



SCHOOL RENEWAL PLAN RUBRIC

Principal Leadership Meeting - May 24, 2023

Abstract

The 12 rubric planning domains — turnaround vision, priorities, process outcomes, progress indicators, action steps, school context, root cause analysis, sequencing, schedule/ timeline, alignment, responsible parties, and supports — provide school principals with a research-based guide to develop meaningful, responsive plans and district and state leaders with a way to comprehensively assess both traditional (e.g., year-long) and short-cycle (e.g., 90-day) School Renewal Plans.

Dr. M. Stratos, CIO
BCSD

<p>10. Alignment (Strong Leadership and Effective Use of Data)</p>	<p>The proper coordination or relation of the various components of the plan (e.g., priorities align with the turnaround vision).</p>
<p>Resources</p>	
<p>11. Directly Responsible Individual(s) (Strong Leadership)</p>	<p>The person or people charged with completing action steps.</p>
<p>12. Supports (Strong Leadership and Effective Family and Community Partnerships)</p>	<p>The obtainable materials and resources (human and capital) identified as important to conduct the turnaround</p>

Activities and Progress Measures

Planning Domain 2 – Priorities

The school principal identifies two to four high-leverage priorities that will help to quickly remove current barriers to change and provide the foundation for advanced work and further improvements.

While a clear and concise turnaround vision points the school in a certain direction, the avenues to realize that vision may be numerous. Priorities establish what the school needs to focus on and improve urgently. Moreover, building the foundation for future priorities may be necessary. As such, a school may need to focus on one priority at the beginning of the school improvement process in order to be able to focus on another priority down the line.

For example, by initially prioritizing the urgent need to add structure and clear outcomes to teacher collaboration meetings, a school could then focus a subsequent step on assessing and improving the quality of the outcomes of those meetings. Before the latter can happen, though, the first step must be taken. It is essential for school leaders, faculty, and staff to discuss honestly and deeply where the school currently stands and what needs to occur in order to fulfill its vision (Fernandez, 2011; Mintrop et al., 2001). These discussions may yield many priorities for consideration, but only two to four should be selected (Duke, 2015). Focusing on too many schoolwide priorities at once can overwork the staff, causing decreases in morale and eventual burnout. Moreover, too many schoolwide priorities can dilute the overall potency of improvement efforts (Mintrop & MacLellan, 2002).

Level	Explanation
0 Not Present	The plan lists no high-leverage priorities that appear to be the focus for the plan's designated time period (e.g., 90 days, 180 days).
1 Beginning	The plan lists at least one high-leverage priority that will be the focus for the plan's designated time-period, but no rationale(s) for the priority/ priorities is/are included. OR The plan lists too many high-leverage priorities for the plan's designated time-period, making it difficult to discern the school's most pressing issues. Rationales may be provided for some priorities, but they lack depth and specificity.
2 Developing	The plan lists at least one high-leverage priority that will be the focus for the plan's designated time-period. Rationale is provided for at least one priority that articulates why the priority needs urgent attention in order to realize the school's turnaround vision (i.e., the gap between what is currently occurring in the school and what the vision says should be occurring), but the rationale is not compelling and lacks specificity and/ or depth.
3 Effective	The plan lists two to four high-leverage priorities that will be the focus for the plan's designated time-period. A rationale is provided for each priority that articulates why the priority needs urgent attention in order to realize the school's turnaround vision (i.e., the gap between what is currently occurring in the school and what the vision says should be occurring), but one or more rationales are not compelling.
4 Exemplary	The plan lists, in specific detail, two to four high-leverage priorities that will be the focus for the plan's designated time-period. A clear, compelling rationale is provided for each priority that articulates why the priority needs urgent attention in order to realize the school's turnaround vision (i.e., the gap between what is currently occurring in the school and what the vision says should be occurring).

Activities and Progress Measures

Planning Domain 4 – Progress Indicators

Measures that gauge progress toward improved outcomes.

Progress indicators measure the progress toward improved process outcomes (Duke, 2015; Fernandez, 2011; Mintrop & MacLellan, 2002); they are incremental checkpoints for a school to use to assess its current progress toward meeting particular outcomes (Strunk et al., 2016). These checkpoints should result in consistent self-assessment and reflection. For the example when effective common planning time is the process outcome, there are a number of possible progress indicators that could measure whether or not a school is advancing toward that process outcome. For example, the school leadership team could review meeting notes both for content and quality or observe teacher instruction to identify “look fors” developed in the common meeting time being enacted effectively in classes. These progress indicators can provide leaders and faculty with formative assessments to monitor and adjust approaches in a rapid response fashion.

Level	Explanation
0 Not Present	The plan includes no indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting process outcomes during the plan’s designated time period.
1 Beginning	For some process outcomes, the plan includes some indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting those process outcomes during the plan’s designated time period. Those that are included lack specificity and do not appear to be aligned with the process outcome
2 Developing	For each process outcome, the plan includes some indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting those process outcomes during the plan’s designated time period, but some lack specificity. Indicators are mostly aligned with process outcomes. In addition, the plan alludes to self-assessment and reflection practices, but does not specifically articulate how they will be incorporated into the school’s routines.
3 Effective	For each process outcome, the plan includes a series of specific indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting those process outcomes during the plan’s designated time period, but additional indicators would provide more opportunities for self-assessment and reflection. All indicators are aligned with all process outcomes. In addition, the plan provides evidence that self-assessment and reflection practices will be incorporated in the school’s routines
4 Exemplary	For each process outcome, the plan includes an array of specific indicators that serve as incremental checkpoints to measure the school’s current progress toward meeting those process outcomes. All indicators are meaningfully and intentionally aligned with all process outcomes. In addition, self-assessment and reflection practices are meaningfully incorporated into the school’s routines.

Context

Planning Domain 6 – School Context

The set of circumstances, facts, and nuances to a school and within its environment that requires customization.

One prevailing assumption many policymakers and practitioners have is that reforms that are successful in one context will be successful in another, entirely different context. While this is certainly true in some cases, research has shown the pitfalls of implementing one-size fits-all reforms without taking the time to customize various components for the particular environment (Fernandez, 2011; Mintrop & MacLellan, 2002; Strunk et al., 2016). Strategies and resources from other settings may be quite relevant and applicable to a particular school's turnaround vision and context but may need adaptations to complement a school's particular context and maximize their effectiveness. For example, math teachers at two schools may be facing significant difficulties in improving numeracy instruction. The principal of one school may have deep experience crafting individualized professional development plans for his/her math teachers while another school may have a novice principal with little experience planning, much less individualizing, professional development. Consequently, the professional development approach used in the former school will likely be quite different than the approach used in the latter school.

Level	Explanation
0 Not Present	The plan includes no mention of the school's context and no mention of the strengths, limitations, and needs of specific school populations (e.g., teachers, student subgroups).
1 Beginning	The plan demonstrates little understanding of the school's context and does not refer much to either the internal community (e.g., teachers, student populations) or external community (e.g., parents, local area, district). The plan includes little mention of the needs of specific student populations and subgroups.
2 Developing	The plan demonstrates some understanding of the school's context and refers to either the internal community (e.g., teachers, student populations) or external community (e.g., parents, local area, district) in some depth, but the overarching explanation lacks specificity and/or depth. Where applicable, a priority and its constituent elements allude to the needs of specific student populations and subgroups, but there is little evidence or reasoning as to how the plan specifically aids those specific student populations.
3 Effective	The plan demonstrates an understanding of the school's context, including internal community (e.g., teachers, student populations) and external community (e.g., parents, local area, district). Where applicable, a priority and its constituent elements address the needs of specific student populations and subgroups, but the explanation could be more refined and detailed on how the plan attends to their needs.
4 Exemplary	The plan demonstrates a deep understanding of the school's context, including internal community (e.g., teachers, student populations) and external community (e.g., parents, local area, district). Where applicable, a priority and its constituent elements specifically address and attend to the needs of specific student populations and subgroups.

Organization

Planning Domain 8 – Sequencing

The arrangement of priorities, process outcomes, and action steps in particular orders.

In Domain 2, we noted two important points (1) pursuing too many priorities at one time can weaken a school's improvement efforts, and (2) some priorities need to be accomplished first so that other priorities may then be addressed. SIPs, especially short-cycle ones, encourage schools to take a deep dive into a few priorities at a time so they can devote their full attention to those critical issues at hand. However, some barriers or challenges need attention before others, so proper sequencing of priorities and ordering of process outcomes and action steps can also influence a SIP's success (Duke, 2015; Duke et al., 2013). Digging into a few high-leverage priorities with considerable effort for a shorter period of time can remove barriers to future progress as well as provide a sense of efficacy as the school moves on to the next set of priorities. Doing so can help build momentum and attract more buy-in as the change process and academic year progresses (Duke, 2015).

Level	Explanation
0 Not Present	The plan includes no real sequencing of priorities, process outcomes, and action steps.
1 Beginning	The plan includes priorities, process outcomes, and action steps that appear to be in some type of sequence, but no rationale for sequencing is provided to discern if the priorities, process outcomes, and action steps need to occur in a certain order. The sequencing that is included is illogical and unintentional.
2 Developing	The plan includes some semblance of a sequencing of priorities, process outcomes, and action steps along with a vague rationale for the sequencing. The sequencing appears to be somewhat illogical and/or unintentional, as one or more action step(s) do not appear to be ordered in an entirely logical or intentional way that would help realize process outcomes and the vision.
3 Effective	The plan includes a sequencing of priorities, process outcomes, and action steps that is logical and intentional, but the included rationale for the sequencing could include more specificity and/or depth to justify how the order of action steps helps realize process outcomes and, subsequently, the priorities and vision.
4 Exemplary	The plan includes a sequencing of priorities, process outcomes, and action steps that is logical and intentional, building the necessary support and momentum to help realize process outcomes, priorities, and the vision. The plan also includes a persuasive, comprehensive rationale for the sequencing. One or more future priorities, process outcomes, and/or action steps may be listed within the plan to help project a longer-term vision, providing further support for the plan's current sequencing.

Organization

Planning Domain 10 – Alignment

The proper coordination or relation of the various components of the plan (e.g., priorities align with the turnaround vision).

SIPs need to be internally aligned (Fernandez, 2011; Mintrop et al., 2001; Strunk et al., 2016), demonstrating coherence in how each element, from the most micro-level action step to the macro-level vision statement, is connected to and builds off each other. This is similar to the backward design approach to curriculum planning, in which all efforts work toward a final overarching goal. In a SIP's case, the school's turnaround vision is realized by accomplishing the priorities that the school identifies. In order to accomplish those priorities, the school devises a series of action steps to meet progress indicators and ultimately, process outcomes. Each action step, no matter how small, is connected to everything above it: progress indicator, process outcome, priority, and the turnaround vision.

Level	Explanation
0 Not Present	The plan demonstrates no internal alignment of relevant areas of the plan — such as the priorities, school context, process outcomes, and action steps — to the school's overarching turnaround vision.
1 Beginning	The plan demonstrates little internal alignment of relevant areas of the plan — such as the priorities, school context, process outcomes, and action steps — to the school's overarching turnaround vision. No rationale for alignment is provided, and there is no mention of the district's turnaround vision (or lack thereof).
2 Developing	The plan demonstrates some internal alignment of relevant areas of the plan — such as the priorities, school context, process outcomes, and action steps — to the school's overarching turnaround vision. Some rationale for alignment is provided, but it lacks specificity and/or depth. There is some reference to the district's turnaround vision (or lack thereof), but it is not discussed in depth and/or in relation to the school's turnaround vision.
3 Effective	The plan demonstrates internal alignment of relevant areas of the plan — such as the priorities, school context, process outcomes, and action steps — to the school's overarching turnaround vision. A rationale for alignment is provided, and there is a mention of the school's turnaround vision in relation to the district's turnaround vision (or lack thereof).
4 Exemplary	The plan demonstrates comprehensive internal alignment of all relevant areas of the plan — such as the priorities, school context, process outcomes, and action steps — to the school's overarching turnaround vision. A detailed rationale for alignment is provided, and there is a detailed mention of the school's turnaround vision in relation to the district's turnaround vision (or lack thereof).

Resources

Planning Domain 12 – Supports

The obtainable materials and resources (human and capital) identified as important to conduct the turnaround.

Turnaround work is often difficult and effort-intensive; rarely will schools be able to accomplish the work without other supports and resources (Fernandez, 2011; Mintrop & MacLellan, 2002; Strunk et al., 2016). Consequently, a SIP should identify the supports and resources a school can obtain that align with and help advance the school’s efforts to meet progress indicators, in turn, meet process outcomes and achieve overarching priorities. It is important that the supports and resources listed are accurate and actually available for use by the school (Duke, 2015). SIPs that purposefully leverage all that is available to them — from district resources to federal grants — will be in stronger positions to help realize their turnaround visions. Indeed, failing to leverage all available resources may jeopardize the school’s ability to sustain long-term change. Today’s public schools face many challenges; however, school improvement planning remains a key practice for schools to ensure their current efforts are leading them toward meeting their long-term goals and realizing the vision they have for themselves.

Level	Explanation
0 Not Present	The plan includes no mention of obtainable supports that align with and help conduct the turnaround work.
1 Beginning	The plan includes little mention of obtainable supports that align with and help conduct the turnaround work. For obtainable supports that are mentioned, little detail about their relevance to the turnaround process is included in the plan. OR If no obtainable supports are available to conduct turnaround work, the plan lacks any explanation as to why.
2 Developing	The plan identifies some obtainable supports that align with and help conduct the turnaround work and offers some detail on how those supports will be incorporated to help realize the vision. However, the plan does not really articulate how those supports advance the achievement of priorities. OR If no obtainable supports are available to conduct turnaround work, the plan includes some detail as to why, but the explanation lacks specificity and/or depth.
3 Effective	The plan identifies obtainable supports that align with and help conduct the turnaround work and offers sufficient detail on how those supports will be incorporated to help realize the vision. The explanation could include more specificity to be exemplary. OR If no obtainable supports are available to conduct turnaround work, the plan includes specific rationale and accompanying detail as to
4 Exemplary	The plan intentionally identifies obtainable supports that align with and help conduct the turnaround work and offers comprehensive detail on how those supports will be incorporated to help realize the vision. The explanation succinctly summarizes and justifies the use of obtainable supports. OR If no obtainable supports are available to conduct turnaround work, the plan includes a specific mention as to why, along with how, the school will engage in continuous environmental scanning to identify future obtainable supports.