Integrated Action Plan Rubric

Integrated Action Plan	Minimally Proficient	Partially Proficient	Proficient
Collaboration with Stakeholders	Stakeholders are not actively involved in the process of developing and implementing the Integrated Action Plan.	Some stakeholder groups participate in the process of developing and implementing the Integrated Action Plan	All required stakeholder groups actively participate in the process of developing and implementing Integrated Action Plan.
Regular Monitoring and Review	The stakeholder team convenes less than four times throughout the planning and implementation period.	The stakeholder team convenes at least 4 times throughout the planning and implementation period.	The stakeholder team convenes more than 8 times throughout the planning and implementation period.
Data Analysis	Data relevant to the period between the current and previous review is not regularly provided to stakeholders	Stakeholders receive a report of data relevant to the period between the current and previous review.	Using relevant and recent data, stakeholders participate in data analysis.
Goals	Goals are unclear, vague, and lack clear criteria for measuring success.	Goals are set for Math and ELA with criteria for measuring success.	Goals, with clear criteria for measuring success, are set for Math, ELA, and other areas & subgroups identified through the Comprehensive Needs Assessment. Goals are clear and easy to understand for stakeholders.
Action Steps	Action steps do not address the needs of all students.	Action steps provide some connection to the needs of all students.	Action steps describe how the needs of all students will be addressed, especially those most at risk of not meeting the challenging State academic Standards.
Monitoring and Evaluation	No monitoring or evaluation processes exists. Success cannot be measured effectively.	Minimal monitoring or evaluation processes are included. Metrics are vague or insufficient.	Monitoring and evaluation processes are evident but may benefit from more clarity or specific metrics.

Professional Development Rubric

Professional Development	Minimally Proficient	Partially Proficient	Proficient
Goals & Objectives	Goals are vague or unrelated to school needs.	Goals somewhat align with school needs.	Goals are clear and align to school/district needs.
Statutorily Required Topics Are Provided	There is no evidence of statutorily required training being provided to staff. No required documentation is retained.	Most statutorily required trainings are provided to most applicable staff. Required documentation is not easily accessible.	All statutorily required trainings are provided to all applicable staff. Required documentation is easily accessible.
Based on Data	No data used to determine topics.	Limited alignment with teacher needs based on student data and feedback.	Mostly aligned with teacher needs based on student data and feedback.
Ongoing Support and Feedback	No clear plan for providing support or feedback to staff.	Minimal support and feedback for implementation.	Strong focus of ongoing support for staff, with regular feedback opportunities.
Documentation of Professional Development	Evidence documents are missing or documents are not easy to understand.	Some evidence documents related to Professional Development at the LEA are accessible.	Evidence documents related to Professional Development at the LEA are easily accessible and easy to understand.
Monitoring and Evaluation	No evaluation process in place for professional development. Success cannot be measured effectively.	Minimal evaluation process for professional development. Metrics are vague or insufficient.	Monitoring process is evident. Metrics are clear and are used to make decisions for future professional development

Parent & Family Engagement Rubric

Parent and Family Engagement	Minimally Proficient	Partially Proficient	Proficient
Parent and Family Engagement Policy	Stakeholders are not involved in the development, review, or revision of the parent and family engagement policy.	Some stakeholders are minimally involved in the development, review, or revision of the parent and family engagement policy.	Stakeholders are actively involved in the development, review, and revision of the parent and family engagement policy.
Frequency of Relevant Communication	Communication happens very rarely.	Communication happens and mostly focuses on emergencies and major events.	Communication is frequent and keeps parents informed of activities, events, and student progress.
Format of Communications	Parents may miss communications because they are only offered in one format.	Communications are shared through limited formats which make it difficult for some parents to receive.	Communications are available in multiple formats that are accessible to most parents.
Clarity of Communications	Communications contain unclear language, excessive jargon, or lack structure resulting in stakeholders regularly needing to request clarification. Communications are not offered in other languages.	Communications are usually clear, but occasionally contain complex items, jargon, or ambiguous phrasing, causing some stakeholders to request clarification or misinterpret key points. Communications are offered in one other language.	Communications are clear, concise, and free of jargon, with stakeholders consistently understanding the information without needing to request clarification. Communications are offered in multiple languages.
Accessibility of Activities and Events	Activities and events are inaccessible to many participants due to barriers that impede access and participation, including economic disadvantage, ethnicity, language, etc.	The LEA has addressed the biggest barrier for participation, making activities and events accessible to most participants.	The LEA has addressed barriers to equitable access and participation, making activities and events accessible to all participants.
Feedback	Parents and families are not offered opportunities to provide feedback to the LEA.	Parents and families are offered opportunities to provide feedback to the LEA. Feedback is collected in one format and only some families provide feedback.	Parents and families are encouraged to provide feedback to the LEA. Feedback is collected in multiple formats and most families provide feedback.

Transition Plans Rubric

Transition Plans	Minimally Proficient	Partially Proficient	Proficient
Communication and Coordination	Communication does not exist or is incomplete resulting in confusion or disengagement. Transition plans are unclear or non-existent.	Communication is inconsistent or some important details are missing. The transition plan exists but may not be fully understood by all stakeholders.	Communication is regular but may lack consistency in some areas. The transition plan is mostly clear, but minor details may need clarification.
Student Support	No clear support system. Students are left to transition without adequate academic or emotional guidance.	Limited support systems. Only basic needs are addressed, with minimal family involvement.	Support systems are available but may not address individual needs. Some collaboration with families, but gaps in addressing certain areas of student support.
Orientation and Familiarization	No formal orientation or familiarization activities. Students and parents are left to navigate the transition independently.	Basic orientation activities are provided, but they are disorganized or insufficient. Important transition details may be unclear.	Orientation and familiarization are available, but some aspects might be rushed or incomplete. General student and parent questions are answered.
Curriculum Continuity	Significant curriculum gaps leading to confusion or academic difficulty for students. No support provided to address curriculum differences.	Noticeable gaps between curricula that create academic challenges. Limited support is provided for students to adjust to the new curriculum.	Reasonable alignment between the two curricula, with some small gaps. Academic support is provided for most students.
Social and Emotional Adjustment	Little to no attention to social or emotional adjustment. Students feel isolated, with no programs in place to build community or address emotional needs.	Minimal focus on social and emotional adjustment. Some students may struggle with feeling connected or supported.	Some efforts to help students build social connections, but more could be done to promote emotional well-being during the transition.
Monitoring and Evaluation	No monitoring or evaluation processes. Success cannot be measured effectively.	Minimal monitoring or evaluation processes are included. Metrics are vague or insufficient.	Monitoring and evaluation processes are evident but could use more clarity or specific metrics.