INVESTMENT IN SCHOOLS

School Improvement Plan Rubric

District of Columbia
Office of the State Superintendent of Education

OSSE School Improvement Plan Rubric

LEA Name: _____   School Name: _____

School 2022 Designation: _____

OSSE Reviewer's Name: _____

Overview

This rubric will be used by Office of the State Superintendent of Education (OSSE) staff to conduct a review of submitted School Improvement Plans (SIPs) for schools designated as Comprehensive Support and Improvement (CSI) low performing and/or low graduation rate.

School Improvement Plan Review

The following sections of the School Improvement Plan Template will be reviewed:

- Overall Vision & Goals
- Critical Categories
- Continuous Improvement

OSSE's School Improvement Plan template can be found here: School Improvement Plan Template

Overall Vision & Goals

In the Overall Vision & Goals section, the school provides a narrative to explain how it developed its vision for the school, how it determined the vision and how it will know if it is moving toward its vision. The school will also provide specific, measurable, achievable, relevant and time bound (S.M.A.R.T.) goals.

Narrative

Review of Vision	Complete	Partially Complete	Incomplete	Notes
Does the narrative demonstrate how the vision for school improvement was informed by the process of completing a needs assessment including review of a Resource Equity Analysis, if applicable?				
Does the narrative demonstrate how stakeholders were involved in developing the approach to the plan's vision and goals?				
Does the narrative explain how the SIP will be coordinated with other program plans (e.g., Title IA's Schoolwide Plan, Charter School Program plan, 21st Century Community Learning Centers plan, etc.)?				

Goals

Review of Goals	Complete	Partially Complete	Incomplete	Notes
Does the SIP state at least one goal that is aligned with the vision for the plan stated in the narrative?				
Are the goals specific and measurable?				
Are the goals focused on student outcomes?				
Are the indicators and data sources clearly aligned to the information needed to measure achievement of the goal?				
Are the interim targets achievable by the end of each year?				
Will the indicators and data used to measure progress toward its SMART goals be available at the appropriate time?				

Critical Categories

OSSE funding and resources are designed to focus on the most effective interventions; thus the School Improvement Plan Template focuses on strategies and supports related to People, Instruction and Structures. In this section, the school describes its strategies, interventions and activities to support progress toward its overall goals.

People

Review of Narrative for Critical Category - People	Complete	Partially Complete	Incomplete	Notes
Does the response include clear plans for leadership development and stability?				
Does the response include clear plans for retention of effective educators?				
Does the response include a strategy for ongoing development of educators and specific supports for novice and ineffective educators?				
In the "Notes" column, if applicable, what specific strategies, interventions or activities related to the People category are included in the plan for this school?				
In the "Notes" column, respond Yes or No to this question: Are the strategies, interventions or activities named evidence-based?				
In the "Notes" column, respond Yes or N/A: The strategies, interventions or activities named may be evidence-based, but more information is needed to determine, as explained in the notes.				

Review of Narrative for Critical Category - People	Complete	Partially Complete	Incomplete	Notes
In the "Notes" column, respond Yes or No to this question: Does the response state how the People category will support or implement the strategies, interventions or activities named in the plan? (Yes or No)				
In the "Notes" column, respond Yes or No to this question: Does the response make it clear how the People in the school will contribute to the success of the plan?				
In the "Notes" column, respond Yes or N/A: The People in the school will contribute to the success of the plan, but more information is needed to understand how, as explained in the notes.				

Instruction

Review of Narrative for Critical Category- Instruction	Complete	Partially Complete	Incomplete	Notes
Identifying capacity to ensure instructional approach can be implemented on time and effectively				
Planning for the instructional approach to be scaled for impact and sustained				
In the "Notes" column, if applicable, what specific strategies, interventions or activities related to the Instruction category are included in the plan for this school?				
In the "Notes" column, respond Yes or No to this question: Are the strategies, interventions or activities named evidence-based?				
In the "Notes" column, respond Yes or N/A: The strategies, interventions or activities named may be evidence-based, but more information is needed to determine, as explained in the notes.				
In the "Notes" column, respond Yes or No to this question: Does the response state how the Instruction category will support or implement the strategies, interventions or activities named in the plan?				

Review of Narrative for Critical Category- Instruction	Complete	Partially Complete	Incomplete	Notes
In the "Notes" column, respond Yes or No to this question: Does the response make it clear how the Instruction in the school will contribute to the success of the plan?				
In the "Notes" column, respond Yes or N/A: The Instruction category in the school will contribute to the success of the plan, but more information is needed to understand how, as explained in the notes.				

Structures

Review of Narrative for Critical Category - Structures	Complete	Partially Complete	Incomplete	Notes
In the "Notes" column, if applicable, what specific strategies, interventions or activities related to the Structures category are included in the plan for this school?				
In the "Notes" column, respond Yes or No to this question: Are the strategies, interventions or activities named evidence-based?				
In the "Notes" column, respond Yes or N/A: The strategies, interventions or activities named may be evidence-based, but more information is needed to determine, as explained in the notes.				
In the "Notes" column, respond Yes or No to this question: Does the response state how the Structures category will support or implement the strategies, interventions or activities named in the plan?				
In the "Notes" column, respond Yes or No to this question: Does the response make it clear how the Structures in the school will contribute to the success of the plan?				

Review of Narrative for Critical Category - Structures	Complete	Partially Complete	Incomplete	Notes
In the "Notes" column, respond Yes or N/A: The Structures category in the school will contribute to the success of the plan, but more information is needed to understand how, as explained in the notes.				

Continuous Improvement

In this section, the school describes the routines for how the school will determine whether the SIP is having its intended outcomes, including self-monitoring and continuous stakeholder engagement.

Review of Continuous Improvement	Complete	Partially Complete	Incomplete	Notes
Are there internal routines for ongoing review and reflection on progress toward targets and goals?				
Are there stakeholder engagement strategies in place for ongoing review of intended outcomes and self-monitoring that at minimum includes: - Making plan publicly available? - Sharing progress publicly at least annually?				
Is there a sustainability plan on how the school will coordinate and integrate activities outlines in their SIP?				