

# **NCDPI Comprehensive Needs Assessment SCHOOL RUBRIC**



Public Schools of North Carolina  
**State Board of Education**  
**Department of Public Instruction**

**DISTRICT AND SCHOOL TRANSFORMATION DIVISION**  
**North Carolina Department of Public Instruction**  
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## OVERVIEW

A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

## SCHOOL DIMENSIONS

The NCDPI Comprehensive Needs Assessment has been designed to analyze school-level information framed by five overarching dimensions. Guiding questions address 14 supporting sub-dimensions and are designed to facilitate the identification of root causes in areas where a school program may have identified needs. The dimensions and sub-dimensions are as follows:

<b>Dimension</b>	<b>Sub-dimension</b>
<b>A. Instructional Excellence and Alignment Part I: Teaching and Learning</b>	<b>1. High Expectations Communicated to All Teachers and Students 2. Curriculum and Instructional Alignment</b>
<b>A. Instructional Excellence and Alignment Part II: Support for Student Achievement</b>	<b>3. Data Analysis and Instructional Planning 4. Student Support Services</b>
<b>B. Leadership Capacity</b>	<b>5. Strategic Planning, Mission, and Vision 6. Distributed Leadership and Collaboration 7. Monitoring Instruction in School</b>
<b>C. Professional Capacity</b>	<b>8. Teacher Quality and Experience 9. Quality of Professional Development 10. Talent Recruitment and Retention</b>
<b>D. Planning and Operational Effectiveness</b>	<b>11. Resource Allocation 12. Facilities and Technology</b>
<b>E. Families and Community</b>	<b>13. Family Engagement 14. Community Engagement</b>

## PROCESS

Detailed processes and procedures for the NCDPI Comprehensive Needs Assessment can be found in the Notes of Guidance.

**DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning**

**A1. High Expectations Communicated to All Teachers and Students**

- How does the school administration model high expectations?
- How does the school create a culture for both faculty and students in which high expectations can be met?
- How does the school consistently maintain and communicate high expectations for students?
- How do teachers help students understand the quality of work necessary to meet these high expectations?
- How does the school ensure consistency within the school and subject area/departments on what constitutes “high-quality” work?
- How does the use of instructional time in the classroom reflect high expectations and curriculum alignment?

**Rubric**

<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
The school: • Exemplifies and models a culture of high expectations at all times.	The school: • Frequently exemplifies and models a culture of high expectations.	The school: • Sometimes exemplifies and models a culture of high expectations.	The school: • Rarely exemplifies and models a culture of high expectations.
• <i>Has developed, implemented, and frequently utilizes a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i>	• <i>Has developed, implemented, and regularly utilizes a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i>	• <i>Has developed, implemented, and inconsistently utilizes a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i>	• <i>Has not developed, implemented, or utilized a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i>
• Benchmarks expectations for student work that frequently incorporate national and state standards for all students.	• Benchmarks expectations for student work that regularly incorporate national and state standards for all students.	• Benchmarks expectations for student work that sometimes incorporate national and state standards for all students.	• Benchmarks expectations for student work that rarely incorporate national and state standards for some students.
• <i>Frequently develops and utilizes rubrics and exemplars of high quality student work to ensure teachers, students, and families understand the expectations for assignments.</i>	• <i>Regularly utilizes rubrics and exemplars of high quality student work to ensure teachers and students understand the expectations for assignments.</i>	• <i>Inconsistently utilizes rubrics and exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.</i>	• <i>Rarely or never utilizes rubrics or exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.</i>
• Fully utilizes instructional time for optimal learning opportunities.	• Regularly utilizes instructional time for optimal learning opportunities.	• Inconsistently utilizes instructional time for optimal learning opportunities.	• Rarely utilizes instructional time for optimal learning opportunities.

<b>DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>			
<b>A2. Curriculum and Instructional Alignment</b>			
<ul style="list-style-type: none"> <li>• What practices ensure all students are taught a rigorous, relevant core curriculum, enabling them to compete in the global community?</li> <li>• What practices are utilized to ensure the curriculum is appropriately implemented in the classroom?</li> <li>• What practices and training ensure the alignment of the written (<i>NC Standard Course of Study</i>), taught, and tested curriculum?</li> <li>• How is technology integrated into the delivery of instruction?</li> <li>• What programs are available to support continuous learning and career readiness of all students?</li> </ul>			
<b>Rubric</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<ul style="list-style-type: none"> <li>• The school consistently provides opportunities and support for all students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides opportunities and support for most students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides limited opportunities and support for some students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides no to limited opportunities for few students to engage in rigorous coursework to be prepared for the global community.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School leadership engages in frequent, ongoing professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership regularly engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership occasionally engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership rarely engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>
<ul style="list-style-type: none"> <li>• School administration frequently provides opportunities for collaboration among teachers and other professional colleagues with align instruction and assessment to the <i>North Carolina Standard Course of Study</i> and district, state, and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration regularly assists teachers in alignment of instruction and assessment with the <i>North Carolina Standard Course of Study</i> and district, state, and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration occasionally assists teachers in alignment of instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration rarely or never assists teachers in alignment of instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Teachers frequently administer and use both summative and ongoing formative assessment to align and inform instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers regularly administer both summative and ongoing formative assessment aligned with instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers administer summative assessments and occasionally formative assessment aligned with instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers administer summative assessments inconsistently aligned with instruction.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Teachers frequently integrate student use of technology resources into classroom instruction across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers regularly integrate student use of technology resources into classroom instruction across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers occasionally integrate technology resources into classroom instruction only for selected students or in limited curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students rarely use technology resources in the classroom that link to curriculum.</li> </ul>

**DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement**

**A3. Data Analysis and Instructional Planning:**

Collection and Dissemination of Data

- What practices ensure that teachers receive data in a timely manner?
- What systems are in place for collecting and using student test data and formative assessment data for the modification of instruction to improve student achievement?

Subgroups

- What are the most effective practices/programs the school implements to increase student achievement across subgroups?
- Which subgroups are particular foci for improvement at this time?
- What practices are being used to identify students who are experiencing difficulty, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?

Attendance

- How is student attendance monitored?
- How are attendance patterns identified, and how are problems addressed?

Retention/Promotion/Graduation Rates

- How are issues that keep students from advancing to the next grade level or graduating identified and addressed?
- How does the promotion/graduation/retention rate vary across different student subgroups?
- How is the responsibility for promotion and graduation shared among all core and non-core subject area teachers?

**Rubric**

**Collection and Dissemination of Data**

<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
School leadership: • Shares and discusses data in an understandable format in a timely and effective manner.	School leadership: • Disseminates data in a user-friendly format in a timely manner.	School leadership: • Disseminates data in a format that may not be easily understood.	School leadership: • Disseminates minimal data.
• <i>Effectively manages a shared process for data collection and analysis that informs instructional planning.</i>	• <i>Manages a process for data collection and analysis that informs most instructional planning.</i>	• <i>Manages a process for data collection and analysis that informs some instructional planning.</i>	• <i>Provides several types of data without a clear process for analysis that informs instructional planning.</i>
• Effectively facilitates a systematic process for including all staff members in data analysis in a timely and effective manner.	• Facilitates a systematic process for including the school improvement team in data analysis in a timely manner.	• Facilitates a process for including the school improvement team in data analysis in a timely manner.	• Includes no to few staff in data analysis to inform school improvement decisions.

<b>Subgroups</b>			
<p>The school:</p> <ul style="list-style-type: none"> <li><i>Frequently evaluates the effectiveness of implemented practices/programs to improve student achievement across all subgroups.</i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li><i>Regularly evaluates the effectiveness of implemented practices/programs to improve student achievement across all subgroups.</i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li><i>Inconsistently evaluates the effectiveness of practices/programs in improving student achievement across targeted subgroups.</i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li><i>Seldom/never evaluates the effectiveness of implemented practices/programs to improve student achievement.</i></li> </ul>
<ul style="list-style-type: none"> <li>Frequently provides focused support to all subgroups and accelerates the progress of all subgroups with responsive support plans.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly provides focused support to most subgroups and accelerates the progress of targeted subgroups with responsive support plans.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some focused support for remediation of some subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little support for the performance of subgroups.</li> </ul>
<ul style="list-style-type: none"> <li><i>Has an effective process in place to identify and provide extensive support to students experiencing difficulty meeting standards.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has an established process to identify and provide support to students experiencing difficulty meeting standards.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Inconsistently identifies and provides limited targeted support to students experiencing difficulty meeting standards.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no formal process in place to identify and does not provide support to students experiencing difficulty meeting standards.</i></li> </ul>
<ul style="list-style-type: none"> <li>Frequently monitors the participation of underrepresented groups in advanced classes and aggressively recruits students.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly monitors the participation of underrepresented groups in advanced classes and deliberately recruits students.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently monitors participation of underrepresented groups in advanced classes with limited student recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely monitors the participation of underrepresented groups in advanced classes.</li> </ul>
<ul style="list-style-type: none"> <li><i>Offers consistent, high-quality opportunities that extend learning for high-performing students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Offers a variety of opportunities that extend learning for high-performing students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Offers limited opportunities that extend learning for high-performing students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Offers no opportunities that extend learning for high-performing students.</i></li> </ul>
<b>Attendance</b>			
<p>The school:</p> <ul style="list-style-type: none"> <li>Systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Frequently monitors attendance, dropout rates, and promotion/graduation rates.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Occasionally monitors attendance, dropout rates, and promotion/graduation rates.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Rarely or never monitors attendance, dropout rates, and promotion/graduation rates.</li> </ul>
<ul style="list-style-type: none"> <li><i>Frequently and systematically facilitates the early identification of students with attendance problems and provides support for both families and students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Regularly facilitates the early identification of students with attendance problems and provides some support for both families and students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Occasionally facilitates the early identification of students with attendance problems and rarely provides support for families and students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Rarely or never facilitates the early identification of students with attendance problems and provides no support for families and students.</i></li> </ul>

<b>Promotion/Graduation Rates</b>			
<p>The school:</p> <ul style="list-style-type: none"> <li>Provides consistent and intensive intervention strategies before, during, and after school for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides intervention strategies before, during, and after school for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides some intervention strategies during and/or after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides few interventions for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.</li> </ul>
<ul style="list-style-type: none"> <li><b><i>Consistently implements a comprehensive plan to assure that the needs of students of differing cultures, abilities, and primary languages are taken into account in class placement.</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Engages in strategies to assure that the needs of students of differing cultures, abilities, and primary languages are taken into account in class placement.</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Has tracking practices that exist in the school, yet some efforts are in place to ensure equity in class placement.</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Has tracking practices that exist in the school, and there are no efforts to ensure equity in class placement.</i></b></li> </ul>
<ul style="list-style-type: none"> <li>Systematically monitors promotion and graduation rates and identifies trends.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly monitors promotion and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally monitors promotion and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never monitors promotion and graduation rates.</li> </ul>
<ul style="list-style-type: none"> <li><b><i>Implements a plan that includes all core and non-core teachers in supporting students at risk of retention or not meeting graduation requirements.</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Has a plan that includes most teachers in supporting students at risk of retention or not meeting graduation requirements.</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Has a plan that includes a few teachers in supporting students at risk of retention or not meeting graduation requirements.</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Has no defined plan for involving teachers in supporting students at risk of retention or not meeting graduation requirements.</i></b></li> </ul>

**DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement**

**A4. Student Support Services**

Student Support Services

- How does the school meet the social and emotional needs of students?
- How is the time of school counselor(s) utilized to support students?
- What process does the school have for academic advisement?
- How does the school ensure student nutrition and health?
- How is character education taught and reinforced?
- What strategies exist for helping students make the transition from the preschool setting to the elementary setting, from grade to grade, and/or from grade span to grade span?
- What strategies support student transitions year to year?
- What strategies support families as students transition?
- What strategies support student transitions to higher education or careers?

**RUBRIC**

<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
The school: • Implements a systematic, effective, and developmentally appropriate program supporting the social and emotional needs of all students.	The school: • Implements an effective and developmentally appropriate program supporting the social and emotional needs of most students.	The school: • Provides inconsistent support for the social and emotional needs of some students.	The school: • Provides minimal support for the social and emotional needs of students.
• <i>Consistently utilizes the time of counselors for appropriate direct work with all students.</i>	• <i>Often utilizes the time of counselors for appropriate direct work with all students.</i>	• <i>Uses counselors in some roles that limits time for appropriate direct work with students.</i>	• <i>Uses counselors in roles that minimize time for appropriate direct work with students.</i>
• Implements an effective, systematic process for academic advisement.	• Implements a regular process for academic advisement.	• Provides some academic advisement for students.	• Provides little or no academic advisement for students.
• <i>Supports student nutrition and health through effectively operating processes and programs.</i>	• <i>Supports student nutrition and health through processes and programs.</i>	• <i>Offers some programs to support student nutrition and health.</i>	• <i>Offers limited support for student nutrition and health.</i>
• Frequently utilizes an integrated process for teaching and reinforcing character education through curricular and extracurricular activities.	• Regularly teaches and reinforces character education through curricular and extracurricular activities.	• Provides minimal teaching of character education.	• Does not directly teach character education.

<ul style="list-style-type: none"> <li>• <i>Develops and implements consistent, intentional, ongoing plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develops and implements adequate plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Implements minimal plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no intentional plan to support student transitions from grade to grade and level to level.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Develops and frequently implements effective plans that facilitate vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly implements plans that facilitate regular vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently implements some plans that facilitate vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides no clear plans to facilitate vertical articulation and transitions.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Utilizes a consistent, ongoing process to support family understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Maintains an ongoing process to support family understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently provides some activities for family understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides no activities to support family understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Utilizes an effective, systematic process that supports students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an established process that supports students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently provides some support for students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little to no support for students' transition to higher education or careers.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide opportunities for all students to know and experience potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide opportunities for most students to know and experience potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide some opportunities for some students to learn about potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide minimal opportunities for few students to learn about potential career choices.</i></li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B5. Strategic Planning, Mission, and Vision</b>			
<ul style="list-style-type: none"> <li>• Who participates in the development of the School Improvement Plan (SIP)?</li> <li>• What structures are in place to meet the diverse needs of students?</li> <li>• How does administrative and departmental/grade-level leadership facilitate the collaborative development of annual school improvement plans to realize strategic goals and objectives?</li> <li>• What processes provide for periodic review and revision of the school’s vision, mission, and strategic goals by all school stakeholders?</li> <li>• How does the school communicate its vision, goals, and priorities to appropriate stakeholders?</li> <li>• What processes are in place to evaluate the progress toward achieving these goals?</li> <li>• What strategies are in place to create a culture and climate conducive to learning?</li> <li>• What plans support the safety of all students and staff?</li> <li>• How does school leadership specifically address the issues raised by the NC Teacher Working Conditions (NC TWC) survey?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Leadership: <ul style="list-style-type: none"> <li>• Effectively involves all stakeholder groups and uses all available data in developing the School Improvement Plan.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Involves many stakeholders in using data from several sources in developing the School Improvement Plan.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Involves select stakeholders in using data in developing the School Improvement Plan.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Does not involve stakeholders in developing the School Improvement Plan.</li> </ul>
<ul style="list-style-type: none"> <li>• Customizes structures and strategies to meet the needs of all student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates structures and strategies to meet the needs of most student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides some oversight for structures and strategies to meet the needs of some student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little to no oversight for strategies implemented to address the needs of its student populations.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently facilitates a successful process for monitoring, revising, and implementing the School Improvement Plan with shared responsibilities for all stakeholder groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Facilitates a process for monitoring, revising, and implementing the School Improvement Plan with primary responsibility shared with the School Improvement Team.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Informs staff of necessary changes in the School Improvement Plan with little collaboration to ensure support.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides no clear system for ensuring support for school changes as outlined in the School Improvement Plan.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Maintains a consistent process for ensuring that the school’s vision and mission drive decisions and inform the culture of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a process for periodically reviewing the school’s vision and mission to drive decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a process for periodically reviewing the school’s vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>• Has no process for reviewing the school’s vision and mission.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Effectively utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for all stakeholder groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for most staff.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides periodic review and revision of the School Improvement Plan with shared responsibility for limited staff.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no process for annual review of the School Improvement Plan.</i></li> </ul>

<ul style="list-style-type: none"> <li>Effectively utilizes appropriate data to evaluate program effectiveness and to inform and prioritize action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes appropriate data to evaluate program effectiveness and to inform and prioritize action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes some data other than summative state assessments to inform school action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Limits data sources and bases decisions primarily on state assessment outcomes.</li> </ul>
<ul style="list-style-type: none"> <li><i>Facilitates a comprehensive plan for building a school culture and climate conducive to learning based on collaboration, egalitarianism, and collegiality.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has developed a comprehensive plan for building a school culture and climate conducive to learning.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has developed some plans for building a school culture and climate conducive to learning.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no clear plan for building a school culture and climate conducive to learning.</i></li> </ul>
<ul style="list-style-type: none"> <li>Consistently implements a thorough safety plan approved by the school board and local safety units.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an appropriate safety plan approved by the school board.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a safety plan that addresses most school needs.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an inadequate safety plan.</li> </ul>
<ul style="list-style-type: none"> <li><i>Has a clearly developed plan to address issues raised by the NC TWC survey and collaborates with all staff and other appropriate stakeholders to address them.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a plan to address issues raised by the NC TWC survey and shares responsibility of implementing plans with all staff.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Develops a plan to address issues raised by the NC TWC survey and informs all staff and/or appropriate stakeholders.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Addresses issues raised by the NC TWC survey in an inconsistent or informal way.</i></li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B6. Distributed Leadership and Collaboration</b>			
<ul style="list-style-type: none"> <li>• How are the different roles and responsibilities of the school staff delineated and maintained?</li> <li>• What processes are implemented that encourage collaboration between the administration and faculty?</li> <li>• In what ways is leadership developed and distributed in the school?</li> <li>• How does school leadership foster an atmosphere of trust and mutual respect within the school?</li> <li>• What strategies are in place to build a sense of efficacy, empowerment, and collaboration among all staff to develop the ability to meet educational challenges?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<ul style="list-style-type: none"> <li>• School administration provides a well-defined process for shared leadership among all staff for monitoring student achievement and aligning strategies and activities to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration monitors student achievement data along with selected school leadership and uses results to revise school strategies and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration monitors student achievement results with limited shared responsibility for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration has no clearly defined process for monitoring student achievement data.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School administration has well-established, effective, ongoing processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration has regular processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration has some processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration has few processes for collaboration.</i></li> </ul>
<ul style="list-style-type: none"> <li>• The development and distribution of leadership is clearly understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and distribution of leadership is mostly understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and distribution of leadership is somewhat understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and distribution of leadership at the school is unclear.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School administration frequently models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration regularly models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration occasionally models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration does not model expectations set for staff and students.</i></li> </ul>
<ul style="list-style-type: none"> <li>• There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a plan to build a sense of efficacy, empowerment, and collaboration for most staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no defined plan to encourage collaboration or to empower staff.</li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B7. Monitoring Instruction in School</b>			
<ul style="list-style-type: none"> <li>• What strategies ensure that leadership is visible in all classrooms, and how is that informal observation used to foster student and teacher growth?</li> <li>• What practices are in place to ensure classroom observations are used to support improved instruction?</li> <li>• What practices do administrative and departmental leadership use to support change?</li> <li>• How does administrative and departmental leadership model the importance of continued adult learning?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Leadership: <ul style="list-style-type: none"> <li>• Frequently maintains high visibility within the school and among school staff with a systematic process for providing feedback to improve teaching and learning.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Conducts both formal and informal classroom visits with a process for providing developmental feedback to teachers.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Occasionally visits classrooms for purposes beyond staff evaluation with inconsistent or limited feedback to teachers.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Visits classrooms for evaluation of staff only.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently implements an ongoing system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly implements an ongoing system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally uses a system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Utilizes state or district mandated teacher observation practices, with little/no dialogue about instructional practice.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Effectively communicates the need for change in an understandable and transparent way.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates the need for change so that it is mostly understandable and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates the need for change that is somewhat understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Is unclear in communicating the need for change.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently models continued learning on educational issues to improve job-related skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly models continued learning on educational issues to improve job-related skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally models continued learning by attending mandatory and some self-selected workshops and conferences on educational topics.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rarely or never models continued learning by attending only mandatory professional development offerings.</i></li> </ul>

<b>DIMENSION C: Professional Capacity</b>			
<b>C8. Teacher Quality and Experience</b>			
<ul style="list-style-type: none"> <li>• How are appropriately certified teachers selected and placed in every curricular area?</li> <li>• How are teachers selected?</li> <li>• In what areas (grade levels/subject areas) does the school lack effective teachers?</li> <li>• How are teacher weaknesses identified and addressed?</li> <li>• How do teachers demonstrate leadership by:               <ul style="list-style-type: none"> <li>▪ Establishing a respectful environment for a diverse population of students?</li> <li>▪ Knowing the content they teach?</li> <li>▪ Facilitating learning for their students?</li> <li>▪ Reflecting on their practice?</li> </ul> </li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Teachers: <ul style="list-style-type: none"> <li>• Are certified at a rate of 100% and teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>• Are certified at a rate of 70-99%, and certified staff are teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>• Are certified at a rate of 51-69%, and those certified are teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>• Are certified at a rate of less than 50%, with those that are certified teaching in their curricular area/grade level.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Are collaboratively involved in a systemic process for identifying ineffectiveness and developing plans for improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage in a systemic process for identifying ineffectiveness, and a plan for improvement is collaboratively decided.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage in a process for identifying ineffectiveness, and plan for improvement is administratively decided.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage in no clearly established process for identifying ineffectiveness or have no plan for improvement.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Consistently demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Often facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rarely facilitate student learning of accurate and appropriate content.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Are engaged in a consistent process for reflecting on classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>

<b>DIMENSION C: Professional Capacity</b>			
<b>C9. Quality of Professional Development</b>			
<ul style="list-style-type: none"> <li>• How are professional development programs and offerings differentiated based on student achievement data and school needs?</li> <li>• How is professional development for staff aligned with the school improvement plan?</li> <li>• How are professional development offerings aligned, selected, and sustained?</li> <li>• How are teachers supported in taking and implementing high-quality professional development?</li> <li>• What professional development offerings prepare staff to support global education?</li> <li>• To what extent does professional development exemplify the NC Professional Learning Standards?</li> <li>• How does the school ensure that teachers are attending the appropriate professional development to improve their instruction?</li> <li>• What professional development has the principal participated in during the last two years? How was it selected?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Professional development offerings: <ul style="list-style-type: none"> <li>• Frequently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>• Regularly model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>• Inconsistently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>• Do not reflect scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Are strategically and collaboratively selected, sustained, and consistently monitored for fidelity of implementation aligned with the School Improvement Plan and Personal Growth Plans.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are selected based on identified needs aligned with the School Improvement Plan and Growth Plan, and plans are sometimes sustained and monitored for fidelity of implementation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are selected based on identified needs aligned with the School Improvement Plan and Personal Growth Plan but are not monitored for fidelity of implementation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are generally selected by individuals with no clear alignment with the School Improvement Plan or Personal Growth Plans.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Are frequently, strategically implemented and collaboratively designed, shared, and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• Are regularly developed utilizing processes and schedules that facilitate the collaborative design, sharing, and evaluation of professional growth opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Are inconsistently developed utilizing some processes or schedules that facilitate some collaboration or sharing of professional growth opportunities with little or no evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Are rarely developed utilizing processes and schedules that facilitate the collaboration, design, sharing, and evaluation of professional growth opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently exemplify the NC Professional Learning Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Frequently exemplify the NC Professional Learning Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Minimally exemplify the NC Professional Learning Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are not aligned with the NC Professional Learning Standards.</i></li> </ul>

<b>DIMENSION C: Professional Capacity</b>			
<b>C10. Talent Recruitment and Retention</b>			
<ul style="list-style-type: none"> <li>• What school recruitment strategies are in place to attract highly-qualified staff to the school?</li> <li>• How are high-performing teachers recognized and rewarded?</li> <li>• What patterns emerge from teacher exit interviews?</li> <li>• What support is in place for newly hired, Initially Licensed (ILT), and lateral entry teachers?</li> <li>• How are teachers on action plans supported and coached?</li> <li>• What processes and support structures are in place for all teachers to improve performance (e.g. curricular coaching, study groups)?</li> <li>• What training and supports are in place to ensure effective professional learning communities at the school?</li> <li>• What is the teacher supplement? What other extra-pay structures are in place?</li> <li>• How does teacher turnover impact the school’s instructional program?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The school:</p> <ul style="list-style-type: none"> <li>• Effectively utilizes district and school resources and seeks other resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Effectively utilizes both district and school resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Utilizes district resources and existing programs to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Utilizes only existing district resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lacks a process for guiding and supporting continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Utilizes effective processes to help all teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes regular or defined processes to help teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Has limited processes in place to help teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks necessary processes to help teachers improve effectiveness of teaching and learning.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Professional learning communities promote professional dialogue and inform instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning communities occur, promote professional dialogue, and inform instruction in some classrooms.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning communities occur and promote professional dialogue but do not inform instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning communities occur but do not promote professional dialogue or inform instruction.</i></li> </ul>

<b>DIMENSION D: Planning and Operational Effectiveness</b>			
<b>D11. Resource Allocation</b>			
<ul style="list-style-type: none"> <li>• How are budgeting decisions made, and who is involved in making those decisions?</li> <li>• What processes have been created to provide for an aligned operational budget for school programs and activities?</li> <li>• In what areas is the school experiencing shortages, and what actions have been taken to address the shortages?</li> <li>• What external sources of funding are available to the school (e.g., through booster clubs, grants, community/corporate partnerships)?</li> <li>• What processes are in place to determine how teachers are assigned to specific courses/classes?</li> <li>• How does the school ensure maximum instructional time for students?</li> <li>• What systems are in place for developing master schedules based on specific school needs?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
School leadership: <ul style="list-style-type: none"> <li>• Consistently collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Frequently collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Occasionally collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Does not collaborate with stakeholders in making budgetary decisions.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Establishes a systematic and transparent process for reviewing and allocating resources to most effectively support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Establishes a systematic process for reviewing and allocating resources to support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has a plan for reviewing and/or allocating resources but does not systematically utilize the plan to support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no clearly-developed system for reviewing and allocating resources from year to year.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Strategically coordinates and monitors spending of required and discretionary funds to align with identified student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates spending of required and discretionary funds to align with identified student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates spending of required funds to align with student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks coordination of required and discretionary funds to best meet student needs.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Aggressively seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Does not actively seek funding beyond base local and state allocations.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Consistently allocates teachers based on changing student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocates teachers based on current student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocates teachers considering some but not all student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocates teachers based on teacher preference as opposed to student needs.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Maximizes instructional time and quality instruction to support the mission of the school.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Effectively aligns instructional time with student needs across grades and departments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Aligns instructional time with student needs in some but not all grade levels or departments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lacks alignment of instructional time with student needs.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Regularly utilizes comprehensive data analysis that is clearly reflected in all schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly utilizes data analysis that is reflected in all schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently utilizes data analysis in schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks collection and analysis of data as basis of planning and scheduling.</li> </ul>

<b>DIMENSION D: Planning and Operational Effectiveness</b>			
<b>D12. Facilities and Technology</b>			
<ul style="list-style-type: none"> <li>• How is the physical condition of the school maintained?</li> <li>• How does the school ensure that teachers and students have sufficient access to instructional technology, including computers, printers, software, and internet access?</li> <li>• To what extent are the reliability and speed of internet connections in this school sufficient to support the integration of 21st century instructional practices?</li> <li>• What activities and training support teachers in fully utilizing and integrating instructional technology?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
School leadership: <ul style="list-style-type: none"> <li>• Ensures that the school and grounds are exceptionally clean, well maintained, and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Ensures that the school and grounds are clean, well maintained, and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Ensures that some areas of the school and grounds are clean, well maintained, and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Does not ensure that the school and grounds are clean, well maintained, and safe.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently implements a process to determine and acquire necessary instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Determines and acquires adequate instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Acquires some instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no plan to acquire instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Provides a system of sustained professional development for staff in the innovative application of technology for planning, instructional delivery, record keeping, and communications.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides ongoing professional development for staff in the application of technology for planning, instructional delivery, record keeping, and communications.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides some professional development for staff in the basic applications of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little to no professional development for staff in the innovative application of technology.</li> </ul>

<b>DIMENSION E: Families and Communities</b>			
<b>E13. Family Engagement</b>			
<ul style="list-style-type: none"> <li>• How does the school create an inviting and welcoming environment when families visit the campus?</li> <li>• In what ways does the school establish and maintain positive, collaborative relationships with families and involve them in shared decision making?</li> <li>• How are clear expectations for school and student achievement communicated to families? How does the school ensure that these are received and understood?</li> <li>• What specific strategies have been implemented to increase familial involvement based on the identified areas of need?</li> <li>• How does the school measure the effectiveness of family involvement efforts?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The school:</p> <ul style="list-style-type: none"> <li>• Creates a welcoming environment where all families and visitors are greeted and assisted.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Creates an environment where most families and visitors feel welcome.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Has a designated welcoming area for families and visitors and creates an environment where some families feel welcome.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Has no welcoming area nor makes any effort to welcome families or visitors.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Proactively requests familial feedback and incorporates feedback into school decisions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides opportunities to collect familial feedback/input on school instruction and operations with some consideration for school decisions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides family engagement activities mostly limited to large school events, family/teacher conferences, and teacher phone calls home.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides little to no family engagement.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Provides a broad spectrum of forums for two-way communication with families through school report cards, meetings, announcements, newsletters, and a consistently updated website.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for timely, two-way communication with families through school report cards, newsletters, and a frequently updated website.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with families by newsletters, school report card, and an occasionally updated website.</li> </ul>	<ul style="list-style-type: none"> <li>• Has no clear system to provide families with required school report card information or other timely communication such as newsletters.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Maintains clear policies and processes for researching and applying best practice, familial engagement strategies and activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed policies and procedures for engaging families in student academic performance and school operations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Infrequently engages in discussions with families regarding student academic performance and/or school operations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practices ad hoc planning of familial engagement programs/workshops.</i></li> </ul>

<b>DIMENSION E: Families and Communities</b>			
<b>E14. Community Engagement</b>			
<ul style="list-style-type: none"> <li>• In what ways does the school establish and maintain positive relationships with businesses and nonprofit organizations?</li> <li>• How are clear expectations for school and student achievement communicated to the community at large?</li> <li>• How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring?</li> <li>• How does the school receive and use feedback from the community?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The school:</p> <ul style="list-style-type: none"> <li>• Consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Regularly implements strategies for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Develops plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or plan is not clearly aligned to the needs of the school.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Provides a broad spectrum of forums for two-way communication opportunities with the community through newspapers, school report cards, meetings, announcements, and a consistently updated website.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides opportunities for timely, two-way communication with the community through announcements, school status reports, and a frequently updated website.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Infrequently communicates with the community through a website and other media.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no clear system for ongoing communication with the community.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Effectively devotes appropriate financial resources and personnel to community partnership efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Devotes financial resources and part-time personnel resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Devotes limited financial and no personnel resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks devoted financial and/or human resources for community engagement efforts.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently monitors effectiveness of community engagement efforts and uses results to improve future school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly monitors effectiveness of community engagement efforts with some results incorporated into school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Informally collects community feedback and monitors effectiveness of community engagement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no process in place for collecting community feedback or monitoring community engagement effort.</i></li> </ul>

<b>PART 4: Evaluation Judgment Summary</b>				
	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>Dimension A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>				
<b>A1 High Expectations Communicated to All Teachers and Students</b>				
<b>A2 Curriculum and Instructional Alignment</b>				
<b>Dimension A: Instructional Excellence and Alignment Part II: Support for Student Achievement</b>				
<b>A3 Data Analysis and Instructional Planning</b>				
<b>A4 Student Support Services</b>				
<b>Dimension B: Leadership Capacity</b>				
<b>B5 Strategic Planning, Mission, and Vision</b>				
<b>B6 Distributed Leadership and Collaboration</b>				
<b>B7 Monitoring Instruction in School</b>				
<b>Dimension C: Professional Capacity</b>				
<b>C8 Teacher Quality and Experience</b>				
<b>C9 Quality of Professional Development</b>				
<b>C10 Talent Recruitment and Retention</b>				
<b>Dimension D: Planning and Operational Effectiveness</b>				
<b>D11 Resource Allocation</b>				
<b>D12 Facilities and Technology</b>				
<b>Dimension E: Families and Community</b>				
<b>E13 Family Engagement</b>				
<b>E14 Community Engagement</b>				

