

Success Plan Guidance Document

Overview

Success Planning is designed to help LEAs and schools ensure all students achieve at high levels. The process of developing a Success Plan helps the LEA/school know where it wants to go in the future, how it will get there, and how it will know if it got there or not. It will help focus everyone's energy, ensure that everyone is working toward the same goals, and analyze and adjust the Plan in response to new information.

This document will assist in the development of a Success Plan. It will provide an overview and guiding questions for each of the Plan's components. The questions will highlight issues and will suggest topics, procedures, and processes that the Delaware Department of Education (DDOE) considers vital to the development of an effective Success Plan and are addressed through the Delaware Education Support System. Essential resources in the development of a Success Plan are the Delaware Education Support System Domains of Continuous Improvement: Connections to Learning, Teaching and Learning, and Leadership for Learning. These resources provide information and guidance to "support continuous improvement of Delaware public education" and should form the foundation of the Success Plan.

This document can provide guidance at both the LEA and the school level. While school Success Plans should be aligned with LEA Plans, it is equally important that LEA Plans follow logically from and align with needs emanating from schools' Success Plans.

This guidance document can support a variety of situations, recognizing that LEAs and schools are at different points in the Success Planning process.

For LEAs/schools well along in the Success Planning process, it can provide a lens through which to review an existing Plan. The guiding questions can help determine if:

- components of the Plan have been well developed and implemented
- major omissions exist
- the Plan could be improved
- the Domains of Continuous Improvement have been addressed

For LEAs/schools starting the Success Planning process, this document suggests a structure and process to develop a Success Plan where one currently does not exist. In this scenario, the guiding questions provide:

- a direction for the LEA or school team to follow
- significant issues to consider
- reference to the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning)

For LEAs/schools in school improvement this document will include references to some actions required by federal law, including:

- *parental involvement*
- *required use of funds*
- *supplemental educational services*
- *school choice*
- *corrective action options*
- *restructuring options*

Once developed, Success Plans must be implemented with fidelity and progress must be monitored. Begin with the end in mind and establish guidelines and procedures to ensure the Plan will be successfully implemented. Toward that end:

- Establish a team diverse in its membership, experiences, backgrounds, and perspectives to ensure the Plan is realistic and collaborative
- Specify who is doing what and by when
- Document and distribute the Plan widely
- Build in regular review of the status of the Plan

Organization of the Guidance Document

This guidance document mirrors the *Education Success Planning and Evaluation System* web-based tool. Each section includes a list of guiding questions. These questions are not requirements that must be addressed. Instead, they are guides to help LEAs and schools consider important aspects of Success Planning that will result in a productive Plan. The sections of the guidance document are:

Team Members

Mission/Vision

Needs Assessment

Student Needs Assessment

Staff and Community Needs

Goals and Objectives

Measures

Strategies

Note: Although not included in this document, evaluation, which includes monitoring and progress updates, is an important component of Success Planning. A comprehensive evaluation may meet the requirements of the needs assessment, as established in the Success Plan. The existing state-level evaluation process is consistent with the needs assessment described in this document.

The last section of this document includes self-assessment rubrics for each section of the Success Plan. These rubrics will help LEAs and schools assess the quality of their Success Plan and process. The rubrics can be studied **before** beginning the work of the team to guide the development of the Success Plan and establish high expectations for the finished product. LEAs and schools should strive to achieve the highest performance level.

Team Members

Team members: Stakeholders who develop the Success Plan.

Everyone concerned with the education of students and those who will be involved in the implementation of the Success Plan should participate in the process. All stakeholder groups should be adequately represented on the committee, including those referenced in the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning). Each participant should possess expertise and there should be balance between those whose strength is strategic thinking and those whose strengths are attention to detail and the ability to identify the steps needed to accomplish tasks. Participants must put the needs of the LEA or school above their special interests.

To increase the likelihood of participation of all members, consider the following:

- Establish and share clear expectations, including roles and responsibilities, for participation of all Success Planning team members.
- Establish and maintain an environment of respect and rapport.
- Listen to all points of view and value the diversity of viewpoints.
- Be clear that Success Planning team members are representatives of a group of people who impact student learning (parents, teachers, support services, the community, etc.), and, as such, one of their contributions to the team is to communicate with the group they represent and share the interests, concerns, and guidance from that group.

Wide participation does not imply that everyone on the Success Planning team will be involved in all aspects of the process. Although the goal is that all team members will actively participate, they will do so based on their area(s) of expertise. Not all team members will participate in each part of the Success Planning process.

Including key members of all stakeholder groups and ensuring their full participation is a challenging task. However, this effort is essential and will help ensure that each member will:

- represent the unique perspectives of their group
- support the process
- become an advocate within their stakeholder group
- endorse the work of the committee
- take ownership of the entire Success Plan
- establish a foundation for future positive working relationships

Team Members

Guiding Questions

- How is the LEA/school ensuring that a range of stakeholders become team members, including administrators, teachers, parents, curriculum specialists, counselors, social workers, financial staff, business and community members, local board members, students, lay and religious leaders, and individuals representing special groups (special education, ELL, Title I, GT, etc.)?
- How will the LEA/school ensure that membership meets federal participation requirements?

School Improvement (year 1)

- *How will the LEA ensure that parents in schools under improvement participate in the development of a revised Success Plan?*
- How will the LEA/school determine if there are sufficient numbers of participants to complete the Success Plan? Too few members may place too great a burden on all members to complete the work. Too many members may create an impediment to moving rapidly enough.
- Has a communication plan been developed and how does it ensure ongoing two-way communication with all team members?
- What alternative means of participation (interviews, meetings, emails, surveys, etc.) are employed to ensure participation of all stakeholders?
- How is the LEA/school ensuring the active participation of each team member, particularly parents and community members, historically underrepresented groups, and those represented in the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning)?

School Improvement (year 1)

- *What will be done to ensure that parents in schools under improvement are actively involved?*
- What will be done to ensure that participants have meaningful roles to play in the development of the Success Plan?
- How does the LEA/school ensure that the team will consider all points of view when developing the Success Plan?
- What procedures and strategies are in place to ensure that all stakeholders feel comfortable offering their honest opinions?
- What process ensures that various stakeholders' perspectives are represented?
- As team members discuss the Success Plan, how are they encouraged to use the term "we" or "I?" (In a collaborative atmosphere the term "we" will be more prevalent. In a more isolated atmosphere where collaboration is not the norm, the term "I" will be more prevalent.)
- How will the expertise and influence of the members be used to provide support for the effective implementation and evaluation of the Plan?

Mission/Vision

Mission: A statement that defines the core purpose of the organization

Vision: A word picture of what the organization ultimately intends to become in the future

Both mission and vision statements are important. Together they define what the organization is about and what it is trying to accomplish, both in the short term and long term. Successful LEAs and schools are more likely to have a mission that everyone shares.

The mission statement:

- defines the current purpose for why the organization exists,
- communicates the essence of the organization to the entire community, including all stakeholders,
- provides an ongoing guide without a time frame, and
- can be revisited periodically to determine if the organization is still on track and functioning true to its mission.

Mission Statement for Connections to Learning Group:

To effectively develop, consolidate, coordinate and deliver services to all public schools, which leads to safe, caring, and healthy learning environments for all students.

Mission Statement for Teaching and Learning Group:

To effectively consolidate and deliver services to LEAs, schools, programs, and agencies to ensure all educators have access to effective professional development and technical assistance that will result in high-quality education for each child and youth.

Mission Statement for Leadership for Learning Group:

To improve student achievement by providing a cohesive system of high-quality professional development and technical assistance for educational leaders.

The vision statement is an inspirational description about where the organization wants to be sometime in the future, generally 3-5 years. President John F. Kennedy's 1961 statement that the United States would land a man on the moon was such a vision statement. Martin Luther King Jr.'s 1963 *I Have a Dream* speech described a vision of the America he saw in the future.

An effective vision statement:

- is clear,
- paints a vivid picture,
- presents a bright and hopeful future,
- uses memorable language and images,
- identifies achievable goals, and
- aligns with the mission.

Vision Statement for Connections To Learning Group:

To promote safe, caring and healthy learning environments that maximize student and child growth and development through education and the participation of the family and community at large.

Vision Statement for Teaching and Learning Group:

To create a culture for effective teaching and learning that maximizes the success of all children, youth, and educators.

Vision Statement for Leadership for Learning Group:

In order to continuously improve student achievement through strengthened educational leadership, Delaware's educational leaders will engage in high-quality professional development and technical assistance to meet their individual needs along a career continuum.

The preceding Delaware Education Support System mission and vision statements may provide a helpful model as Success Plans are being developed and mission and vision statements created or revised.

The process of participating in and /or reviewing the mission and vision statements can help new members understand the organization's mission while helping refresh old members' understandings. It is essential that the statements are communicated to and embraced by the entire school community and are supported by all stakeholders.

Mission and Vision

Guiding Questions

- What process will be used to develop or revise the mission and vision statements?
- How widely will the entire school community be included in the development and review of the mission and vision statements?
- How will the LEA/school ensure that the mission and vision statements align with the mission and vision statements in the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning). Are they clear, concise, and easily understood by the LEA, the school, and the community? Do they use jargon and educationese?
- How well aligned are the mission and vision statements of the LEA and the school?
- How will the mission and vision statements drive the needs assessment and guide the development of the goals, objectives, and strategies in the Success Plan?
- Which approaches, including meetings, electronic media, face-to-face conversations, newsletters, demonstrations, etc., will be used to communicate the mission and vision to all stakeholders, including all employees and the broader community?
- How does the LEA leadership demonstrate support for the mission and vision statements?

Needs Assessment

Student, Staff and Community Needs Assessment

Needs Assessment: What are the needs of the students, staff, and community and what are the underlying causes of these needs?

The Success Planning team will need to gather and analyze information that provides a clear and complete picture of all factors impacting student achievement. The team should analyze a wide range of information, including academic and non-academic data sources, to determine not only current levels of student performance but to uncover deeper and more complex reasons for these results. The team may include additional experts in data analysis, if necessary, to complete this important component of Success Planning. LEAs and schools should review data, or Key Indicators, identified in the Domains of Continuous Improvement

- Connections to Learning (p. 7)
- Teaching and Learning (p. 5)
- Leadership for Learning (pp. 10-11)

Data may be gathered and analyzed in the following ways:

- One- or two-year analysis – the most basic analysis of data measuring current performance.
- Trend analysis - Analysis of longitudinal data over 3-5 years that can uncover trends that a one- or two-year review cannot provide. Additionally, conclusions based on one- or two-year analysis may be verified or contradicted by review of longitudinal data.
- Drilling down – to move from summary information to the detailed data that created it
- Triangulation – collecting and analyzing data from multiple sources, including cultural, environmental, attitudinal, and behavioral data, in addition to student achievement data, to build support for conclusions.

Analyzing trend data, drilling down, and triangulation are highly recommended and may yield conclusions not obvious with a review of only one or two years of data. As additional data become available throughout the year, these should be analyzed to support or adjust current interpretations and make adjustments to the Plan.

Needs Assessment

Student, Staff, and Community Needs Assessment

Guiding Questions

- How has the team addressed issues of confidentiality of identifiable data?
- How will the team analyze various sources of data as they become available throughout the year, and how will the Plan's goals, objectives, and/or strategies be adjusted or amended based on this analysis?
- How has the team identified, collected, and analyzed data that reflects the Domains of Continuous Improvement {Connections to Learning (p. 7), Teaching and Learning (p. 5), and Leadership for Learning (pp. 10-11)}?
- What additional data, including staff and community needs, have the team analyzed to support or challenge the conclusions drawn from the analysis of the common measures?
- How has the team analyzed a broad range of data, including state testing results, monitoring reports, progress updates, Adequate Yearly Progress (AYP) data, PSAT, attendance, suspension, Alcohol Tobacco and Other Drugs (ATOD) use, nutrition information, health surveys, and Youth Risk Behavior Survey (YRBS), etc., and what do they reveal?
- How has current year data been compared to long-term trend data?
- How has analysis of the data moved past how students are doing to analyzing data to determine the root causes for the performance- why are these students performing the way they are?
- How are areas of strength (and the reasons for the success) identified, and how can the identification of these strengths help improve the areas of need?
- How will the team use student achievement data and teacher input to develop a professional development plan?

Goals and Objectives

Goals: Statements of future achievements that are designed to attain the mission

Objectives: Measurable outcomes that support the goals

The establishment of goals and objectives should be based on a thorough analysis of all data sources. However, this analysis may lead to a variety of conclusions and resulting goals. It is essential to prioritize these goals and implement those that will have the greatest impact on achieving the mission. Research demonstrates that an approach that prioritizes and focuses on a reasonable set of goals is more successful than an approach that attempts to address too many goals.

The terms goals and objectives form a hierarchy from the broadest concepts to more specific and more measurable concepts. Within this tool, goals are broad, general statements, most closely linked to the mission.

Sample Goal: Accelerate achievement for all students and minimize the disparities among all groups of students.

Objectives are more specific and have measures directly attached to them to determine progress toward attainment of the objective.

Sample Objective: Each school will have highly qualified teachers (HQT).

Goals and Objectives

Guiding Questions

- To what extent are the goals aligned with the overall mission and vision, the mission and vision statements in the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, Leadership for Learning), and needs assessment results?
- To what extent are the goals and objectives aligned? To what extent will the achievement of the objective(s) contribute to the attainment of the goal(s)?
- How will goals be selected, limited in number, and prioritized to ensure the greatest impact? Identifying too many may weaken the Plan.
- To what extent do the goals and objectives clearly communicate the intent of the LEA/school to the broad community?
- How do the goals and objectives provide additional support to schools that are currently under improvement?
School Improvement (year 1)
 - *How will the goals and objectives in the newly developed or revised Success Plan address the specific academic issues that caused the school to be identified for school improvement?"*
- How will professional development support the achievement of the goals and objectives?

Measures

Measures: Quantitative indicators that gauge the status of the objectives – formative and summative.

Sample Measure: Percentage of classes taught by highly qualified teachers (HQT) in elementary schools

All measures should link directly to one or more objective(s), be easy to understand, and provide a clear signal of the progress toward the objective(s). Required common measures have been identified by the Delaware Department of Education and must be reported. In addition, LEAs and schools are encouraged to supplement these with custom measures that will provide other sources of information that will help gauge the status of the objective(s).

Depending on the objective, selecting a variety of input, output, and outcome measures will provide balance in assessing progress toward the objectives.

- Input measures are typically resources, including financial and staff. Input measures are the simplest to measure but provide limited information about overall impact.
- Output measures are typically used to quantify how many individuals were served, how many training sessions were held, etc., but again provide limited information about overall impact.
- Outcome measures (e.g. student achievement, graduation rates, teaching practices, parental participation, etc.) provide the most direct evidence of the status of the objectives. Two types of outcome measures provide sources of essential information:
 - Formative measures provide information along the way and allow for adjustments so that the objectives will be reached.
 - Summative measures provide information about how well the objective has been met. Such measures are reported at the end of a cycle but provide no information along the way.

Finally, establish both short- and long-term target levels of performance. Establishing these targets creates benchmarks to document both formative and summative progress.

Measures

Guiding Questions

- How will the common and custom measures allow for evaluating progress toward the objective(s)?
- How well aligned are the objectives and the measures being used to determine progress toward these objectives?
- How will the identified formative measures provide information to make adjustments in goals, objectives, and strategies along the way?
- Have an appropriate variety of input, output, and outcome (formative and summative) measures been identified for each objective?
- How will the formative measures inform the LEA about its progress toward achievement of the summative measures?
- How have targets been established to determine the expected level of performance needed to demonstrate success?
School Improvement (year 1) – How have measures and targets been established for each group of students that caused the school to be identified for school improvement?
- How will each of the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, Leadership for Learning) be represented in the measures and associated objectives?
- How will the LEA/schools know whether professional development activities result in improved student achievement?

Strategies

Strategies Statements that describe how the organization will influence the measures

Sample strategy: Continue support of teachers to become highly qualified.

A strategy is a plan of action or a series of actions that:

- aligns with the needs assessment,
- supports the overall goals, and
- will lead to achievement of a specific objective or objectives.

In some cases, more than one strategy may be linked to one objective, and a number of objectives may support one goal. In such cases, it is important to research and carefully consider the compatibility and consistency of the strategies; in other words, will the strategies compliment each other and work toward achievement of the objective(s).

School Improvement (including Corrective Action and Restructuring) - Strategies selected for schools in school improvement are to be “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.”

Some strategies may focus on student achievement through specific teaching methods or techniques directly used in the classroom. Others may focus on building capacity through professional development, improving LEA-level internal processes, or engaging and utilizing parents and community resources. Effective strategies will be those that simultaneously address multiple Domains of Continuous Improvement and work together.

Once strategies have been selected, LEAs/schools should identify required tasks/actions, timelines, resources, required staff/personnel, and a staff member responsible for overseeing the implementation of the strategy.

Strategies

Guiding Questions

Researched Strategies

- What procedures have been established and what research has been completed to select scientifically-based school- and classroom-level strategies that align with the goals, objectives, and needs assessment and address the Domains of Continuous Improvement?
School Improvement (year 1)
 - *How will the **school** “incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year...?”**School Improvement (year 2)*
 - *How will the **LEA** “develop strategies to ensure the content of Student Success Block Grant services aligns with the school curriculum and is focused on the academic needs of the students?”*
- What process has been developed and implemented to address the needs of students who require instructional support?
School Improvement (year 2)
 - *In addition to year 1 requirements, how will the **LEA** “provide supplemental services according to the federal ESEA requirements?”*
 - *How will the **LEA** “give priority within the Student Success Block Grant services to students in those subgroups that have not met proficiency?”*
- How will strategies be selected or developed that demonstrate respect for the cultural, ethnic, and linguistic diversity of the students?
- How will the strategies reflect the vast array of strengths, abilities, experiences, and cultures of the adults and children and take into account the strengths, limitations, and other factors affecting the students, families, and staff members within the school to create an effective learning environment?
School Improvement (year 1)
 - *How will the **school** promote effective parental involvement in the school?*
- How will the LEA/school ensure all learners have access to high quality instruction?

Compatibility and Consistency

- What research has been considered concerning the compatibility and consistency among strategies to ensure they work together and will lead to achievement of the objective(s)? For example, strategies should be mutually supportive of students who may receive services from more than one source. Instruction in each setting should build upon and support instruction in every other setting.

Professional Development – Meeting the Needs of Adult Learners

- What professional development approaches are built into the Plan to meet the needs of different types of adult learners?
- How will professional development address issues of how students learn best and how to assist all students, including those who have difficulty learning?
- How can the LEA/school ensure teachers have the opportunity to engage in high-quality professional development programs that meet their specific needs?

- How will professional development be created and implemented that will ensure that teachers will understand and effectively utilize new instructional methods to address student needs?

School Improvement (year 1)

- *How will the **school** use not less than 10 percent of the funds made available for each fiscal year that the school is in improvement status for high quality professional development for teachers and the principal that will address the problems that caused the school to be identified for school improvement?*
- *How will the **school** incorporate a teacher- mentoring program?*

Implementation Plan

- What procedures will help determine whether teaching techniques are being effectively used in classrooms (e.g.; classroom walkthroughs)?
- To what extent has the LEA/school developed project management maps for the strategies (required tasks, timelines, resources, staff, etc.)?

Additional Federal and State Mandates (not previously identified)

School Improvement (year 1)

- *How will the **school** notify parents promptly and clearly that the school is in year 1 of school improvement? (Required for Title I schools and recommended for all schools)*
- *What are the specific responsibilities of the school, the LEA, and the DDOE under the school Success Plan?*
- *How will the **LEA** meet its requirements to:*
 - *“ provide all parents the option of transferring their child to another public school in the **LEA** that is not under improvement*
 - *provide transportation for the duration the school is in improvement*
 - *allow adequate time for parents to make a decision prior to the start of the school year.?”*

School Improvement (year 3) - Corrective Action

- *In addition to year 1 and year 2 requirements, how will the **LEA** decide which of the six corrective action options will be implemented?*
- *How will the **LEA** disseminate information about the corrective action it has taken “ to the public and to the parents of each student enrolled in the school subject to corrective action?”*

School Improvement (year 4) – Planning for restructuring

- *In addition to year 1-3 requirements, how will the **school** develop a restructuring Success Plan to submit to the Secretary of Education?*

School Improvement (year 5) – Restructuring

- *How will the **school** implement its restructuring Success Plan?*

School Improvement (year 5) –LEA Plan for Restructuring

- *How will the **LEA** simultaneously develop a Success Plan to restructure schools that remain in improvement in year 6, including:*
 - *Promptly notifying teachers and parents*

- *Providing teachers and parents adequate opportunity to:*
 - *Comment before any action is taken, and*
 - *Participate in developing a Success Plan*
- *Selecting one of the four restructuring options available in Delaware*

School Improvement (year6) – LEA Implementation of Restructuring

- *How will the **LEA** implement its restructuring Success Plan``?*

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Links

Maryland School Improvement <http://mdk12.org/>

Rhode Island Department of Education *Principles of Effective Rubrics*

School Level Performance Descriptors for Kentucky Standards and Indicators for School Improvement http://www.education.ky.gov/SISI_Toolkit/Non%20Standard%20Files/SISI.pdf

West Virginia Rubric – *Evaluating the Strategic Plan Components*

Success Plan Guidance Document

Self-assessment Rubrics

What is the purpose of the rubrics?

The purpose of the rubrics that follow is to provide LEAs and schools a tool for self-assessment of Success Planning processes and products. This tool may be used before beginning the planning process or to assess a newly developed or existing Success Plan and to guide subsequent improvement efforts.

How are the rubrics organized?

The rubrics are linked to the Guiding Questions in part 1 of this document. Most guiding questions have a corresponding rubric. The first column on the left lists an abbreviated version of the guiding question followed by examples of supporting evidence that may be used to determine how effectively the Success Plan process or product was developed and/or implemented. The rubrics are organized in a three-point scale from *Exemplary Achievement of the Goal*, to *Approaching the Goal* to *Does Not Yet Meet the Goal*.

How can the rubrics be used before Success Planning begins?

The self-assessment rubrics can be used before developing the Success Plan. The team can review all components and individual statements to guide the process. Taken as a whole, the rubrics will provide a comprehensive look at the entire process and products. Each statement will then guide completion of a specific task, set of tasks, and/or product(s).

Who should complete the self-assessment?

All those who will participate in or did participate in the development of the Success Plan should be part of the self-assessment and should complete the rubrics. If the self-assessment rubrics are reviewed before the process begins, participants will gain a holistic view of the Success Planning process, specific lists of tasks to be accomplished, and products to be completed. If the rubrics are used when the Success Plan has been completed, individuals completing them will have the most comprehensive view of how the group went about its work and the products the group produced.

How can the self-assessment be used after completing the Success Plan?

All members of the Success Planning Team can complete the self-assessment individually. Results can then be aggregated and the members brought together to share and discuss their individual responses and to analyze the results. A subcommittee can then compile the results and write a final report to be presented to the LEA or school leadership team. The report can identify both strengths of the Plan and areas needing improvement. It can help guide the implementation of the Success Plan and future improvement efforts.

Team Membership

Team Membership	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	<u>Approaching the Goal</u>	Does Not Yet Meet Goal
<p>Team Membership</p> <p><u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • List of members and affiliations • Success Plan 	<p>Team membership is comprised of individuals from all stakeholders groups, particularly those representing the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning).</p>	<p>Team membership is broad –based with representation from all <i>required</i>* stakeholders groups.</p> <p>* Link to list of federally mandated required members</p>	<p>Team membership is comprised of few individuals from stakeholders groups.</p>
<p>Group Size</p> <p><u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • List of members 	<p>The size of the group led to a successful completion of the Success Plan with ample time for review, revision, and communication.</p>	<p>The size of the group led to a successful completion of the Success Plan.</p>	<p>Membership was too large or too small to complete the Success Plan.</p>
<p>Communications Plan</p> <p><u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • Documentation of plan <ul style="list-style-type: none"> ○ Well constructed ○ Variety of tools ○ Announced meetings ○ Shared minutes ○ Requested input ○ Shared decision making ○ Identified tasks • Meeting minutes • Surveys and interviews 	<p>The team leaders developed and implemented a comprehensive communications plan, including all evidence listed in column 1, which kept all team members well informed throughout the process.</p>	<p>The team leaders developed and implemented a plan, including most evidence listed in column 1, which kept most team members fairly well informed throughout the process.</p>	<p>The team leaders did not implement a plan to keep team members informed throughout the process.</p>

Team Membership	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	<u>Approaching the Goal</u>	Does Not Yet Meet Goal
Participation <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Subcommittee and final reports • Observation notes • Documentation of methods of participation, including alternatives such as interviews, meetings, emails, and surveys • Surveys and interviews • Success Plan 	<p>All team members actively participated in the group’s work, particularly parents and community members, historically underrepresented groups, and those representing the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning).</p> <p><u>Meets Federal Requirements</u> School Improvement (year 1) Parents in schools under improvement actively participated in the development of a revised school plan.</p>	<p>Most team members actively participated in the group’s work, particularly parents and community members, historically underrepresented groups, and those representing the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning).</p>	<p>Few team members actively participated in the group’s work.</p>
Roles <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Observation notes • Surveys and interviews 	<p>The team leaders consulted all team members and matched them with meaningful roles they volunteered for and that matched their areas of expertise and/or interests.</p>	<p>The team leaders assigned all members meaningful roles matched to their areas of expertise and/or interests.</p>	<p>The team leaders did not assign some members meaningful roles.</p>
Points of View Considered <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Observation notes • Subcommittee and final reports • Surveys and interviews 	<p>The team considered and responded to all points of view. When points of view were not incorporated into the final document, the team leaders clearly explained the rationale.</p>	<p>The team considered all points of view.</p>	<p>The team did not hear or consider all points of view.</p>
Stakeholders’ Perspectives <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Observation notes • Documentation of methods employed • Surveys and interviews 	<p>All team members completely and consistently represented their stakeholders’ perspectives on all issues. They solicited input from their stakeholders groups in various ways.</p>	<p>All team members, particularly those representing the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning), represented their stakeholders’ perspectives on all issues.</p>	<p>Some team members did not represent their stakeholders’ perspectives in the group’s work.</p>
“We” and “I” Statements <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Observation notes • Surveys and interviews 	<p>All team members consistently used the term “we” when referring to the work of the committee</p>	<p>All team members used the term “we” more frequently as the committee’s work progressed.</p>	<p>Team members predominantly used “I” when referring to the work of the committee</p>

Team Membership	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	<u>Approaching the Goal</u>	Does Not Yet Meet Goal
Implementation Support <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Committee reports • Meeting minutes • Public statements of support for the plan • Continued involvement • Surveys and interviews 	All members of the team provided consistent support for the Success Plan, which included incorporating and aligning the plan into all documents and subsequent work of the organization, and continuing to participate in monitoring and implementing the plan.	Most members of the team provided effective support for the Success Plan, which included making public and private statements of support, providing financial and human resources, and continuing to participate in monitoring and implementing the plan.	Members of the team provided little or no support for the Success Plan.

Mission/Vision

Mission/Vision	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	<u>Approaching the Goal</u>	Does Not Yet Meet Goal
<p>Process for developing or reviewing the mission and vision statements</p> <p>Examples of Supporting Evidence</p> <ul style="list-style-type: none"> • Meeting minutes • Observation notes • Subcommittee reports • Final report • Surveys and interviews 	<p>The team used an extensive, comprehensive, and inclusive process to review the mission and vision statements. This process included gathering input from the broader school community, particularly those representing the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning), implementing a communications plan that kept all participants informed, consistent administrative support, and planning for how the statements would guide the LEA/school after adoption.</p>	<p>The LEA or school leadership developed the mission and vision statements. The team used a process to review these statements. This process included providing sufficient time to respond to the proposed statements by all stakeholders, and providing appropriate financial and human resources to support the process.</p>	<p>The team used no process to review the mission and vision statements.</p>
<p>Broader school community involvement (parents, business, school board, elected officials, teachers, administrators, specialists, bus drivers, cafeteria personnel, custodians, etc.)</p> <p>Examples of Supporting Evidence</p> <ul style="list-style-type: none"> • Meeting minutes • Observation notes • Final report 	<p>All representatives from all stakeholders groups participated in the review of the mission and vision statements. During the process all participants conferred with and included comments from their constituent groups. Drafts were presented at constituent meetings for additional input and comments were considered before final adoption of the statements. All representatives signed off on the final statements.</p>	<p>Representatives from all stakeholders groups, particularly those representing the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning), participated in the review of the mission and vision statements. Drafts were presented at open public meetings and comments were considered before final adoption of the statements.</p>	<p>There was little or no involvement of the school community in the review of the mission and vision statements.</p>
<p>Clarity of mission and vision statements and alignment with the Domains of Continuous Improvement</p> <p>Examples of Supporting Evidence</p> <ul style="list-style-type: none"> • Mission and vision statements • Other supporting LEA/school documents • Interviews and surveys 	<p>Mission and vision statements are heard consistently throughout the broader school community.</p>	<p>Mission and vision statements align with the mission and vision statements of the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning), are clear and concise, and are easily understood by non-educators.</p>	<p>Mission and vision statements do not exist or are not easily understood by everyone.</p>
<p>Mission and vision statements as guiding tools</p> <p>Examples of Supporting Evidence</p> <ul style="list-style-type: none"> • Mission and vision statements • Other supporting LEA/school documents 	<p>Mission and vision statements provide guidance for the development of all components of the Success Plan, are heard being referred to by LEA/school leaders, including administrators, parents, and community members, and have the effect of positively impacting the work of the LEA/school.</p>	<p>Mission and vision statements provide guidance for the development of other components of the Success Plan and are referred to and aligned with other LEA/school documents.</p>	<p>Mission and vision statements are non-existent or are unclear and have little use as guiding tools.</p>

Mission/Vision	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	<u>Approaching the Goal</u>	Does Not Yet Meet Goal
<p>Communication</p> <p><u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • Email • Websites and Podcasts • Face-to-face meetings • Memos • Newspaper • Radio and television • Newsletters 	<p>The team used most of the evidence listed in column 1 to communicate the mission and vision statements to the broader school community.</p>	<p>The team used traditional (face-to-face and/or print) means to communicate the mission and vision statements to the broader school community.</p>	<p>The team did not use any of the methods listed in column 1 to communicate the mission and vision statements to the broader school community.</p>
<p>Leadership Support</p> <p><u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • Public and private statements • Financial and human resource support • Requirements that the mission and vision statements align with all LEA/school-level decision making and documents 	<p>Leadership provided consistent and ongoing support for the mission and vision statements in all three areas listed in column 1.</p>	<p>Leadership provided support for the mission and vision statements in all three areas listed in column 1.</p>	<p>Leadership provided no support for the mission and vision statements in any of the ways listed in column 1.</p>

Needs Assessment

Needs Assessment	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	<u>Approaching the Goal</u>	Does Not Yet Meet Goal
<p>Confidentiality and Identifiable Data Issues</p> <p><u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • Meeting minutes • Documented statement of confidentiality issues • Monitoring system to ensure confidentiality issues were addressed and followed. • Documentation that confidentiality issues were addressed 	<p>The team addressed a comprehensive list of confidentiality and identifiable data issues and carefully monitored the implementation of the procedures.</p>	<p>The team addressed essential confidentiality and identifiable data issues by documenting specific issues in writing and informing the team about procedures to follow to ensure confidentiality.</p>	<p>The team did not address or consider confidentiality or identifiable data issues.</p>
<p>Implementation of plan for analysis of data</p> <p><u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • Meeting minutes • Documented listing of all data sources and dates of availability throughout the year • Documentation establishing how data will be analyzed throughout the year • Documentation that data was analyzed as available • Amendments to Success Plan based on ongoing analysis of data 	<p>The needs assessment team thoroughly implemented a plan to continuously analyze all additional sources of data as they became available throughout the year, which led to adjustments to the Success Plan’s goals, objectives, and strategies, whenever necessary.</p>	<p>The needs assessment team implemented a plan to analyze some additional sources of data on a semiannual or quarterly basis, which lead to adjustments to the Success Plan’s goals, objectives, and strategies on a semi-annual or quarterly basis.</p>	<p>The team did not develop or implement a plan to analyze additional sources of data.</p>

Needs Assessment	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	<u>Approaching the Goal</u>	Does Not Yet Meet Goal
Domains of Continuous Improvement <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documentation establishing relationship between data sources and the Domains of Continuous Improvement • Documentation of the analysis 	The team analyzed key indicators as represented in the Domains of Continuous Improvement (Connections to Learning, p.7; Teaching and Learning, p.5; and Leadership for Learning, pp. 10-11).	The team analyzed data representing two of the domains.	The team analyzed data representing only one of the domains.
Analysis of data sources (required common measures, custom measures, staff and community measures) <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documentation of analysis 	The team analyzed all available data sources to verify or challenge the conclusions reached through analysis of the required common measures.	The team analyzed some custom measures to verify or challenge the conclusions reached through analysis of the required common measures.	The team analyzed only the required common measures.
Trend Data <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documentation of trend analysis • Comparison of trend data to current-year data 	The team engaged in an analysis of trend data (more than 3 years) and thoroughly compared it to current-year data.	The team analyzed 3-year trend data and compared it to current-year data.	The team analyzed fewer than three years of trend data.
Underlying or Root Causes <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documentation of efforts to determine root causes 	The team completed a thorough and exhaustive analysis of all data to determine root causes of student performance.	The team completed some analysis of the various sources of data to determine root causes of student performance.	The team did not complete any analysis to determine the root causes of student performance.
Capitalizing on areas of strength <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documentation of efforts to apply strengths to areas of need • Documentation indicating how areas of strength can lead to improvement efforts 	The team identified numerous areas of strength and identified a variety of ways to capitalize on these strengths to improve areas of need, based on clear rationale and research-based documentation.	The team identified some areas of strength and identified a few ways to capitalize on these strengths to improve areas of need.	The team did not identify areas of strength.

Needs Assessment	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	<u>Approaching the Goal</u>	Does Not Yet Meet Goal
Teacher input to develop professional development plan <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting Minutes • Documentation of teacher input • Needs assessments of teaching staff • Teacher survey 	The team included significant teacher representation in the analysis of all data sources, current professional development, and planning for ongoing professional development.	The team solicited teacher input, in conjunction with student achievement data, to develop a professional development plan	The team did not solicit teacher input to develop a professional development plan.

Goals and Objectives

Goals and Objectives	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
Goals align with mission, vision, and needs assessment <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Mission and vision statements • Needs assessment documents • Meeting minutes • Supporting documents 	The team analyzed and documented the clear alignment of the goals with the mission and vision statements and the needs assessment.	The goals clearly align with the mission and vision statements and needs assessment. In particular, the team analyzed the alignment with the mission and vision statements in the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning).	The goal statements do not align with the mission and vision statements and are not supported by the needs assessment. The team made no attempt to align the goals with the mission and vision statements or the needs assessment.
Objectives aligned with goals <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Goal and objective statements • Meeting minutes • Supporting documents 	The team analyzed and documented the clear alignment of the objectives with the goals, mission, vision, and needs assessment.	The objectives clearly align with the goals, mission, vision, and needs assessment. In particular, the team analyzed the alignment with the mission and vision statements in the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning).	The objectives do not align with the goals, mission, vision, or needs assessment. The committee made no attempt to align the objectives with the goals, mission, vision, or needs assessment
Selection and prioritization of goals and objectives <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Goals and objectives statements • Meeting minutes • Documents describing the process for selecting goals and objectives • Documents supporting selection and prioritization of goals 	The team established and implemented a process to analyze and document both the selection and the prioritization of the goals and objectives.	The team selected a limited number of goals and objectives and prioritized them to ensure focus and/or a high degree of anticipated success.	The team selected too few or too many goals and objectives to ensure focus and/or a high degree of anticipated success.

Goals and Objectives	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
Goals and objectives communicate intent to the broader school community <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Goals and objectives • Meeting minutes • Document describing the process • Documented input from the broader community 	The team developed and implemented a process to gather input from the broader school community and used this input to write goals and objectives that communicate the LEA/school's intent to the broader school community.	The goals and objectives clearly communicate the LEA/school's intent to the broader school community.	The goals and objectives do not communicate the LEA/school's intent to the broader school community.
Specific goals and objectives support schools under improvement <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Goals and objectives • Revised Success Plan • Meeting minutes • Documentation of alignment between school needs and goals and objectives 	The team carefully studied the specific needs of schools under improvement and checked the goals and objectives to ensure they supported these schools' needs.	The specific goals and objectives support schools currently under improvement because they align with the specific documented needs of these schools.	None of the goals and objectives support schools under improvement because they do not align with the specific documented needs of these schools.
Professional development supports the goals and objectives <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Goals and objectives • Meeting minutes • Professional development plans 	The team analyzed the goals and objectives and carefully designed professional development that would ensure that the goals and objectives would be achieved.	Professional development clearly supports and is aligned with the goals and objectives.	Professional development does not support and is not aligned with the goals and objectives.

Measures

<u>Measures</u>	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
Alignment of common and custom measures with objectives <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Objectives • List of common and custom measures • Documentation that provides rationale for alignment between objectives and measures 	The team documented procedures used to align both common and custom measures with the objectives and provided the rationale for the alignment.	The selected common and custom measures clearly align with the objectives and provide evidence of progress toward the outcomes.	The common and custom measures do not align with the objectives and do not provide evidence of progress toward the outcomes.
Formative measures used to adjust goals, objectives, and strategies <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Documentation of goals, objectives, and strategies • Team minutes • Documentation of adjustments based on analysis of formative measures 	The team designed and followed an implementation plan that used formative measures to inform adjustments to goals, objectives, and strategies.	Formative measures were used to adjust goals, objectives and/or strategies.	Selected measures provided only summative information and did not allow for adjustments to goals, objectives, and/or strategies.
Input, output, and outcome (formative and summative) measures <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documentation of analysis 	The team engaged in a comprehensive study of the objectives and considered which measures, both formative and summative, would most effectively provide information about each objective. The team documented its study and developed a plan to include a broad range of formative and summative measures and a matrix to align measures with corresponding objectives.	The team selected a broad range of input, output, and outcome (formative and summative) measures that provided information about each objective.	The team selected a limited or non-existent range of input, output, and outcome (formative and summative) measures.
Establishment of targets <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Comprehensive needs assessment • Meeting minutes • Federal and state NCLB AYP targets • Success Plan 	The team engaged in a systematic and comprehensive analysis of the needs and capabilities of students and staff to establish the targets and to make appropriate adjustments as necessary. <u>Meets Federal Requirements</u> <i>School improvement (year 1)</i> <ul style="list-style-type: none"> • <i>Targets were established for each group of students that caused the school to be identified for school improvement.</i> 	Team members knowledgeable about content, curriculum, psychometrics, etc. established targets based on federal and state requirements.*	No targets were established.

<u>Measures</u>	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
Domains of Continuous Improvement <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documentation establishing relationship between measures and the Three Domains • Documentation of the analysis 	The team engaged in a systematic analysis that documented that the selected measures represented the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning).	The team identified measures that represented the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning).	The selected measures do not represent the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning).
Impact of professional development on student achievement <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Team minutes • Success Plan • Professional development activities • Matrix 	The LEA/school established as a priority the study of the relationship between professional development activities and student achievement. This could include dedicating financial and human resources to completing a study analyzing the relationship.	The team developed and implemented a plan to measure the impact of professional development activities on student achievement. This might include the use of a matrix that clearly demonstrates the linkage of specific professional development activities to specific student achievement measures, participant surveys, etc.	The team made no attempt to measure the impact of professional development activities on student achievement.

Strategies

<u>Strategies</u>	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
<p>Researched Strategies <u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • Meeting minutes • Documented review process, including criteria for selection of strategies • Listing of members completing review and their areas of expertise • Documentation of respected peer-reviewed sources • Success Plan 	<p>The team held information meetings and solicited feedback from educators and others knowledgeable about strategies and then selected scientifically based strategies.</p> <p><u>Meets Federal and State Requirements</u> School Improvement (year 1)</p> <ul style="list-style-type: none"> • The school “incorporated, as appropriate, activities before school, after school, during the summer, and during any extension of the school year...” <p>School Improvement (year 2)</p> <ul style="list-style-type: none"> • The LEA/school “developed strategies to ensure the content of the Block Grant services align with the school curriculum and is focused on the academic needs of the students 	<p>The team developed and implemented a process, including all of the tasks identified in column 1, to identify scientifically based strategies that align with the goals and objectives, particularly those identified in the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning).</p>	<p>The team completed no research to identify strategies that align with the goals and objectives.</p>
<p>Addressing the Needs of Students Who Require Instructional Support <u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • Meeting minutes • Documented review process, including criteria for selection of strategies • Listing of members completing review and their areas of expertise • Documentation of respected peer-reviewed sources • Success Plan 	<p>The Success Plan includes regular and frequent assessment of students who require instructional support and reorganizing to meet the changing academic, social, and emotional needs of these students.</p> <p><u>Meets Federal and State Requirements</u> School Improvement (year 2)</p> <ul style="list-style-type: none"> • The LEA provided supplemental services according to federal ESEA requirements. • The LEA “gives priority within the Student Success Block Grant services to students in those subgroups that have not met proficiency. 	<p>The Success Plan includes strategies that address the needs of students who require instructional support.</p>	<p>The Success plan does not include strategies that address the needs of students who require instructional support.</p>

<u>Strategies</u>	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
Respecting the ethnic, cultural, and linguistic diversity of students <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documented review process, including criteria for selection of strategies • Listing of members and others completing review and their areas of expertise and backgrounds • Documentation of respected peer-reviewed sources, including sources representing the ethnic, cultural, and linguistic backgrounds of the students 	The team developed a process that included all of the evidence listed in column 1 and engaged the broader community, particularly parents and students of various ethnic, cultural, and linguistic backgrounds, to gain an understanding of the unique needs of these students.	The team developed a process that included most evidence listed in column 1 and selected strategies that met established criteria that considered the ethnic, cultural, and linguistic diversity of the students.	The team made little or no attempt to consider issues of ethnic, cultural, and linguistic diversity.
Recognizing the strengths, abilities, cultures, experiences, and other factors affecting the broader community to create an effective learning environment <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Surveys and focus groups • Documentation of broader community demographics • Documentation of outreach to the broader community • Needs assessment key indicators data for Connections to Learning 	The team engaged the broader community, including surveys, focus groups, and town hall meetings, to gather information about the range of factors in column 1 and to build, with the community, recommendations about how to create an effective learning community.	The team selected strategies that responded to the range of factors in column 1, and that were indicated based on the needs assessment, particularly those key indicators in Connections To Learning.	The team did not consider the factors in column 1, and the Success Plan does not address them.
Access to High-quality Instruction <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • High Quality Teacher reports 	<u>Meets Federal Requirements</u> School Improvement (year 1) <ul style="list-style-type: none"> • The school included ways to promote effective parental involvement in the school. 	The team addressed issues of access to high quality teaching through existing high quality teacher procedures and federal and state reporting requirements.	

<u>Strategies</u>	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
Compatibility and Consistency <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documented review process, including relationships of strategies • Listing of LEA/school staff and other experts who responded to a questionnaire about compatibility and consistency of strategies • Documentation of respected peer-reviewed sources • Statements documenting conclusions 	The team selected strategies that are compatible and consistent through a process that included all tasks identified in column 1. The team held meetings for staff and others knowledgeable about strategies to gather input about consistency and compatibility and incorporated this input into the selection process.	The team developed and implemented a process, including most tasks identified in column 1, to select strategies that are compatible and consistent. These strategies should be aligned philosophically, pedagogically, and in their belief about how students learn to be mutually supportive and work together to achieve the stated goals and objectives. Instruction in each setting should build upon and support instruction in every other setting.	The team did not analyze strategies for compatibility or consistency.
Professional Development – Meeting the needs of different adult learners <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Needs assessment • Input from adult learners • Success Plan, including differentiated and sustained approaches • Meeting minutes and agendas 	The team continued to assess the changing needs of both the adult learners and students and adjust professional development.	The team developed and implemented a professional development component of the Success Plan, including all of the components listed in column 1, to meet the needs of different types of adult learners.	The team did not employ differentiated professional development to meet the needs of different types of adult learners.

<u>Strategies</u>	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
Professional Development addresses how students learn best and how to help students who have difficulty learning <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Documented review process, including research on how students learn best • Listing of members and others completing review and their areas of expertise • Documentation of respected peer-reviewed sources • Matrix correlating teaching approaches with how students learn best • Success Plan 	The team engaged a wide range of teaching staff and others knowledgeable about how students learn best to develop the professional development component of the Success Plan. The team completed a matrix to ensure that there was a match between teaching approaches and how students learn best. Approaches that demonstrated this match were built into the Success Plan.	The team considered the research about how students learn best when selecting teaching approaches and addressed these approaches in the Success Plan.	The team did not develop professional development that addresses how students learn best or how to help students who are having difficulty learning.
Professional Development Plan <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Documentation of a professional development plan that: <ul style="list-style-type: none"> • Is focused • Is in-depth • Is sustained • Uses differentiated Instruction • Uses technology • Includes authentic learning experiences • Provides feedback • Transfers responsibility to the teachers • Is evaluated • Is adjusted as needed 	The team developed and implemented a professional development component of the Success Plan, including all components listed in column 1, to ensure that new instructional methods were learned and utilized to address student needs.	The team developed and implemented a professional development component of the Success Plan, including most components listed in column 1, to ensure that new instructional methods were learned and utilized to address student needs.	The team did not develop a professional development plan to ensure that teachers learned and utilized new instructional methods to address student needs.
	<u>Meets Federal Requirements</u> School Improvement (year 1) <ul style="list-style-type: none"> • The school will incorporate a teacher-mentoring program. • The school will use not less than 10 percent of the funds made available for each fiscal year that the school is in improvement status for high quality professional development for teachers and the principal that will address the problems that caused the school to be identified for school improvement? 		

<u>Strategies</u>	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
Documenting the Effectiveness of Classroom Teaching <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Meeting minutes • Classroom walkthrough process • Documentation of LEA/school teacher evaluation system • Listing of members and others and areas of expertise 	The team engaged a wide range of classroom teachers, specialists, administrators, evaluation specialists, and others to develop a comprehensive classroom walkthrough process to document teaching practices. This walkthrough process focuses on best teaching practices and includes protocols that ensure objectivity, inter-rater reliability, consistency and clarity, and a useful end product report to the school. This process also includes follow-up support for schools to improve teaching practices.	The team incorporated the LEA/school teacher evaluation system into the plan and documented the existence of teacher effectiveness components in that system.	The team did not address the issue of documenting the effectiveness of classroom teaching.
Develop a Project Management Map <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> • Project Management Plan <ul style="list-style-type: none"> ○ List tasks ○ Establish timelines ○ Identify needed resources ○ Identify staff 	The team developed a thorough Project Management Map, including all components listed in column 1, to ensure that the strategies were fully implemented.	The team developed a Project Management Map, including most components listed in column 1, to ensure that the strategies were implemented.	The team did not develop a Project Management Map to ensure that the strategies were implemented.

<u>Strategies</u>	Exemplary Achievement of the Goal <u>Includes criteria for Approaching the Goal plus:</u>	Approaching the Goal	Does Not Yet Meet Goal
<p>School IMPROVEMENT (Years 1 and 2), Corrective Action (Year 3), Planning for and Restructuring (Years 4 and beyond)</p> <p><u>Examples of Supporting Evidence</u></p> <ul style="list-style-type: none"> • School Success Plan (1) • Parent notification that school is in year 1 of improvement (1) • LEA notification of school choice letter (1) • Technical assistance documentation (1) • LEA Student Success Block Grant procedures (2) • LEA notification of supplemental educational services letter (2) • Corrective actions documentation (3) • Notification of corrective action publication (3) • School plan for restructuring (4) • LEA plan for restructuring (5) • Documentation of additional steps not mandated by federal and state requirements. 	<p>The LEA/school initiated steps in addition to those mandated by federal and state requirements to address the identified reasons for the schools being placed in improvement.</p> <p><u>Meets Federal Requirements:</u></p> <p>School Improvement (year 1)</p> <ul style="list-style-type: none"> • The school notified parents promptly and clearly that the school was in year 1 of school improvement? (Required for Title I schools and recommended for all schools) • The Success Plan clearly defined specific responsibilities of the school, the LEA, and the Delaware Department of Education. • The LEA met its requirements to: <ul style="list-style-type: none"> ○ “provide all parents the option of transferring their child to another public school in the LEA that is not under improvement, provide transportation for the duration the school is in improvement, and allow adequate time for parents to make a decision prior to the start of the school year.” <p>School Improvement (year 3) - Corrective Action</p> <ul style="list-style-type: none"> • In addition to year 1 and year 2 requirements, the LEA decided which of the six corrective action options will be implemented. • The LEA disseminated information about the corrective action it has taken “to the public and to the parents of each student enrolled in the school subject to corrective action.” <p>School Improvement (year 4) – Planning for Restructuring</p> <ul style="list-style-type: none"> • In addition to year 1-3 requirements, the LEA developed a restructuring plan to submit to the Secretary of Education. • Promptly notifying teachers and parents • Providing teachers and parents adequate opportunity to: <ul style="list-style-type: none"> ○ Comment before any action is taken, and ○ Participate in developing a Success Plan. • Selecting one of the four restructuring options available in Delaware <p>School Improvement (year 5+) – Restructuring</p> <ul style="list-style-type: none"> • The school implemented its Restructuring Success Plan. 	<p>The LEA/school met federal and state requirements as listed in column 1 and ESEA.</p>	<p>The LEA/school did not fulfill the appropriate requirements listed in column 1.</p>