

Rapid Improvement Plan Scoring Rubric

District: _____
 School Name: _____
 Reviewer Name: _____

As a result of the review, the overall plan:
 Approved Needs Revision

The following scoring rubric has been developed in order to facilitate the formal SDE/LEA review of Rapid Improvement Plans. LEAs are responsible for the quality of Rapid Improvement Plans. This rubric may be used by the LEA as part of a meaningful process for reviewing and providing feedback in the school improvement planning process. The completed rubric is designed to provide feedback to district and school leadership teams as to where their plan is exemplary, and where they might focus during continued school improvement efforts.

At least one SMART Goal focusing on student achievement has been completed: Yes No

Year 1, 10 indicators have been planned for: Yes No

Year 2, 10 indicators have been planned for: Yes No

Year 3, 10 indicators have been planned for: Yes No

The Educator Evaluation Plan has been completed: Yes No

	Exceptional	Acceptable	Needs Revision
Assess	Clear evidence is presented to show the current level of implementation of the indicators assessed in this category. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the school and is sustainable over time.	Some evidence is presented to show the current level of implementation of the indicators assessed in this category. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the school.	Little or no evidence is presented to show the current level of implementation in the indicators assessed in this category. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the school.
Plan	Created tasks for this category represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks for this category represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks for this category are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
Monitor	It is apparent that the school leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the school and are sustainable over time.	It is apparent that the school leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the school.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

School Leadership and Decision Making				
Indicators: ID01-ID13; IE01- IE13; IF01-IF10				
Year 1, all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No				
Year 1, required indicators ID07, ID10, ID11, IE05, and IE07 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No				
Year 2, required indicators IE08, IE09 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No				
Assess	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Plan	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Monitor	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Reviewer Notes:				

Curriculum, Assessment and Instructional Planning				
Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15				
Year 1, required indicator IID15 has been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No				
Year 2, all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No				
Year 2, required indicators IIB01, IIB05, and IID09 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No				
Assess	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Plan	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Monitor	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Reviewer Notes:				

Classroom Instruction

Indicators: IIIA01-III A40; IIIB01-IIIB06; IIIC01-IIIC12

Year 1, Required indicator IIIA01 has been planned for: Yes No*Year 3, All indicators in this category has been assessed:* Yes No

Assess	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Plan	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Monitor	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable

Reviewer Notes:**Family and Community Engagement**

Indicators: IVC01- IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01

Assess	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Plan	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Monitor	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable

Reviewer Notes:

Secondary School Indicators

Indicators: VA01-VA24

Secondary Schools Year 1, all indicators in this category have been assessed: Yes No

Assess	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Plan	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Monitor	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable

Reviewer Notes:

Summary of Review: