



## Annual School Plan (ASP) Review Rubric

Annual School Plan Contacts and Stakeholders				
Component	Well Developed	Developed	Developing	Underdeveloped
ASP Team	Principal, school leadership team, district support representative/s, parents/family and community members, as well as students (if a secondary school) and all relevant and ESSA-required stakeholders work collaboratively on each component of the Annual School Plan build with <b>consistent input</b> from the District/CSN	Principal, school leadership team, district support representative/s, parents/family and community members, as well as students (if a secondary school) and all relevant and ESSA-required stakeholders work collaboratively on each component of the Annual School Plan with <b>some</b> input from the District/CSN	Principal and school leadership team members work collaboratively on each component of the ASP build with minimal or no input from other stakeholders	Principal or designee works in isolation on each component of the ASP with no input from other stakeholders
ASP Team Meetings/Agendas/Minutes  <a href="#">Guidance for Uploading Documents</a>	<p>Meeting Minutes, agenda, and sign-sheets have been uploaded using a well-designed template</p> <p>The information provides evidence of significant and sustained efforts to develop the ASP and to involve all relevant and required stakeholders in the process including parents, community members, and students (if a secondary school)</p> <p>The ASP stakeholder assurances have been completed with evidence of all required stakeholders involved in the development of the plan</p>	<p>Meeting minutes, agenda, and sign-in sheets have been uploaded</p> <p>The information provides evidence of ASP development with occasional efforts to include all relevant and required stakeholders in the process including parents, community members, and students (if a secondary school); however, not all stakeholders were present during development</p> <p>The ASP stakeholder assurances have been complete with an explanation as to why there is partial stakeholder involvement</p>	<p>Some meeting minutes, agenda, and sign-in sheets are uploaded and/or are incomplete</p> <p>The information provides evidence of ASP development with minimal effort to include all relevant and required stakeholders in the process including parents, community members, and students (if a secondary school)</p> <p>The ASP stakeholder assurances have not been completed and there is no explanation as to why there is partial stakeholder involvement</p>	<p>Meeting minutes, agenda, and sign in sheets are missing</p> <p>Relevant and Required Stakeholders are not present during the development of the plan</p> <p>The ASP stakeholder assurances have not been addressed</p>

## Annual School Plan Comprehensive Needs Assessment

### Evaluation of Prior Year Interventions, Data Analysis, Growth and Reflection Summary Rubric, Priority Performance Needs

Component	Well Developed	Developed	Developing	Underdeveloped
<p>Evaluation of Prior Year Interventions</p> <p><a href="#">Guiding Questions for Evaluation of Interventions</a></p>	<p>The effectiveness of the service is identified</p> <p>Two or more interventions with measurable outcomes are included</p> <p>The measurable outcomes and evidence upload for Prior Year Evidence-Based Interventions are linked to data that the intervention was effective, and the data supported continuation</p> <p>Preferred data sources such as pre and post data, common assessments, and student attendance are uploaded</p>	<p>The effectiveness of the service is identified</p> <p><b>Two interventions</b> with measurable outcomes are included</p> <p>The measurable outcomes and evidence upload for Prior Year Evidence-Based Interventions are linked to data that the intervention was mostly effective, and data supported continuation</p> <p>Data sources are uploaded and may be limited to pre and post data</p>	<p>The effectiveness of the service is identified</p> <p>Less than two interventions with measurable outcomes are included</p> <p>The measurable outcomes and evidence upload for Prior Year Interventions are not evidence based and are not linked to data that the intervention was effective, and data supported continuation</p> <p>Limited data sources are uploaded, and additional information is needed for continuation of program</p>	<p>The effectiveness of the service is not identified</p> <p>Interventions are not listed</p> <p>The measurable outcomes and evidence upload for Prior Year Evidence Based Interventions are not included</p> <p>No data sources are uploaded and there is a lack of information for continuation of program</p>
Component	Well Developed	Developed	Developing	Underdeveloped
<p>Student Achievement</p> <p><a href="#">Guiding Questions for Student Achievement</a></p>	<p>The data provided show measurable outcomes for each given data source</p> <p>The comments under Observations/Trends <b>specifically</b> show the connection to initial observations, emerging questions, outliers, and trends</p> <p>There are identified strengths, challenges, and impact of services provided</p>	<p>The data provided show measurable outcomes for <b>most</b> of the data sources</p> <p>The comments under Observations/Trends show the connection to initial observations, emerging questions, outliers, and trends</p> <p>There are identified strengths, challenges, and impact of services provided</p>	<p>Some data has been provided, but not enough to adequately support initial observations, emerging questions, and trends</p>	<p>Insufficient and/or incomplete data</p>
<p>Growth and Reflection Rubric Summary</p> <p><a href="#">Reflection and Growth Rubric</a></p>	<p>The Overall Strengths and Areas of Focus Summaries are supported by data, observations, and the District/CSN assessment</p>	<p>The Overall Strengths and Areas of Focus Summaries are supported by data, observations, and the District/CSN assessment</p>	<p>The Overall Strengths and Areas of Focus Summaries are not consistently supported by data, observations, or District/CSN assessment School and District/ CSN</p>	<p>The Overall Strengths and Areas of Focus Summaries are not supported by data, observations, or District/CSN assessment</p>

	<p>School/District and CSN Ratings are in agreement in all 5 domains and all indicators on the CNA rubric</p> <p>The data listed support the rating identified in the CNA rubric with specific and detailed examples or analysis</p>	<p>School and District/CSN Ratings are in agreement in all 5 domains on the CNA rubric</p> <p>The data listed support the rating identified in the CNA Rubric</p>	<p>Ratings are not in agreement within half the 5 domains on the CNA rubric</p>	<p>and/or are not addressed</p>
Priority Performance Needs and Root Cause Analysis	<p>Performance Challenges, Possible Root Causes, and aligned Evidence Based Strategies have been identified to address specific challenges and major areas of focus for school-level continuous improvement</p> <p>The Possible Root Cause(s) are <b><u>under the school's control</u></b> and provide(s) a rationale for priority issue selection; the explanation clearly references data sources</p> <p>Selected Evidence Based Strategies, Interventions, and/or Programs directly address the Performance Challenge(s) and Possible Root Cause(s); the explanation provided clearly aligns to the priority need and includes a time bound plan for progress monitoring</p> <p>Evidence Based Strategies, Interventions and/or Programs are identified within the strong evidence tier; links and explanation of relevant research are provided</p>	<p>Performance Challenges, Possible Root Causes, and/or Evidence Based Strategies have been identified to address challenges and areas of focus for school-level continuous improvement</p> <p>The Possible Root Cause(s) are <b><u>under the school's control</u></b> and provide(s) a rationale for priority issue selection</p> <p>Selected Evidence Based Strategies, Interventions, and/or Programs minimally address the Performance Challenge(s) and Possible Root Cause(s); the explanation provided aligns to the priority need and includes a plan for progress monitoring</p> <p>Evidence Based Strategies, Interventions, and/or Programs are identified within the strong to moderate evidence tiers; links and explanation of relevant research are provided</p>	<p>Performance Challenges, Possible Root Causes, and/or Evidence Based Strategies have been identified but do not address challenges or areas of focus for school-level continuous improvement</p> <p>The Possible Root Cause(s) are external to school control; the evidence and data sources listed provide limited support for the root cause</p> <p>Selected Evidence Based Strategies, Interventions, and/or Programs are not directly linked to the Performance Challenge(s) and Possible Root Cause(s); the explanation provided somewhat aligns to the priority need and/or includes a plan for progress monitoring</p> <p>Evidence Based Strategies, Interventions, and/or Programs are identified within the moderate to promising evidence tiers; links and explanation of relevant research may not be provided</p>	<p>Performance Challenges, Possible Root Causes, and/or Evidence Based Strategies have not been identified and/or do not address challenges or areas of focus for school-level continuous improvement</p> <p>The Possible Root Cause(s) do(es) not provide a rationale for the performance challenge(s) and/or is symptomatic and not an underlying root cause (e.g., test scores vs. good instruction)</p> <p>Selected Evidence Based Strategies, Interventions, and/or Programs have not been identified or do not directly link to the Performance Challenge(s) and Possible Root Cause(s); the explanation provided does not align to the priority need and does not include a plan for progress monitoring</p>

				Evidence Based Strategies, Interventions, and/or Programs are not identified or identified within the promising tier or needing to demonstrate a rationale; links and explanation of relevant research are not provided
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### Annual School Plan Development

Component	Well Developed	Developed	Developing	Underdeveloped
Annual School Plan: SMART Goals	<p>Goal is SMART</p> <p>The SMART goal is linked to performance challenge(s), possible root cause(s), targeted population, and CNA</p> <p>Interim goals are SMART and demonstrate progress toward goal attainment</p> <p>Action steps specifically align to the implementation of the Evidence Based Strategy, Intervention, and/or Program</p> <p>The action steps follow a logical and chronological progression to <u>implement</u>, and <u>progress monitor</u> the</p>	<p>Goal is SMART</p> <p>The SMART goal is linked to performance challenge(s), possible root cause(s), targeted population, and/or CNA</p> <p>Interim goals are SMART and demonstrate progress toward goal attainment</p> <p>Action steps specifically align to the implementation of the Evidence Based Strategy, Intervention, and/or Program</p> <p>The action steps mostly follow a logical and</p>	<p>The goal is missing 1 or 2 components of a SMART goal</p> <p>The SMART goal is not clearly linked to performance challenge(s), possible root cause(s), targeted population, and/or CNA</p> <p>Some interim goals are not SMART and/or do not demonstrate progress toward goal attainment</p> <p>Action steps follow a chronological progression but are missing some steps necessary to <u>implement</u> and/or <u>progress monitor</u></p>	<p>The goal is not Specific, Measurable, Attainable/Achievable, Relevant, or Time-bound (SMART)</p> <p>The SMART goal is not linked to a performance challenge(s), possible root cause(s), targeted population, and/or CNA</p> <p>Interim goals are not SMART and do not demonstrate progress toward goal attainment</p> <p>Action steps are missing and/ or do not follow</p>

<p><u>Evidence Based Strategies Interventions, and/or Programs</u> to achieve the interim goals and SMART goals</p> <p>Action steps are specific, and time-bound in quarterly intervals, inclusive of embedding accountability and data analysis into the project plan</p> <p>Deadlines are appropriate, ambitious, and achievable</p> <p>All members of the team have been appropriately assigned to the action steps throughout the plan and are responsible for enacting the action step within the allotted timeframe</p> <p>All funding amounts are targeted appropriately and researched</p> <p>SIA amounts budgeted align with SIA allocations in ESEA/SIA application</p> <p>The funding source follows budgetary guidelines</p>	<p>chronological progression to <u>implement, and progress monitor the Evidence Based Strategies Interventions, and/or Programs</u> to achieve the interim goals and SMART goals</p> <p>Action steps are specific and measurable, and time-bound</p> <p>Deadlines are appropriate and achievable</p> <p>Some members of the team have been appropriately assigned to the action steps throughout the plan and are responsible for enacting the action steps within the allotted timeframe</p> <p>Funding amounts are targeted appropriately</p> <p>SIA amounts budgeted align with SIA allocations in ESEA/SIA application</p> <p>The funding source follows budgetary guidelines</p>	<p><u>the Evidence Based Strategies Interventions, and/or Programs</u></p> <p>Action steps are broad and may not lead to successful strategy implementation</p> <p>Some deadlines are either under-ambitious or not achievable</p> <p>Only a few members or one person of the team have been appropriately assigned to the action steps throughout the plan and are responsible for enacting the action steps</p> <p>Some funding amounts are targeted appropriately</p> <p>The funding source generally follows budgetary guidelines</p>	<p>the necessary progression to <u>implement and/or progress monitor the Evidence Based Strategies Interventions, and/or Programs</u></p> <p>Action steps are broad and are difficult to enact</p> <p>Deadlines are either under-ambitious and/or not achievable</p> <p>No members of the team have been assigned to the action steps, and no one is listed as being responsible for enacting the action steps</p> <p>The action steps are either under-funded or over-funded, or the funding source does not follow budgetary guidelines</p>
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