RUBRIC TO ASSESS QUALITY OF SWP			
Ten Components of SWP	**Exceptional *****	**Acceptable ****	**Needs Revision ***
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	Includes data gathered from two sources. Examines student strengths and needs.	Includes data gathered from less than two sources. Examines student deficits.
School Reform Strategies	Strategies increase the quality and quantity of instruction, using research-based methods and strategies. Research-based reform strategies are directly aligned with the findings of the needs assessment. Provides a detailed, enriched and accelerated curriculum for all students. Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program. Addresses specific strategies that assist teachers to determine if student needs are met.	Increased the quality and quantity of instruction. Reform strategies aligned with the findings of the needs assessment. Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students. Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program. Briefly addresses how the school will determine if these needs are met.	Increases neither the quality nor quantity of instruction. Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research based models. Provides a basic curriculum. Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met. Teachers are directed to meet student needs without specific strategies or approaches.
Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.	Teachers and paraprofessionals are prepared to meet the highly qualified requirements, however, all do not; parents are aware of the progress of the school in meeting this requirement. Teachers are sometimes assigned to areas in which they are not certified.	Teachers and paraprofessionals, for the most part, do not meet the highly qualified requirements, and there is no plan in place to meet the requirement. Teachers are routinely assigned to teach in areas where they are not certified.

Ten Components of SWP	Exceptional ***	Acceptable **	Needs Revision *
High-quality and Ongoing Professional Development	All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program.	Most staff receives training toward meeting the needs of only select groups of students.	Some staff receives fragmented training unrelated to identified school needs.
	All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan.	Most staff receives ongoing and sustained professional development that is mostly aligned with the goals of the school improvement plan.	Few staff receives Professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the school improvement plan.
Strategies to Attract Highly Qualified Staff	The school is allowed to provide incentives for highly qualified teachers to teach in high need schools.	The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers.	The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers.
	Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.	Teachers who do not meet the highly qualified status are rarely assigned to work with high need students.	Teachers are not assigned to serve high need students based on student need, but rather staff availability.
Strategies to Increase Parental Involvement	Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.	Specific strategies to increase parental involvement have been identified and implemented.	Specific strategies to increase parental involvement have not been identified or implemented.
	Strong collaboration with community resources is evident.	Some collaboration with community resources is evident.	No collaboration with community resources is observed.
	Parents are included as decision makers in a broad spectrum of school decisions.	Parents are included as decision makers in a limited number of school decisions.	Parents have no role in the decision making process of the school.
Transition Strategies	Collaboration is evident between the elementary school/preschool programs and middle school/high school.	Collaboration efforts have begun between the elementary and preschool programs along with middle school and high school.	Collaboration and communication seldom occurs between the regular elementary school program and preschool programs or middle school and high school.
	Specific strategies for helping students' transition into the elementary and high school setting have been identified and implemented.	Specific strategies for helping students'transition into the regular elementary school and high school setting are not included in the school improvement plan.	Specific strategies for helping students' transition into the regular elementary setting or high school have not been identified or implemented.

Ten Components of SWP	Exceptional ***	Acceptable **	Needs Revision *
Teacher Participation in Making Assessment Decisions	A team of teachers, administrators and parents participate in the selection, use, and interpretation of schoolbased assessments.	Student performance is considered when modifying the school improvement plan.	Assessment decisions are made with little or no input from teaching staff.
	Student performance drives modifications and improvements in the selection and use of school-based assessments.	Student performance is considered when modifying the plan; however, it does not always occur.	Student performance is not considered when making decisions about assessment.
Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	The school has a welldefined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.	The school has a process in place to identify students experiencing difficulty mastering the State's standards.	No process is in place to identify students who are experiencing difficult mastering the State's standards.
	Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards.	Effective, additional assistance is provided for students experiencing difficulty meeting State standards.	Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
	Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.	Students receive some differentiated instruction while working with support staff.	All students are taught using the same methods.
Coordination and Integration of Federal, State and Local Programs and Resources	The school has established its improvement plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	The school has established its improvement plan based on need, but plans to conduct a full inventory of its resources in order to carry out its goals.	The school has an improvement plan, but its goals are not always based on need, and there is uncertainty as to what the available resources are, and how they can be used to address its goals.