

**SCHOOLWIDE PROGRAM (SWP) APPLICATION AND PLAN
 SCORING RUBRIC
 Title I, Part A**

This document is intended to convey information to assist the SWP applicant in the preparation of the application; do not submit it as part of the application.

Part I: Includes the demographic identification information. No score will be calculated for this section of the application.

Part II: 1. Executive Summary of SWP Plan

Incomplete	Acceptable	Advanced
The overview does not clearly explain the specific goals that have been identified as SWP goals AND/OR the main activities chosen for each goal have not been explained.	The overview provides a solid basic narrative of the SWP plan, identifying SWP goals and providing some information regarding the specific activities that will be implemented to reach each of these goals.	The overview identifies all SWP goals and the activities for meeting each of these goals are explained in enough detail to provide an excellent picture of the SWP plan.
Comments		

Part II: 2. SWP Planning Team

	Incomplete	Acceptable	Advanced
A.	The planning team does not have representation from each of the groups listed on the application form or team members are listed but their position in the school or community is not explained.	Includes a list of team members along with their position in the school and community.	All major stakeholders at the school are represented on the SWP planning team. The list includes their positions in the school and community.
B.	The plan for communicating with the school and community is non-existent or vague.	The school provides a clear description of how the team will communicate with the school and community.	The plan for communicating with the school and community is consistent, clearly outlined, and informs others about the program and also invites stakeholder input.
C.	Those not on the SWP planning teams do not appear to receive regular communication or time to share input regarding the	The school provides a clear explanation of how the team will coordinate with those members of the school and community who are not	It is clear how members of the school and community who are not on the planning team will be involved in the SWP plan, its

	Incomplete	Acceptable	Advanced
	implementation of the SWP plan.	members of the planning committee.	implementation, and its evaluation.
Comments:			

Part III: Ten Required Components

1 of 10. Comprehensive Needs Assessment

	Incomplete	Acceptable	Advanced
A.	The plan does not provide a detailed description of its school, its students, and/or its community.	The plan provides a brief description of the school attendance area including the school neighborhood and economic factors affecting the school. The description is of sufficient extent to help guide the comprehensive needs assessment.	The plan demonstrates an advanced understanding of the needs of the school, students, and community it will serve. The description of the school attendance area is detailed, providing sufficient information for setting up the needs assessment. The description may also include charts or graphs displaying the results of the data analysis.
B.	The needs assessment does not disaggregate data. The needs assessment does not specifically focus attention on educationally disadvantaged students.	The summary of the needs assessment demonstrates that the school included an analysis of data on all students attending the school and that this data was disaggregated and cross analyzed to determine students' needs. The needs assessment focused specifically on information regarding the educational needs of low achieving students in the school.	The needs assessment clearly addresses the needs of all children in the school. It includes information from all four measures of data: student achievement data, school programs/process data, student/teacher/parent perception data and demographic data. The four above data are cross analyzed to identify the needs of educationally disadvantaged students.
C.	There is little or no discussion about the current Title I program. The plan does not identify specific reasons why the current program is not working.	The plan describes the problems and strengths of the current Title I program.	The plan describes the problems and strengths of the current Title I program. This description is based on data and is not the result of assumptions.
D.	Specific priority need areas appear to have little or no relation to the results of the	Specific priority areas have a clear and direct connection to the results of the	Specific priority need areas have a clear and direct connection to the results of

	Incomplete	Acceptable	Advanced
	comprehensive needs assessment.	comprehensive needs assessment.	the comprehensive needs assessment and are based on a detailed analysis of multiple types of data.
E.	Goals are not clearly related to the comprehensive needs assessment and/or to the priority needs areas.	Goals are connected to the priority needs, the needs assessment, and will also help all students improve toward the state's academic achievement standards.	Goals are connected to priority needs, the needs assessment, and portray a clear and detailed analysis of multiple types of data.
F.	Goals do not address the needs identified in the comprehensive needs assessment.	Goals sufficiently address the needs of the whole school population. All students are the focus of the SWP goals.	Goals sufficiently address the needs of the whole school population, and special recognition is paid to meeting the needs of children who are disadvantaged.
Comments:			

2 of 10. SWP Reform Strategies

	Incomplete	Acceptable	Advanced
A.	The school does not clearly explain specific strategies that will be implemented in SWP programming. The strategies that are described are not clearly helping ALL students meet the state's high standards.	Strategies are described in sufficient detail and are focused on helping ALL students reach the state's high standards.	Strategies are described in detail and are focused on helping all students meet the state's standards. The section provides an excellent overview of the main components of the SWP plan.
B.	The strategies chosen are NOT based on scientifically based research (SBR) and/or are NOT focused on strengthening the core academic program of the school. OR The school does not provide an explanation of how the strategies chosen are aligned to scientific research.	There is a clear presentation of the research that supports all strategies chosen. The strategies chosen will strengthen the core academic program of the school.	The school has utilized the latest SBR in improving instruction and learning to design its SWP plan. There is a clear analysis of research that supports what the school has chosen. The school has designed a clear method to strengthen the core academic program of the school.
C.	There appears to be no real increase in the amount and quality of learning time or, if	There is a strong increase in the amount and quality of learning time available for	The SWP plan outlines a clear method of increasing the amount and quality of

	Incomplete	Acceptable	Advanced
	the time has increased, the methods described do not reflect proven research as to what works.	students. Most strategies that are focused on increasing the amount and quality of learning time reflect the current research on successful programming.	learning time for all students in the school. All of the methods for increasing learning time reflect what research says works in increasing learning time.
D.	The school does not explain any reform strategies for improving classroom instructions. The school does not explain in detail how it has used SBR to design an enriched and accelerated curriculum.	The school explains how all classroom teachers will be using effective teaching practices that provide opportunity for ALL students to learn. The school describes the SBR it has used to focus its curriculum and teaching strategies.	The school explains how all classroom teachers will be using effective teaching practices, including the teaching of higher-order thinking skills, that provide the opportunity for ALL students to learn. The school describes the SBR it has used to focus its curriculum and teaching strategies and how this information will provide ALL students the opportunity to learn.
E.	The school does not address the issue of historically underserved populations at its school or the information is minimal.	The school explains some basic strategies focused on improving the learning of historically underserved populations.	The school has thoroughly reviewed its comprehensive needs assessment information to identify which students have historically not achieved at its school. The school has identified clear scientifically based methods to meet the needs of historically underserved populations at its school.
F.	The plan does not address additional activities to help meet the needs of historically underserved populations and low achieving children.	The plan explains some basic activities that help meet the needs of students who are low achieving as well as those at risk of not meeting the state standards.	The school explains how it plans to meet the needs of all children at the school who are at risk of failing to meet the state standards including activities such as: counseling, pupil services, mentoring services, college/career awareness and preparation, personal finance education, applied

	Incomplete	Acceptable	Advanced
			<p>learning, team teaching strategies, integration of vocational/technical education programs.</p> <p>The school explains its system for determining if the needs of historically underserved and low achieving students were met.</p>
G.	The school does not clearly explain how its SWP plan is aligned to the improvement plan, although addressed in this question, or does not appear to coordinate as well as it could.	The SWP goals and school improvement goals are the same.	The state improvement plan clearly matches the SWP plan. Both have goals based on a comprehensive needs assessment of the school. Both identify research based strategies that ALL classroom teachers will be using to help ALL students meet the state academic standards.
Comments:			

3 of 10. Instruction by Highly Qualified Teachers

	Incomplete	Acceptable	Advanced
A.	The school does not identify all instructional paraprofessionals at the school, and/or does not identify with documentation how paraprofessionals hired after January 8, 2002 meet one of the three required criteria.	The school identifies all instructional paraprofessionals at the school and provides documentation of how each paraprofessional hired after January 8, 2002 meets one of the three required criteria.	NA
B.	The school does not identify all paraprofessionals at the school and/or does not clearly explain their duties.	The school identifies all paraprofessionals employed at the school, explains their duties, and illustrates how the duties are allowable under Title I law.	The school identifies all paraprofessionals employed at the school, explains their duties, and clearly employs paraprofessionals as support for teachers and students in working toward implementing the state standards.
C.	The school does not identify the teachers at the school, and/or each teacher's	The school does identify all teachers at the school who do not meet the definition of	The school identifies all teachers at the school who do not meet the definition of

	Incomplete	Acceptable	Advanced
	<p>position and/or the courses they teach.</p> <p>The school does not provide documentation of which teachers do not meet the definition of highly qualified.</p>	<p>highly qualified AND identifies a source of reviewers to use to clarify this information.</p>	<p>highly qualified.</p> <p>The school has outlined a timeline for how they will help all teachers meet the highly qualified status</p> <p>OR</p> <p>The school has determined that all teachers at this school currently meet the definition of highly qualified.</p>
D.	<p>The school does not connect highly qualified to appropriate positions in the school.</p>	<p>The school clearly identifies how appropriate staff is matched to appropriate positions, including maintaining appropriate credentials for pullout programs.</p>	<p>Assigning highly qualified staff to appropriate positions is clearly a priority at this school. The school provides evidence of going above and beyond requirements in hiring and assigning highly qualified staff to appropriate positions.</p>
Comments:			

4 of 10. Professional Development

	Incomplete	Acceptable	Advanced
A.	<p>The professional development activities do not appear to be of high quality. They are not ongoing, involving time for staff to learn about, study, practice, and reflect on improving instruction.</p>	<p>The plan clearly explains a high quality and ongoing professional development system that is aligned to SWP goals. Most of the practices listed are ongoing, involving time for staff to learn about, study, practice, and reflect on improving instruction.</p>	<p>Professional development is clearly the cornerstone of the SWP plan – the method by which staff will help all students attain the state’s high standards.</p> <p>All activities are high quality, ongoing, and focused on improving instruction.</p> <p>All activities are clearly related to SWP goals.</p> <p>Professional development is a regular part of the school day. During each school day, all teachers engage in improvement of teacher practice.</p>
B.	<p>The professional</p>	<p>The professional</p>	<p>The professional</p>

	Incomplete	Acceptable	Advanced
	development described has almost no connection to classroom instruction or is focused on only a few staff rather than all teachers/staff members.	development described is focused on improving instruction of all teachers at the school.	development described is focused on the entire staff. The activities include study groups for all teachers, mentoring programs, practice and evaluation, action research, etc. that involves all teachers.
C.	Professional development has little or connection to the SWP priority needs areas and/or other SWP goals.	Professional development has a connection to the comprehensive needs assessment, the priority need areas, and the SWP goals.	Every single professional development event/activity described is directly focused on achieving the SWP goals and on improving teaching and student learning.
Comments:			

5 of 10. Highly Qualified Teachers to High Needs Schools

	Incomplete	Acceptable	Advanced
A.	The SWP plan does not provide the teacher turnover rate. The school does not identify the experience level of teaching personnel.	The school has identified the teacher turnover rate. The school has identified the experience level of teaching personnel. If there is high turnover rate, the school has described some initiatives it has implemented to try and lower the rate. High teacher turnover rates are not a problem at this school.	The school has identified the teacher turnover rate. The school has identified the experience level of key teaching and learning personnel. The school lists many initiatives to attracting high quality teachers and keeping them. The plan makes it clear that the school recognized the importance of maintaining a highly qualified teaching staff and that it supports teachers in their effort to improve.
Comments:			

6 of 10. Parent Involvement

	Incomplete	Acceptable	Advanced
A.	The overview of the school's plan for parental involvement is limited, involving a one-way communication from the school to the parent.	Parents were clearly involved in the design, implementation, and evaluation of the SWP plan. The school is making some	Parents were clearly involved in the design, implementation, and evaluation of the SWP plan. The school is making some

	Incomplete	Acceptable	Advanced
	<p>Parent involvement activities are limited to one or two opportunities that do not encourage parental involvement or input.</p>	<p>effort to increase two-way communication between parents and the school.</p> <p>The school is making some effort to learn what types of activities parents will value and try to provide them at the school.</p>	<p>effort to increase two-way communication between parents and the school.</p> <p>The school is making some effort to learn what types of activities parents will value and try to provide them at the school. Parents themselves are involved in designing and evaluating these activities.</p> <p>Parents' involvement is focused toward the achievement of the goals of the SWP plan.</p>
B.	<p>The parent involvement policy is not attached</p> <p>AND/OR</p> <p>The policy does not reflect the SWP but instead is focused on a "Title I" parent involvement policy.</p>	<p>The policy is attached and applies to the entire school population and their families.</p> <p>The policy clearly supports the goal and strategies outlined in the SWP plan.</p>	<p>The policy is attached and applies to the entire school community and all parents.</p> <p>The policy clearly supports the goal and strategies outlined in the SWP plan.</p> <p>The policy is updated and specific to current SWP activities and goals. It is not a generic policy that is distributed year after year.</p>
C.	<p>The SWP plan does not describe with detail (or at all) the yearly plan to evaluate the parent involvement component of the SWP plan.</p> <p>AND/OR</p> <p>The evaluation appears unclear and has almost no connection to improving parent involvement in the SWP plan.</p>	<p>The SWP plan describes how the parent involvement component of the SWP plan will be evaluated.</p> <p>The school explains how the results of the evaluation will be used to improve the SWP.</p>	<p>The SWP plan describes how the parent involvement component of the SWP plan will be evaluated.</p> <p>The school explains how the results of the evaluation will be used to improve the SWP.</p> <p>The evaluation is not a "Title I" evaluation but an evaluation of the entire school, evaluating the parental involvement program as it appears to all students and parents.</p>

	Incomplete	Acceptable	Advanced
D.	<p>The SWP compact is not attached.</p> <p>OR</p> <p>The compact attached appears to be addressed only to particular parents in the school.</p>	<p>The compact addresses all parents, students, and teachers and describes a true partnership for learning between the home and school.</p>	<p>The compact addresses all parents, students, and teachers and describes a true partnership for learning between the home and school.</p> <p>The compact accurately reflects the SWP plan.</p> <p>The compact is an effective part of the school's plan (i.e., it is a tool that is truly used and not simply a standardized distribution form each year).</p>
<p>Check SERVS to verify uploaded documents and use the following considerations [E, F and G] to evaluate them.</p>			
E.	<p>Parental involvement activities are minimal and nonspecific. They are not focused on getting parents involved, but only providing information to parents.</p>	<p>The parent involvement activities will be beneficial to parents in helping them help their students reach the challenging state standards. They allow for participation in the SWP plan.</p> <p>Parent involvement is aligned to SWP goals.</p>	<p>Parent involvement activities are aligned to parent involvement demographic information and parent surveys; therefore, parent involvement activities will be beneficial to parent needs.</p> <p>Parent involvement is aligned to SWP goals.</p> <p>The activities allow communication that is two-way between parents and the school.</p> <p>Parent involvement activities assure that parents play a role in helping the school reach SWP goals as well as helping students reach the challenging state standards.</p>
F.	<p>The school does not appear to assist parents in understanding topics that are pertinent to the SWP.</p>	<p>The school has a clear method of communicating important SWP information with parents.</p>	<p>The school has a clear method of communicating important SWP information with parents.</p> <p>If the school has parents who do not speak English,</p>

	Incomplete	Acceptable	Advanced
			the school has hired a translator for regular communication with these parents.
G.	Other than general invitations to meetings, no services are provided to parents.	<p>The school provides extra services to parents. These are aligned to SWP goals.</p> <p>The school has evaluated the educational level of the parents it serves. If parents have low educational levels, the school has identified resources parents can access and made them available.</p>	<p>The school provides extra services to parents by not only sending information home for parents to work with their child, but also by providing parent workshops/trainings on topics of need to local parents.</p> <p>The school has evaluated the educational level of the parents it serves. If parents have low educational levels, the school has a family literacy program which includes four components:</p> <ol style="list-style-type: none"> 1. adult education services; 2. pre-school services; 3. parent and child together time; 4. parent education services.
Comments:			

7 of 10. Preschool Transitioning

	Incomplete	Acceptable	Advanced
A.	The school does not make a connection with preschool-age children in the community OR the school provides only a one-day visit/tour of the kindergarten to preschool students.	<p>The school has a strong plan for connecting with preschool-age children that involves more than a once a year visitation to the kindergarten classroom.</p> <p>The preschool transitioning program includes providing training to preschool parents and/or preschool teachers on the skills these students will need when they enter kindergarten.</p> <p>The school serves only middle school or high school grades and does not need to</p>	<p>The preschool transitioning program includes providing training to preschool parents and/or preschool teachers on the skills these students will need when they enter kindergarten.</p> <p>The school has activities hosted by the school (or in conjunction with local preschoolers) for preschool age children.</p> <p>The teachers of any local preschool program are involved in the SWP plan as</p>

	Incomplete	Acceptable	Advanced
		address the preschool transitioning.	well as professional development trainings.
B.	The school does not coordinate with other state or federally funded/run preschool programs.	<p>The school has a strong plan The school coordinates with other state and federally funded programs on several occasions.</p> <p>The preschool transitioning program includes providing training to preschool parents and/or preschool teachers on the skills these students will need when they enter kindergarten.</p>	The school does an excellent job in streamlining parent involvement activities with other state and federally funded programs.
Comment:			

8 of 10. Measures to include Teachers in Decision-making Regarding the Use of Assessments

	Incomplete	Acceptable	Advanced
A.	Other than what is required by the state, assessment does not appear to be a major component of the SWP plan.	<p>Several assessments are used at the school. The teachers chose these assessments.</p> <p>It is clear that this information is used to identify students who are at risk of failing to reach the state's academic standards and to provide them with appropriate programming.</p>	<p>Assessment of student learning is a key part of the SWP plan and the school has multiple types of data that it collects on the achievement of its students.</p> <p>Performance assessments are a part of the SWP plan.</p> <p>Teachers are learning how to use assessment to inform instruction.</p> <p>Assessment is used to identify at-risk students and to provide them with the appropriate programming and/or instruction.</p> <p>School has or is working on a local standards-aligned assessment in at least one subject.</p>
Comments:			

9 of 10. Effective and Timely Assistance

	Incomplete	Acceptable	Advanced
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	Incomplete	Acceptable	Advanced
A.	The school does not appear to have a clear plan for identifying struggling students OR the plan for identification of students does not appear to contain sufficient information to make appropriate instructional or programmatic changes.	<p>The school has designed a plan to ensure that all students at the school will be able to reach high academic standards.</p> <p>There is a clear method for identifying students who are at risk of failing to meet these standards.</p> <p>Student learning is measured regularly to assure timely identification of difficulties.</p>	<p>The school has designed a plan to ensure that all students at the school will be able to reach high academic standards.</p> <p>There is a clear method for identifying students who are at risk of failing to meet these standards. This method includes several assessments, both formal and informal, to assure teachers have sufficient information on which to base educational decisions.</p> <p>Student learning is measured regularly to assure timely identification of difficulties.</p> <p>ALL teachers at the school use the information collected on various assessment instruments to modify instruction and provide each student with appropriate support.</p>
Comments:			

10 of 10. Coordination of Programs

	Incomplete	Acceptable	Advanced
A.	The school does not connect the various programs at the school.	There is a clear connection between most of the programs at the school.	<p>Every single facet of the school is working toward SWP goals.</p> <p>The description provided includes specific funding and programmatic activities that align the various programs at the school.</p> <p>The description includes information about violence prevention programs, nutrition, programs, housing,</p>

	Incomplete	Acceptable	Advanced
			Head Start, adult education, vocational and technical education, as well as job training programs.
Comments:			

Part IV: Accountability and Continuous Improvement

	Incomplete	Acceptable	Advanced
A.	The school does not provide an interpretation or translation of state assessment results for parents who do not speak or read English.	<p>The school provides parents who do not speak English with a translation of the students' state assessment results.</p> <p>AND/OR</p> <p>The school provides assessment results to parents using terminology familiar to parents; results or explanations do not include educational or assessment jargon.</p>	<p>The school provides parents who do not speak English with a translation of the students' state assessment results.</p> <p>The school goes further to connect with these parents by meeting with them on a regular basis, with a translator, to discuss the results of the state assessment as well as other student assessments used regularly at this school</p> <p>AND/OR</p> <p>The school works with parents to help them understand their students' achievement, growth, and areas of weakness using terminology familiar to parents.</p>
B.	Other than student achievement and survey data, the school does not have any clear measures of identifying the successes and problems of its SWP plan.	<p>The school uses more than student achievement and survey data to measure the effectiveness of the SWP.</p> <p>Data is disaggregated on a regular basis.</p> <p>Data is cross-referenced and analyzed to learn more about programs and strategies that are working and which are not.</p>	The school collects the four types of data (as identified by Victoria Bernhardt in "the School Portfolio) and conducts a comprehensive evaluation of the plan based on this data.
C.	Data is not relevant on a	The school collects student	The school collects student

	Incomplete	Acceptable	Advanced
	<p>regular basis during the school year.</p>	<p>achievement data during the school year and schedules regular meetings to review data.</p> <p>Changes to the students' program are made based on this data.</p>	<p>achievement and other implementation data throughout the school year and schedules regular meeting to review this data.</p> <p>Changes to students' programs are made based on this data.</p> <p>Changes to the SWP are made based on this data.</p> <p>This data is disaggregated regularly.</p> <p>This data is used to inform instruction.</p>
D.	<p>The school uses only state assessment data to measure the progress of their students.</p> <p>Data on the state assessment is not disaggregated to identify those who are not achieving OR the disaggregated information is not used for school improvement purposes.</p>	<p>The school uses several measures of student assessment, including the state assessment as well as local assessments, to help evaluate the success of the SWP.</p> <p>Each student assessment measure is disaggregated by various school subgroups and this information is used to compare those who are learning with those who are not.</p> <p>This part of the plan includes a description of the school's annual review process.</p>	<p>The school uses several measures of student achievement to evaluate the success of its SWP.</p> <p>These measures are analyzed at the end of the school year and disaggregated by all school subgroups of population to measure who is achieving and who is not.</p> <p>This part of the plan includes a description of the school's annual review process. This process includes 1) student assessment 2) measures of other parts of the plan 3) a cross analysis of data, and 4) a review of how the SWP plan has improved instructional practice.</p> <p>Student achievement data is also disaggregated and compared with other evaluation data to identify which SWP strategies</p>

	Incomplete	Acceptable	Advanced
			appear to make a difference in student learning and which do not.
E.	The results of student assessments are not used to modify instructional practice. There appears to be no link between the two.	The SWP uses the results of student assessments to make changes to the SWP. Assessments of student learning are used by teachers to design lesson plans, rewrite curriculum, and otherwise inform instruction.	The SWP uses the results of student assessment data in addition to ongoing information about demographics, perception data, and program data to evaluate and make changes to the SWP. Assessments of student learning are designed as a SWP tool and are utilized to improve practice in the classroom, make changes/design lesson plans, and inform curriculum decisions. All staff meets regularly to assess student performance and make instructional/curricular changes based on ongoing data.
Comments:			

Part V: Technical Assistance

	Incomplete	Acceptable	Advanced
A.	The school did not receive technical assistance in developing its SWP.	The school used at least two technical assistance providers to assist them in developing their SWP plan. The technical assistance providers have experience and knowledge helpful to the school's SWP plan.	The school used three more technical assistance providers to assist them in developing their SWP plan. The technical assistance providers have extensive experience in school improvement, data analysis, effective instructional methods or other areas that are valuable to effective comprehensive school improvement planning.
Comment:			