify instruction in order to provide every student with appropriate support. <input type="checkbox"/> Regular, timely, effective and additional assistance is provided for students experiencing difficulty mastering the State Standards. <input type="checkbox"/> Differentiated instruction, designed to accommodate the needs of all students, is a regular integrated component of core instruction. <input type="checkbox"/> Additional intervention is designed to meet individual student need(s). <input type="checkbox"/> Teacher collaboration time is part of the master schedule for the purpose of data analysis and improving instructional practice to ensure all students will meet or exceed proficiency with State Standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a process in place to identify students experiencing difficulty mastering the State Standards. <input type="checkbox"/> Student learning is measured regularly to assure timely identification of difficulties. <input type="checkbox"/> Assessments are used to evaluate student progress and modify instruction in order to provide students with appropriate support. <input type="checkbox"/> Effective, additional assistance is provided for students experiencing difficulty meeting State Standards. <input type="checkbox"/> Students receive some differentiated instruction while working with support staff. <input type="checkbox"/> Teacher collaboration time is part of the master schedule for the purpose of data analysis and improving instructional practice so students will meet or exceed proficiency with State Standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> No process is in place to identify students who are experiencing difficulty mastering the State Standards. <input type="checkbox"/> Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing. <input type="checkbox"/> All students are taught using the same methods.

10 Components of a Schoolwide Plan	Exceptional	Acceptable	Needs Revision
<p>Component 10 - Coordination and Integration of Federal, State and Local Programs and Resources</p> <p><i>“Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.”</i></p>	<p><input type="checkbox"/> The school has established an effective improvement plan based on need, and effectively coordinates and integrates all Federal, State and local funds, services and programs available to the school, including community partners to meet its goals.</p>	<p><input type="checkbox"/> The school has established an improvement plan based on need, and is using all available resources but is not coordinating or integrating funds, services and programs in order to effectively carry out the plan’s goals.</p>	<p><input type="checkbox"/> The school has an improvement plan, but the school is not using all available resources to address the plan’s goals.</p>