

Standard I, Theme 1 ~ Continuous Improvement Continuum: School Leadership and Vision Rubric

	One	Two	Three	Four	Five
A P P R O A C H	<p>No quality plan or process exists. Data are neither used nor considered important in planning. Superintendent and principal (cohort member) are main decision makers. Decisions are reactive to state, district, and federal mandates. There is no knowledge of continuous improvement.</p>	<p>The cohort member realizes the importance of a mission, vision, and comprehensive action plan. Cohort member works with others to develop goals and timelines. Cohort members and other school leaders are seen as committed to planning for critical areas for improvement. All participants feel included in shared decision making.</p>	<p>Development of a comprehensive school improvement action plan is achieved. Cohort member is committed to continuous improvement, seeks inclusion of all school sectors, and supports improvement plan by making time provisions for their work.</p>	<p>A focused and integrated school-wide action plan and process is designed. All school efforts are focused on the implementation of this plan that represents the achievement of the vision. Cohort member views self as part of a leadership team that represents a true shared decision-making structure. Study teams are planned for implementation of the plan.</p>	<p>The action plan calls for a strong continuous improvement structure that allows for input from all sectors of the school, district, and community, ensuring strong communication, flexibility, and refinement of approach and beliefs that leads to meeting the learning needs of all students. The district/school vision is student focused; based on a variety of information sources, current research, and best practices; and data is appropriate for school/community values and for meeting student needs.</p>
I M P L E M E N T A T I O N	<p>There is no knowledge of or direction for quality planning. Superintendent and principal (cohort member) makes all decisions, with little or no input from teachers, the community, or students. Inspection for mistakes is the leadership approach.</p>	<p>School values and beliefs are identified; the purpose of school is defined; and a school mission, vision, values, beliefs and student essential learnings are developed with representative input and appropriate data.</p>	<p>Cohort member integrates recommendations from the study, research, and analysis of all data to form a comprehensive action plan for continuous improvement within the context of the school mission and vision. Implementation goals, responsibilities, due dates, timelines are spelled out, and support structures are set in place. Plan includes evaluation and continuous improvement. The plan demonstrates how stakeholders are kept informed.</p>	<p>The quality action plan for implementation demonstrates effective procedures in all areas of the school-wide plan. Decisions concerning implementation of the vision are made within teams, by the leadership team, and by the full staff, as appropriate. All decisions are communicated by the leadership team to full staff, parents, and community.</p>	<p>School-wide goals, mission, vision, and essential student learnings and content standards are shared and articulated throughout the school. The attainment of identified essential student learnings is linked to planning and implementation of effective instruction that meets student needs. Quality standards are reinforced throughout the school. All members of the school community understand and apply the quality standards. The leadership team has systematic interactions and involvement with teachers, parents, community, and students concerning the direction of the school as designed in the action plan.</p>
R E S U L T S	<p>There is no evidence of comprehensive planning. Decisions lack focus and consistency. There is little evidence of student, staff, and parent input. Decision making process for the plan is generally viewed as top-down and non-participatory.</p>	<p>The mission provides a focus for all school improvement and guides the action to the vision. Teachers may have commitment to improvement. Quality leadership techniques are used sporadically.</p>	<p>There is evidence that the school plan is feasible and can be used in some areas of the school. Improvements suggested are neither systematic, nor integrated school-wide. The principal (cohort member) is seen as committed to planning and to quality improvement. Critical areas for improvement are identified. All appropriate faculty are included in shared decision making in the plan.</p>	<p>There is evidence that the leadership team (cohort member) listens to all levels of the organization. The school improvement plan is seen by others as workable, and is school-wide and is linked to essential student learnings and to the guiding principles of the school. Teachers are empowered.</p>	<p>Site-based management and shared decision-making truly exist in the plan. Teachers implement the vision in their classrooms and can determine how the new approach meets student needs and leads to the attainment of essential student learnings and content standards. Evidence of effective teaching and learning in the plan can result in significant improvement of student achievement attributed to quality planning at all appropriate levels of the school organization. Teachers can support and communicate with each other in the implementation of quality strategies. Previously non-achieving students enjoy learning with excellent achievement.</p>