

Standard IV, Theme IV Continuous Improvement Continuum: School and Community Collaboration and Communication Rubric

	One	Two	Three	Four	Five
P L A N	Plan has no system for input from staff, students, parents, business, or community. No quality processes exist for gaining input. Data from community are neither used nor considered important in planning. Status quo is desired for managing the assigned work.	The cohort member realizes the importance of a comprehensive action plan built with community input and based on school data.. There is effort to involve others in the data collection for both the learner and the learning environment. Cohort member asks others to help develop the goals of the action plan.	A comprehensive school improvement action plan is developed. Cohort member has knowledge of why partnerships are important and seeks to include staff, students, business, and parents in a strategic fashion related to improving learning and the learning environment.	One focused and integrated school-wide action plan and process is developed. All efforts are focused on the development of how to implement the plan that represents the alignment of the vision. Cohort member seeks effective “win-win” business and community partnerships and parent involvement to provide input into the plan. Desired outcomes are clearly identified. A solid plan for partnership development is developed.	A plan with a focus on students is finalized. There is excellent articulation and integration of all elements in the school due to quality planning. Community, parent, and business partnerships become integrated across all student groupings in the plan. Student learning is planned to <i>regularly</i> occur within and beyond the school walls. The cohort member ensures all elements are addressed in the plan.
I M P L E M E N T	Cohort member permits barriers to close out strong involvement of others, except school personnel, to maintain the status quo.	Cohort member begins improvement planning efforts by gathering data from staff and students to identify learner status and environment status. Data is gathered. School partners are identified and input is received from parents, the community, and business.	Involvement of business, community, and parents occurs. Cohort member realizes how school and community can support each other to achieve school goals. Cohort member understands what partners need from the partnership.	Cohort member knows what must be accomplished, and the timeframe to accomplish the school goals and to implement the plan. There is systematic utilization of parents, community, and business outlined in the plan. Areas are designated that depict the active use of these partnerships to clearly benefit student learning.	Partnership development is articulated across all student groupings in the plan. Parents, community, business, and educators will work together in an innovative fashion to increase student learning and to prepare students for the 21st Century. The plan includes how partnerships are evaluated for continuous improvement. Relevant staff development is embedded in the action plan.
A S S E S S	The work of the cohort member is completed in isolation with little or no involvement by parents, business, or community. School is a closed, isolated system.	The school and community understand the benefits of working and planning together. Effort is given to establish partnerships.	There is evidence that the school plan will achieve desired results. Some substantial gains will be achieved in implementing partnerships. Some student achievement will increase and can be attributed to this involvement.	The school-wide action plan is known to all involved. Results from working toward the improvement goals are evident throughout the school when implemented. Gains in student satisfaction with learning and school will be clearly related to benefit in the gains.	The plan indicates that community, business, and home become common places for student learning. School is a place where parents come for further education. Partnerships will enhance what is done for students. The vision and mission drive the plan.