

ADD West Rubrics for School Improvement

Developed by Education Program Specialists

Bureau of Indian Education



Directions:

All stakeholders under the No Child Left Behind Act of 2001, have a right to transparent governing of all school wide initiatives. In order to assist with quality reporting of all school wide initiatives; ADD West has devised rubrics for your leadership team to use when filling out the following required reports; AYP/ Smart Goals, BIE Title I Schoolwide Supplemental Report, School Improvement Supplemental Report, Corrective Action Supplemental Report, Restructuring Supplemental Report. Also included is an All-Encompassing rubric that is aimed to improve writing expectations and can be applied to any report. The rubrics are an optional self-assessment tool that can be used as a guide to aid in the requirements prior to submission. Please note that although the rubrics are provided, the use of them does not automatically bypass any policies and procedures already in place. Your leadership team will still be expected to submit reports to education program specialists in the "review and save" process as in previous years. If you have questions about the "review and save process" please contact your regions education program specialist prior to submission of the reports.

Tips and strategies and reminders:

- All stakeholders should meet to discuss decisions.
- Strategically plan using multiple data resources, trends and surveys.
- ADD West recommends school boards/ tribal representatives review the plans.

Scoring:

- Novice (1) means the question(s) did not meet an acceptable answer or it was inaccurate. It could also mean the report (in its entirety) was not submitted. The number next to the word Novice means the question(s) earned 1 point.
- Apprentice (2) means the question(s) need(s) some considerable adjustments prior to submission. The number next to the word Apprentice means the question(s) earned 2 points.
- Proficient (3) means the question(s) is commendable and will need minor adjustments. The number next to the word Proficient means the question(s) earned 3 points.
- Advanced (4) means the question(s) is exemplar in its entirety. The number next to the word Advanced means the question(s) earned 4 points.

	AYP/ Smart Goals	BIE Title I School Wide	School Improv.	Corrective Action	Restructuring	All encompassing
High Scores	12	20	20	36	44	16
Low Scores	3	5	5	9	11	4

Depending on how many points you scored at the end is a good indicator of what "next steps" should be made. If the team scored high points, this indicates the report may require less editing prior to submission. If your team scored low points, this indicates your team will need to take time to correct any findings prior to submission. If you have questions about any item, feel free to contact your local Education Program Specialist.

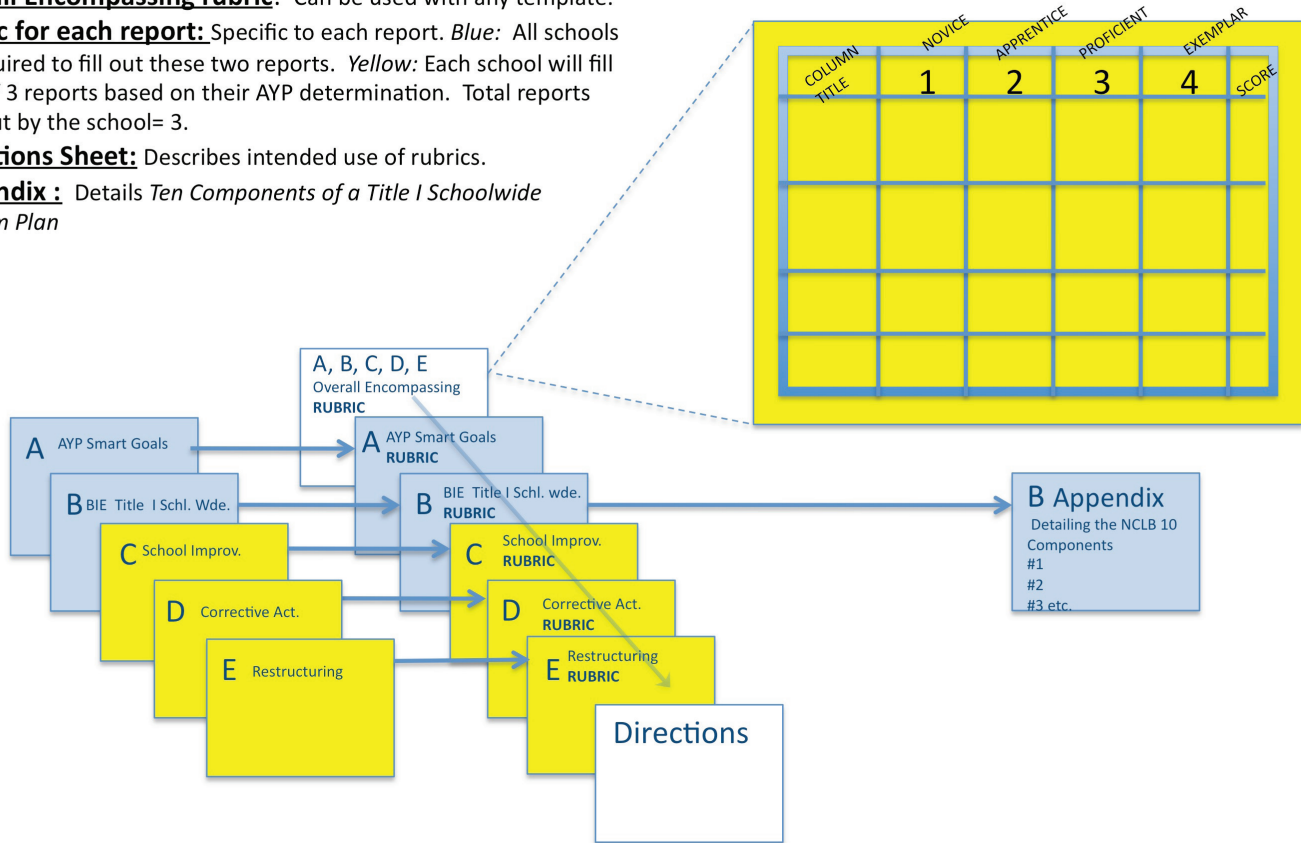
ADD West has developed this tool in order to assist in quality, but more importantly to gain consistent exemplar reporting regionally. We look forward to hearing any feedback on the use of this tool from the field. If you would like to comment on this topic, you may send all comments to your local education program specialist.

Sincerely,

ADD West Education Program Specialists'

RUBRIC FORMAT

- **Overall Encompassing rubric:** Can be used with any template.
- **Rubric for each report:** Specific to each report. *Blue:* All schools are required to fill out these two reports. *Yellow:* Each school will fill out 1 of 3 reports based on their AYP determination. Total reports filled out by the school= 3.
- **Directions Sheet:** Describes intended use of rubrics.
- **Appendix :** Details *Ten Components of a Title I Schoolwide Program Plan*



ALL ENCOMPASSING	NOVICE (1)	APPRENTICE (2)	PROFICIENT (3)	EXEMPLAR (4)	SCORE
Spelling, grammar, punctuation & MECHANICS	<u>Many</u> spelling, grammar, punctuation errors, & fragmented sentences.	<u>Some</u> spelling and grammar errors.	<u>Few</u> spelling and grammar errors, correct punctuation & complete sentences	<u>Correct</u> spelling, grammar, and punctuation; complete sentences; correct use/definition of acronyms.	
Leadership Team	There is evidence that <u>apprx. 24%</u> leadership team members worked on the report. As evidence by agendas and minutes.	There is evidence that <u>apprx. 50%</u> leadership team members worked on the report. As evidence by agendas and minutes.	There is evidence that <u>apprx. 75%</u> leadership team members worked on the report. As evidence by agendas and minutes.	There is evidence that <u>100%</u> leadership team members worked on the report. As evidence by agendas and minutes.	
Timeliness	The report <u>has not been submitted to the BIE.</u>	The report <u>was submitted past the due date</u> given by the BIE.	The report <u>was submitted within the designated timeline</u> provided by BIE.	The report <u>was submitted prior to the due date</u> given by the BIE.	
Questions addressed	All questions are <u>inaccurately answered & do not</u> refer back to the original post. Answers are <u>unclear and do not</u> reflect understanding.	<u>Few</u> questions are accurately answered & refer back to the original post. Answers <u>need revision</u> to reflect understanding.	<u>Most</u> questions are accurately answered & refer back to the original post. Answers are <u>sufficient</u> and reflect <u>general</u> understandings.	All questions are <u>accurately</u> answered & <u>refer back</u> to the original post. Answers are <u>clear</u> and <u>reflect dynamic understanding.</u>	

AYP SMART GOALS	NOVICE (1)	APPRENTICE (2)	PROFICIENT (3)	EXEMPLAR (4)	SCORE
Goals (per goal listed)	<p>B-Baseline – What is your current performance baseline?</p> <p>S – Specific – What do you want to measure? M – Measurable – How will the goal be measured? A – Attainable – Is it a reachable goal? R – Results-oriented – How will the goal look when it is reached? T – Time-Bound – What is the timeline for reaching the goal? <u>3 of 6 answered</u></p>	<p>B-Baseline – What is your current performance baseline?</p> <p>S – Specific – What do you want to measure? M – Measurable – How will the goal be measured? A – Attainable – Is it a reachable goal? R – Results-oriented – How will the goal look when it is reached? T – Time-Bound – What is the timeline for reaching the goal? <u>4 of 6 answered</u></p>	<p>B-Baseline – What is your current performance baseline?</p> <p>S – Specific – What do you want to measure? M – Measurable – How will the goal be measured? A – Attainable – Is it a reachable goal? R – Results-oriented – How will the goal look when it is reached? T – Time-Bound – What is the timeline for reaching the goal? <u>5 of 6 answered</u></p>	<p>B-Baseline – What is your current performance baseline?</p> <p>S – Specific – What do you want to measure? M – Measurable – How will the goal be measured? A – Attainable – Is it a reachable goal? R – Results-oriented – How will the goal look when it is reached? T – Time-Bound – What is the timeline for reaching the goal? <u>6 of 6 answered</u></p>	
Sub Groups	<u>Minimal</u> goals, <u>no</u> subgroups.	<u>Few</u> goals, <u>no</u> subgroups.	Goals <u>include both Math and ELA</u> , with appropriate subgroups as evidence by data.	School distinguished <u>Math, Science and ELA as goals with subgroups</u> . School listed <u>SpEd/ELL</u> subgroups as appropriate w/data.	
Evaluation of Goals	Goals <u>cannot</u> be evaluated.	Goals <u>are not</u> articulate.	Goals <u>can be</u> evaluated.	Goals <u>can be</u> evaluated.	

EXAMPLE OF SMART GOAL: Based upon the XXX State Assessment results for SY11-12, reading proficiency for a total of 150 students in grades 3 – 8 will increase from 30% proficient (45 students) to 50% proficient (75 students) during the 2012-2013 academic year according to the SY12-13 XXX State Assessment results.

BIE TITLE I SCHOOL WIDE SUPPLEMENTAL REPORT	NOVICE (1)	APPRENTICE (2)	PROFICIENT (3)	EXEMPLAR (4)	SCORE
<p>Alignment of indicators For questions #: 1,4,6, 7, 8 & 9</p>	<p>The leadership team has <u>not</u> referenced the work that is current in the indicators to support the plan.</p>	<p>The leadership team has <u>minimally referenced</u> the work that is current in the indicators to support the plan.</p>	<p>The leadership team has <u>some-what referenced</u> the work that is current in the indicators to support the plan.</p>	<p>The leadership team has <u>referenced</u> the work that is current in the indicators to support the plan.</p>	
<p>10 Components of a Title IA School wide Program *Appendix For questions #: 1-10</p>	<p>The report addresses <u>0%</u> of 10 components as per the Appendix. The report does <u>not</u> produce <u>results</u> that are relevant to school data, based on the school's policies and procedures.</p>	<p>The report addresses <u>50%</u> of 10 components as per the Appendix. The report produces <u>vague</u> results that are relevant to school data, based on the school's policies and procedures.</p>	<p>The report addresses <u>75%</u> of 10 components as per the Appendix. The report's results are <u>some-what</u> relevant to school data, based on the school's policies and procedures.</p>	<p>The report addresses <u>100%</u> of 10 components as per the Appendix. The report produces <u>results</u> that are relevant to schools data, based on the school's policies and procedures.</p>	
<p>Accountability/Program evaluation [Sec. 200.2(c) of the Title I Final Regulation] For questions #: 1-10</p>	<p>The plan <u>does not</u> clearly outline an evaluation tool as per the [Sec. 200.26(c). -analyze results from assessments -increase lowest proficiency rates -revision of the plan annually</p>	<p>The plan <u>somewhat</u> outlines an evaluation tool as per the [Sec. 200.26(c). -analyze results from assessments -increase lowest proficiency rates -revision of the plan annually</p>	<p>The plan <u>mostly</u> outlines an evaluation tool as per the [Sec. 200.26(c). -analyze results from assessments -increase lowest proficiency rates -revision of the plan annually</p>	<p>The plan <u>clearly</u> outlines an evaluation tool as per the [Sec. 200.26(c). -analyze results from assessments -increase lowest proficiency rates -revision of the plan annually</p>	
<p>Uploads For questions #: 3,4,5,6 & 7</p>	<p><u>Has not</u> uploaded <u>0%</u> (in the file cabinet)... A) Required documents are <u>not</u> uploaded. B) School wide budget <u>is not</u> uploaded in file cabinet.</p>	<p><u>Has</u> uploaded <u>25 %</u>(in the file cabinet)... A) Required documents that have been uploaded have a <u>vague</u> statement of the contents in the question area. B) School wide budget is <u>missing information</u> in file cabinet <u>using an alternate school template.</u></p>	<p><u>Has</u> uploaded <u>75%</u>(in the file cabinet)... A) Required documents that have been uploaded have a <u>brief</u> statement of the contents in the question area. B) School wide budget is uploaded in file cabinet <u>using the BIE template with missing information.</u></p>	<p><u>Has</u> uploaded <u>100%</u>(in the file cabinet)... A) Required documents that have been uploaded have a <u>concise</u> statement of the contents in the question area. B) School wide budget is uploaded in file cabinet <u>using the required BIE template.</u></p>	
<p>Title X McKinney Vento For questions #: 10</p>	<p><u>Has not</u> checked in question #10 the box labeled "Title X, C-McKinney-Vento" & <u>does not</u> describe below in narrative program development, identification process.</p>	<p><u>Has not</u> checked in question #10 the box labeled "Title X, C-McKinney-Vento" <u>briefly</u> described below in narrative program development, identification process.</p>	<p><u>Has checked</u> in question #10 the box labeled "Title X, C-McKinney-Vento" & <u>sufficiently</u> described below in narrative program development, identification process and set aside for budgets.</p>	<p><u>Has checked</u> in question #10 the box labeled "Title X, C- McKinney-Vento" & <u>described</u> below in narrative program development, identification process and set aside for budgets.</p>	

*Appendix: "Ten Components of a Title I Schoolwide Program Plan"

SCHOOL IMPROVEMENT	NOVICE (1)	APPRENTICE (2)	PROFICIENT (3)	EXEMPLAR (4)	SCORE
#1. Schools Extended Day Program	There is <u>no evidence</u> presented that describes the school's extended day programs as appropriate.	<u>Little</u> evidence is presented that describes the school's extended day programs as appropriate. The school has provided activities that include student/staff services.	<u>Some</u> evidence is presented that describes the school's extended day programs as appropriate. The school has provided activities that include student/staff services. The report shows the school has reviewed their resources and provided data to show the program aligns with student/staff needs.	<u>Substantial</u> evidence is presented that <u>clearly</u> describes the school's extended day programs as appropriate. The school has provided activities that include student/staff services. The report shows the school has reviewed their resources and provided data to show the program aligns with student/staff needs. The school has written plans analyzing the program yearly and develops sustainability.	
#2a. Professional Development Activities	The school has <u>no evidence</u> of pre-planning PD activities, There is <u>no evidence</u> ; to support the PD and resource allocation will support academic problems. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	The school has selected PD activities. There is <u>little evidence</u> the PD activities are based on data/resources. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	The school has selected the appropriate PD activities, based on data/resources, which addresses the academic problem that caused the school to be identified for school improvement. The PD activities <u>briefly describe</u> how the funds will be used to remove the school from school improvement status. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	The school has selected the appropriate <u>pre-planned</u> PD activities, based on data/resources, which addresses the academic problem that caused the school to be identified for school improvement. Each PD activity will <u>specify how the funds</u> will be used to remove the school from school improvement status. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	
#2b. Teacher Mentoring	The report indicates there is <u>no formal teacher mentoring program</u> implemented at the school.	The report describes the teacher mentoring program as <u>non-formal</u> and <u>not fully developed</u> .	The report <u>describes some</u> characteristics of an effective teacher mentoring program. Admin. articulate the program goals and objectives. There is <u>little evidence</u> of admin support and involvement.	The report <u>clearly articulates</u> there are characteristics of an effective teacher mentoring program. 1) clearly articulate the values they intend to promote 2) admin & beginner teachers participate 3) offers a continuum of PD that begins prior to the start of the SY and continues through systematic training over a long period of time. 4) evidence of admin and mentor support.	
#3a. Parental Involvement Program: -School Improv. Plann - School Governance -Parental Engag. Activities	The evidence provided <u>does not</u> describe the parental involvement program.	<u>Little evidence</u> presented describes the how parents are involved in the school activities.	<u>Some</u> evidence presented describes the how parents are involved in the schools improvement planning process, governance, and activities.	<u>Substantial</u> evidence is presented that clearly describes how parents are involved in the schools improvement planning process, governance, and activities. The report describes policies, Family Engagement Tool, funding, sign-in sheets requirements, news articles, information meetings etc.	
#3b. AYP notification Meeting & Letter	There <u>no</u> evidence the school has notified parents of AYP status.	N/A	N/A	The school <u>has indicated</u> with evidence how they notified parents of AYP status via Title I Parent meeting and Parent Notification letter. *The school briefly states the document uploaded into Native Star and summarizes its content.	

CORRECTIVE ACTION	NOVICE (1)	APPRENTICE (2)	PROFICIENT (3)	EXEMPLAR (4)	SCORE
Status	The school <u>did not</u> properly fill out the questions based on their SY 12-13 status.	The school filled out <u>half</u> of the questions based on their SY 12-13 status.	The school filled out <u>most</u> of the questions based on their SY 12-13 status properly.	The school properly filled out <u>100%</u> of the questions based on their SY 12-13 status. The Corrective Action(s) are selected based on the status of CA YR 1 or CA YR 2.	N/A
#1. Schools Extended Day Program	There is <u>no evidence</u> presented that describes the school's extended day programs as appropriate.	<u>Little</u> evidence is presented that describes the school's extended day programs as appropriate. The school has provided activities that include student/staff services.	<u>Some</u> evidence is presented that describes the school's extended day programs as appropriate. The school has provided activities that include student/staff services. The report shows the school has reviewed their resources and provided data to show the program aligns with student/staff needs.	<u>Substantial</u> evidence is presented that <u>clearly</u> describes the school's extended day programs as appropriate. The school has provided activities that include student/staff services. The report shows the school has reviewed their resources and provided data to show the program aligns with student/staff needs. The school has written plans analyzing the program yearly and develops sustainability.	
#2a. Professional Development Activities	The school has <u>no evidence</u> of pre-planning PD activities, There is <u>no evidence</u> ; to support the PD and resource allocation will support academic problems. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	The school has selected PD activities. There is <u>little evidence</u> the PD activities are based on data/resources. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	The school has selected the appropriate PD activities, based on data/resources, which addresses the academic problem that caused the school to be identified for school improvement. The PD activities <u>briefly describe</u> how the funds will be used to remove the school from school improvement status. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	The school has selected the appropriate <u>pre-planned</u> PD activities, based on data/resources, which addresses the academic problem that caused the school to be identified for school improvement. Each PD activity will <u>specify how the funds</u> will be used to remove the school from school improvement status. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	
#2b. Teacher Mentoring	The report indicates there is <u>no formal teacher mentoring program</u> implemented at the school.	The report describes the teacher mentoring program as <u>non-formal</u> and <u>not fully developed</u> .	The report <u>describes some</u> characteristics of an effective teacher mentoring program. Admin. articulate the program goals and objectives. There is <u>little evidence</u> of admin support and involvement.	The report <u>clearly articulates</u> there are characteristics of an effective teacher mentoring program. 1) clearly articulate the values they intend to promote 2) admin & beginner teachers participate 3) offers a continuum of PD that begins prior to the start of the SY and continues through systematic training over a long period of time. 4) evidence of admin and mentor support.	

<p>#3a. Parental Involvement Program: -School Improv. Plann - School Governance -Parental Engag. Activities</p>	<p>The evidence provided <u>does not</u> describe the parental involvement program.</p>	<p><u>Little evidence</u> presented describes the how parents are involved in the school activities.</p>	<p><u>Some</u> evidence presented describes the how parents are involved in the schools improvement planning process, governance, and activities.</p>	<p><u>Substantial</u> evidence is presented that clearly describes how parents are involved in the schools improvement planning process, governance, and activities. The report describes policies, Family Engagement Tool, funding, sign-in sheets requirements, news articles, information meetings etc.</p>	
<p>#3b. AYP notification Meeting & Letter</p>	<p>There <u>no evidence</u> the school has notified parents of AYP status.</p>	<p>N/A</p>	<p>N/A</p>	<p>The school <u>has indicated</u> with evidence how they notified parents of AYP status via Title I Parent meeting and Parent Notification letter. *The school briefly states the document uploaded into Native Star and summarizes its content.</p>	
<p>#4 Corrective Action Measure Checkbox</p>	<p>The school <u>has not</u> identified corrective action measure(s).</p>	<p>N/A</p>	<p>N/A</p>	<p>The school <u>has</u> identified corrective action measure(s).</p>	
<p>#5 Corrective Action Measure Implementation</p>	<p>The school <u>has not</u> provided evidence of their CA measures as is listed in the CA report template.</p>	<p>The school has provided <u>little</u> evidence of their CA measures as is listed in the CA report template.</p>	<p>The school has provided <u>some</u> evidence of their CA measures as is listed in the CA report template.</p>	<p>The school has provided <u>detailed</u> evidence of their CA measures as is listed in the CA report template.</p>	
<p>#6 Planning for Restructuring /Alternative Governances Checkbox</p>	<p>The school <u>has not</u> selected one of the Alternative Governances.</p>	<p>N/A</p>	<p>N/A</p>	<p>The school <u>has</u> selected one of the Alternative Governances.</p>	
<p>#7 Alternative Governance Implementation <u>Summary</u></p>	<p>The school <u>does not</u> summarize how the alternative governance's option was selected, how it will raise academic scores on the state assessment & how it will enable the school to make AYP.</p>	<p>The school <u>minimally</u> summarizes how the alternative governance's option was selected, how it will raise academic scores on the state assessment & how it will enable the school to make AYP.</p>	<p>The school <u>moderately</u> details a summary of how the alternative governance's option was selected, how it will raise academic scores on the state assessment & how it will enable the school to make AYP.</p>	<p>The school <u>clearly details</u> a summary of how the alternative governance's option was selected, how it will raise academic scores on the state assessment & how it will enable the school to make AYP.</p>	

RESTRUCTURING PLAN	NOVICE (1)	APPRENTICE (2)	PROFICIENT (3)	EXEMPLAR (4)	SCORE
www.bie.edu resource	Is <u>not</u> evident the school used The BIE Guidance Handbook for schools in Restructuring found the bie.edu website. http://www.bie.edu/Educators/EduResource/index.htm	Is <u>little</u> evident the school used The BIE Guidance Handbook for schools in Restructuring found the bie.edu website. http://www.bie.edu/Educators/EduResource/index.htm	Is <u>more</u> evidence the school used The BIE Guidance Handbook for schools in Restructuring found the bie.edu website. http://www.bie.edu/Educators/EduResource/index.htm	Is <u>evident</u> the school used The BIE Guidance Handbook for schools in Restructuring found the bie.edu website. http://www.bie.edu/Educators/EduResource/index.htm	N/A
Yr of Restructuring Checkbox	The school <u>has not</u> marked the correct SY for Restructuring as their AYP status indicates as evidence.	N/A	N/A	The school <u>marked the correct</u> SY for Restructuring as their AYP status indicates as evidence.	N/A
#1. Schools Extended Day Program	There is <u>no evidence</u> presented that describes the school's extended day programs as appropriate.	<u>Little</u> evidence is presented that describes the school's extended day programs as appropriate. The school has provided activities that include student/staff services.	<u>Some</u> evidence is presented that describes the school's extended day programs as appropriate. The school has provided activities that include student/staff services. The report shows the school has reviewed their resources and provided data to show the program aligns with student/staff needs.	<u>Substantial</u> evidence is presented that <u>clearly</u> describes the school's extended day programs as appropriate. The school has provided activities that include student/staff services. The report shows the school has reviewed their resources and provided data to show the program aligns with student/staff needs. The school has written plans analyzing the program yearly and develops sustainability.	
#2a. Professional Development Activities	The school has <u>no evidence</u> of pre-planning PD activities, There is <u>no evidence</u> ; to support the PD and resource allocation will support academic problems. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	The school has selected PD activities. There is <u>little evidence</u> the PD activities are based on data/resources. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	The school has selected the appropriate PD activities, based on data/resources, which addresses the academic problem that caused the school to be identified for school improvement. The PD activities <u>briefly describe</u> how the funds will be used to remove the school from school improvement status. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	The school has selected the appropriate <u>pre-planned</u> PD activities, based on data/resources, which addresses the academic problem that caused the school to be identified for school improvement. Each PD activity will <u>specify how the funds</u> will be used to remove the school from school improvement status. PL107-110 NCLB Sec. 1116 (3)(A)(iii)	

#2b. Teacher Mentoring	The report indicates there is <u>no formal teacher mentoring program</u> implemented at the school.	The report describes the teacher mentoring program as <u>non-formal</u> and <u>not fully developed</u> .	The report <u>describes some</u> characteristics of an effective teacher mentoring program. Admin. articulate the program goals and objectives. There is <u>little evidence</u> of admin support and involvement.	The report <u>clearly articulates</u> there are characteristics of an effective teacher mentoring program. 1) clearly articulate the values they intend to promote 2) admin & beginner teachers participate 3) offers a continuum of PD that begins prior to the start of the SY and continues through systematic training over a long period of time. 4) evidence of admin and mentor support.	
#3a. Parental Involvement Program: -School Improv. Plann - School Governance -Parental Engag. Activities	The evidence provided <u>does not</u> describe the parental involvement program.	<u>Little evidence</u> presented describes the how parents are involved in the school activities.	<u>Some</u> evidence presented describes the how parents are involved in the schools improvement planning process, governance, and activities.	<u>Substantial</u> evidence is presented that clearly describes how parents are involved in the schools improvement planning process, governance, and activities. The report describes policies, Family Engagement Tool, funding, sign-in sheets requirements, news articles, information meetings etc.	
#3b. AYP notification Meeting & Letter	There <u>no evidence</u> the school has notified parents of AYP status.	N/A	N/A	The school <u>has indicated</u> with evidence how they notified parents of AYP status via Title I Parent meeting and Parent Notification letter. *The school briefly states the document uploaded into Native Star and summarizes its content.	
#4 Corrective Action Measure Checkbox	The school <u>has not</u> identified corrective action measure(s).	N/A	N/A	The school <u>has</u> identified corrective action measure(s).	
#5 Corrective Action Measure Implementation	The school <u>has not</u> provided evidence of their CA measures as is listed in the CA report template.	The school has provided <u>little</u> evidence of their CA measures as is listed in the CA report template.	The school has provided <u>some</u> evidence of their CA measures as is listed in the CA report template.	The school has provided <u>detailed</u> evidence of their CA measures as is listed in the CA report template.	
#6 Planning for Restructuring /Alternative Governances Checkbox	The school <u>has not</u> selected one of the Alternative Governances.	N/A	N/A	The school <u>has</u> selected one of the Alternative Governances.	

<p>#7 Alternative Governance Implementation <u>Summary</u></p>	<p>The school <u>does not</u> summarize how the alternative governance's option was selected, how it will raise academic scores on the state assessment & how it will enable the school to make AYP.</p>	<p>The school <u>minimally</u> summarizes how the alternative governance's option was selected, how it will raise academic scores on the state assessment & how it will enable the school to make AYP.</p>	<p>The school <u>moderately</u> details a summary of how the alternative governance's option was selected, how it will raise academic scores on the state assessment & how it will enable the school to make AYP.</p>	<p>The school <u>clearly details</u> a summary of how the alternative governance's option was selected, how it will raise academic scores on the state assessment & how it will enable the school to make AYP.</p>	
<p>#8 Alternative Governance Implementation <u>Narrative</u></p>	<p>The narrative <u>does not</u> describe the activities, all associated timelines, commentary on all policies that either permit the change or that will need to be modified to permit significant change, explanation of procedures that will be implemented, and a description of the school's capacity to make this change successful.</p>	<p>The narrative <u>minimally</u> describes the activities, all associated timelines, commentary on all policies that either permit the change or that will need to be modified to permit significant change, explanation of procedures that will be implemented, and a description of the school's capacity to make this change successful.</p>	<p>The narrative <u>moderately</u> describes the activities, all associated timelines, commentary on all policies that either permit the change or that will need to be modified to permit significant change, explanation of procedures that will be implemented, and a description of the school's capacity to make this change successful.</p>	<p>The narrative describes <u>in detail</u> the activities, all associated timelines, commentary on all policies that either permit the change or that will need to be modified to permit significant change, explanation of procedures that will be implemented, and a description of the school's capacity to make this change successful.</p>	
<p>#9 Native Star/Rigor</p>	<p>The school <u>does not describe</u> their implementation of Native Star to support the Restructuring Plan, has <u>no</u> actions that are significant and more rigorous than the previous year's CA plan.</p>	<p>The school <u>minimally describes</u> their implementation of Native Star to support the Restructuring Plan, has actions that are significant and more rigorous than the previous year's CA plan.</p>	<p>The school <u>moderately describes</u> their implementation of Native Star to support the Restructuring Plan, has actions that are significant and more rigorous than the previous year's CA plan.</p>	<p>The school <u>clearly describes</u> their implementation of Native Star to support the Restructuring Plan, has <u>detailed</u> actions that are significant and more rigorous than the previous year's CA plan.</p>	

APPENDIX:

Ten Components of a Title I Schoolwide Program Plan

NCLB Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement as described in Section 1111(b)(1)(D).
- b) Use effective methods and instructional strategies that are based on scientific research which:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
- c) Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards and who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.

- The integration of vocational and technical education programs.

d) Address how the school will determine if such needs have been met.

e) Are consistent with the state plan and any local improvement plans.

3. Instruction provided by highly qualified teachers

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).

5. Strategies to attract highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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