

# **NCDPI Comprehensive Needs Assessment SCHOOL RUBRIC**



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

**North Carolina Department of Public Instruction**

## OVERVIEW

A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

## SCHOOL DIMENSIONS

The NCDPI Comprehensive Needs Assessment has been designed to analyze school-level information framed by six overarching dimensions. Guiding questions address 14 supporting sub-dimensions and are designed to facilitate the identification of root causes in areas where a school program may have identified needs. The dimensions and sub-dimensions are as follows:

<b>Dimension</b>	<b>Sub-dimension</b>
<b>A. Instructional Excellence and Alignment Part I: Teaching and Learning</b>	<b>1. High Expectations Communicated to All Teachers and Students 2. Curriculum and Instructional Alignment</b>
<b>A. Instructional Excellence and Alignment Part II: Support for Student Achievement</b>	<b>3. Data Analysis and Instructional Planning 4. Student Support Services 5. Early Learning</b>
<b>B. Leadership Capacity</b>	<b>6. Strategic Planning, Mission, and Vision 7. Distributed Leadership and Collaboration 8. Monitoring Instruction in School</b>
<b>C. Professional Capacity</b>	<b>9. Teacher Quality and Experience 10. Quality of Professional Development 11. Talent Recruitment and Retention</b>
<b>D. Planning and Operational Effectiveness</b>	<b>12. Resource Allocation 13. Facilities and Technology</b>
<b>E. Families and Community</b>	<b>14. Family Engagement 15. Community Engagement</b>

## PROCESS

Detailed processes and procedures for the NCDPI Comprehensive Needs Assessment can be found in the Notes of Guidance.

<b>DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>			
<b>A1. High Expectations Communicated to All Teachers and Students</b>			
<ul style="list-style-type: none"> <li>• How does the school administration model high expectations?</li> <li>• How does the school create a culture for both faculty and students in which high expectations can be met?</li> <li>• How does the school consistently maintain and communicate high expectations for students?</li> <li>• How do teachers help students understand the quality of work necessary to meet these high expectations?</li> <li>• How does the school ensure consistency within the school and subject area/departments on what constitutes “high-quality” work?</li> <li>• How does the use of instructional time in the classroom reflect high expectations and curriculum alignment?</li> </ul>			
<b>Rubric</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The school:</p> <ul style="list-style-type: none"> <li>• Exemplifies and models a culture of high expectations at all times.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Frequently exemplifies and models a culture of high expectations.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Sometimes exemplifies and models a culture of high expectations.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Rarely exemplifies and models a culture of high expectations.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Has developed, implemented, and frequently utilizes a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed, implemented, and regularly utilizes a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed, implemented, and inconsistently utilizes a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has not developed, implemented, or utilized a plan that communicates clear goals with instructional strategies aligned with the NC Standard Course of Study.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that frequently incorporate national and state standards for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that regularly incorporate national and state standards for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that sometimes incorporate national and state standards for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that rarely incorporate national and state standards for some students.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently develops and utilizes rubrics and exemplars of high-quality student work to ensure teachers, students, and families understand the expectations for assignments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly utilizes rubrics and exemplars of high-quality student work to ensure teachers and students understand the expectations for assignments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently utilizes rubrics and exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rarely or never utilizes rubrics or exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Fully utilizes instructional time for optimal learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly utilizes instructional time for optimal learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently utilizes instructional time for optimal learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely utilizes instructional time for optimal learning opportunities.</li> </ul>

<b>DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>			
<b>A2. Curriculum and Instructional Alignment</b>			
<ul style="list-style-type: none"> <li>• What practices ensure all students are taught a rigorous, relevant core curriculum, enabling them to compete in the global community?</li> <li>• What practices are utilized to ensure the curriculum is appropriately implemented in the classroom?</li> <li>• What practices and training ensure the alignment of the written (<i>NC Standard Course of Study</i>), taught, and tested curriculum?</li> <li>• How is technology integrated into the delivery of instruction?</li> <li>• What programs are available to support continuous learning and career readiness of all students?</li> </ul>			
<b>Rubric</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<ul style="list-style-type: none"> <li>• The school consistently provides opportunities and support for all students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides opportunities and support for most students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides limited opportunities and support for some students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides no to limited opportunities for few students to engage in rigorous coursework to be prepared for the global community.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School leadership engages in frequent, ongoing professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership regularly engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership occasionally engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership rarely engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>
<ul style="list-style-type: none"> <li>• School administration frequently provides opportunities for collaboration among teachers and other professional colleagues to align instruction and assessment to the <i>North Carolina Standard Course of Study</i> and district, state, and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration regularly assists teachers in the alignment of instruction and assessment with the <i>North Carolina Standard Course of Study</i> and district, state, and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration occasionally assists teachers in the alignment of instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration rarely or never assists teachers in the alignment of instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Teachers frequently administer and use both summative and ongoing formative assessment to align and inform instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers regularly administer both summative and ongoing formative assessment aligned with instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers administer summative assessments and occasionally formative assessment aligned with instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers administer summative assessments inconsistently aligned with instruction.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Teachers frequently integrate student use of technology resources into classroom instruction across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers regularly integrate student use of technology resources into classroom instruction across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers occasionally integrate technology resources into classroom instruction only for selected students or in limited curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students rarely use technology resources in the classroom that link to the curriculum.</li> </ul>

**DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement**

**A3. Data Analysis and Instructional Planning:**

Collection and Dissemination of Data

- What practices ensure that teachers receive data in a timely manner?
- What systems are in place for collecting and using student test data and formative assessment data for the modification of instruction to improve student achievement?

Subgroups

- What are the most effective practices/programs the school implements to increase student achievement across subgroups?
- Which subgroups are particular foci for improvement at this time?
- What practices are being used to identify students who are experiencing difficulty, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?

Attendance

- How is student attendance monitored?
- How are attendance patterns identified, and how are problems addressed?

Retention/Promotion/Graduation Rates

- How are issues that keep students from advancing to the next grade level or graduating identified and addressed?
- How does the promotion/graduation/retention rate vary across different student subgroups?
- How is the responsibility for promotion and graduation shared among all core and non-core subject area teachers?

**Rubric**

**Collection and Dissemination of Data**

<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
School leadership: • Shares and discusses data in an understandable format in a timely and effective manner.	School leadership: • Disseminates data in a user-friendly format in a timely manner.	School leadership: • Disseminates data in a format that may not be easily understood.	School leadership: • Disseminates minimal data.
• <i>Effectively manages a shared process for data collection and analysis that informs instructional planning.</i>	• <i>Manages a process for data collection and analysis that informs most instructional planning.</i>	• <i>Manages a process for data collection and analysis that informs some instructional planning.</i>	• <i>Provides several types of data without a clear process for analysis that informs instructional planning.</i>
• Effectively facilitates a systematic process for including all staff members in data analysis in a timely and effective manner.	• Facilitates a systematic process for including the school improvement team in data analysis in a timely manner.	• Facilitates a process for including the school improvement team in data analysis in a timely manner.	• Includes no to a few staff in data analysis to inform school improvement decisions.

<b>Subgroups</b>			
<p>The school:</p> <ul style="list-style-type: none"> <li>• <i>Frequently evaluates the effectiveness of implemented practices/programs to improve student achievement across all subgroups.</i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• <i>Regularly evaluates the effectiveness of implemented practices/programs to improve student achievement across all subgroups.</i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• <i>Inconsistently evaluates the effectiveness of practices/programs in improving student achievement across targeted subgroups.</i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• <i>Seldom/never evaluates the effectiveness of implemented practices/programs to improve student achievement.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Frequently provides focused support to all subgroups and accelerates the progress of all subgroups with responsive support plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly provides focused support to most subgroups and accelerates the progress of targeted subgroups with responsive support plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides some focused support for remediation of some subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little support for the performance of subgroups.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Has an effective process in place to identify and provide extensive support to students experiencing difficulty meeting standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has an established process to identify and provide support to students experiencing difficulty meeting standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently identifies and provides limited targeted support to students experiencing difficulty meeting standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no formal process in place to identify and does not provide support to students experiencing difficulty meeting standards.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Frequently monitors the participation of underrepresented groups in advanced classes and aggressively recruits students.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly monitors the participation of underrepresented groups in advanced classes and deliberately recruits students.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently monitors the participation of underrepresented groups in advanced classes with limited student recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely monitors the participation of underrepresented groups in advanced classes.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Offers consistent, high-quality opportunities that extend learning for high-performing students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Offers a variety of opportunities that extend learning for high-performing students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Offers limited opportunities that extend learning for high-performing students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Offers no opportunities that extend learning for high-performing students.</i></li> </ul>
<b>Attendance</b>			
<p>The school:</p> <ul style="list-style-type: none"> <li>• Systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Frequently monitors attendance, dropout rates, and promotion/graduation rates.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Occasionally monitors attendance, dropout rates, and promotion/graduation rates.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Rarely or never monitors attendance, dropout rates, and promotion/graduation rates.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently and systematically facilitates the early identification of students with attendance problems and provides support for both families and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly facilitates the early identification of students with attendance problems and provides some support for both families and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally facilitates the early identification of students with attendance problems and rarely provides support for families and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rarely or never facilitates the early identification of students with attendance problems and provides no support for families and students.</i></li> </ul>

<b>Promotion/Graduation Rates</b>			
<p>The school:</p> <ul style="list-style-type: none"> <li>Provides consistent and intensive intervention strategies before, during, and after school for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides intervention strategies before, during, and after school for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides some intervention strategies during and/or after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides few interventions for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently implements a comprehensive plan to assure that the needs of students of differing cultures, abilities, and primary languages are taken into account in class placement.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engages in strategies to assure that the needs of students of differing cultures, abilities, and primary languages are taken into account in class placement.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has tracking practices that exist in the school, yet some efforts are in place to ensure equity in class placement.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has tracking practices that exist in the school, and there are no efforts to ensure equity in class placement.</i></li> </ul>
<ul style="list-style-type: none"> <li>Systematically monitors promotion and graduation rates and identifies trends.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly monitors promotion and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally monitors promotion and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never monitors promotion and graduation rates.</li> </ul>
<ul style="list-style-type: none"> <li><i>Implements a plan that includes all core and non-core teachers in supporting students at risk of retention or not meeting graduation requirements.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a plan that includes most teachers in supporting students at risk of retention or not meeting graduation requirements.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a plan that includes a few teachers in supporting students at risk of retention or not meeting graduation requirements.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no defined plan for involving teachers in supporting students at risk of retention or not meeting graduation requirements.</i></li> </ul>

**DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement**

**A4. Student Support Services**

Student Support Services

- How does the school meet the social and emotional needs of students?
- How is the time of school counselor(s) utilized to support students?
- What process does the school have for academic advisement?
- How does the school ensure student nutrition and health?
- How is character education taught and reinforced?
- What strategies exist for helping students make the transition from the preschool setting to the elementary setting, from grade to grade, and/or from grade span to grade span?
- What strategies support student transitions year to year?
- What strategies support families as students transition?
- What strategies support student transitions to higher education or careers?

**RUBRIC**

<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
The school: <ul style="list-style-type: none"> <li>• Implements a systematic, effective, and developmentally appropriate program supporting the social and emotional needs of all students.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Implements an effective and developmentally appropriate program supporting the social and emotional needs of most students.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Provides inconsistent support for the social and emotional needs of some students.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Provides minimal support for the social and emotional needs of students.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently utilizes the time of counselors for appropriate direct work with all students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Often utilizes the time of counselors for appropriate direct work with all students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses counselors in some roles that limit time for appropriate direct work with students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses counselors in roles that minimize the time for appropriate direct work with students.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Implements an effective, systematic process for academic advisement.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements a regular process for academic advisement.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides some academic advisement for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little or no academic advisement for students.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Supports student nutrition and health through effectively operating processes and programs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Supports student nutrition and health through processes and programs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Offers some programs to support student nutrition and health.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Offers limited support for student nutrition and health.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Frequently utilizes an integrated process for teaching and reinforcing character education through curricular and extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly teaches and reinforces character education through curricular and extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides minimal teaching of character education.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not directly teach character education.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Develops and implements consistent, intentional, ongoing plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develops and implements adequate plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Implements minimal plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no intentional plan to support student transitions from grade to grade and level to level.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Develops and frequently implements effective plans that facilitate vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly implements plans that facilitate regular vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently implements some plans that facilitate vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides no clear plans to facilitate vertical articulation and transitions.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Utilizes a consistent, ongoing process to support family</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Maintains an ongoing process to support family understanding</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently provides some activities for family understanding</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides no activities to support family understanding and</i></li> </ul>



<i>understanding and involvement as students transition from grade to grade and level to level.</i>	<i>and involvement as students transition from grade to grade and level to level.</i>	<i>and involvement as students transition from grade to grade and level to level.</i>	<i>involvement as students transition from grade to grade and level to level.</i>
<ul style="list-style-type: none"> <li>Utilizes an effective, systematic process that supports students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>Uses an established process that supports students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently provides some support for students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little to no support for students' transition to higher education or careers.</li> </ul>
<ul style="list-style-type: none"> <li><i>Collaborates with the community to provide opportunities for all students to know and experience potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Collaborates with the community to provide opportunities for most students to know and experience potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Collaborates with the community to provide some opportunities for some students to learn about potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Collaborates with the community to provide minimal opportunities for few students to learn about potential career choices.</i></li> </ul>

**A5. Early Learning**

What is the plan for maintaining staff/child ratios throughout the day?  
 How is the Instructional Assistant/Teacher Assistant utilized in the classroom?  
 How does the early learning teacher(s) reflect on their practices?  
 What processes are utilized to engage teachers in vertical planning?  
 How does the early learning teacher(s) connect assessment to instruction to ensure alignment to state standards?  
 What processes are utilized to ensure the successful transitioning of students from Pre-K to kindergarten?  
 How are teachers using documentation to individualize instruction and move student learning forward?  
 What process is in place to engage families in providing information about their children's learning and development in Pre-K and kindergarten?  
 How are kindergarten teachers using NC Early Learning Inventory data to inform instruction across the first 60 days (about 2 months) of school?

**RUBRIC**

<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>Ensures all Pre-K teachers, as required by the State Board of Education, hold a North Carolina (NC) Birth through Kindergarten (B-K) Continuing License, B-K or Preschool Add-on License, or a Preschool Handicap License and demonstrate strong knowledge of and skills to implement scientifically research-based instructional practices.</li> </ul>	<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>Ensures all Pre-K teachers, as required by the State Board of Education, be working toward a North Carolina (NC) Birth through Kindergarten (B-K) Continuing License, B-K or Preschool Add-on License, or Preschool Handicap License and demonstrate knowledge of and skills to implement scientifically research-based instructional practices.</li> </ul>	<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>Has most Pre-K teachers, as required by the State Board of Education, hold or are working toward a North Carolina (NC) Birth through Kindergarten (B-K) Continuing License, B-K or Preschool Add-on License, or Preschool Handicap License and some teachers demonstrate knowledge of and skills to implement scientifically research-based instructional practices.</li> </ul>	<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>Has few Pre-K teachers, as required by the State Board of Education, hold or are working toward a North Carolina (NC) Birth through Kindergarten (B-K) Continuing License, B-K or Preschool Add-on License, or Preschool Handicap License and few teachers demonstrate knowledge of and skills to implement scientifically research-based instructional practices.</li> </ul>

**Commented [YR1]:** One of the elements within the Pre-k classroom is the children's ability to engaged in creative play and free choice of activities. Should there a look for added for that element? For example, What opportunities are provided for children to participate in creative and free choice activities?- Just a suggestion

**Commented [LM2R1]:** This is a great suggestion! We can definitely add it to our look for document.

**Commented [LB3]:** I really don't have any suggestions for this section at this time. Looks good!

**Commented [LM4R3]:** Thank you !

<ul style="list-style-type: none"> <li>Effectively maintains the student to teacher ratios are at or below levels* defined by G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a); Eff. November 1, 2012; Readopted Eff. October 1, 2017 and are closely monitored and maintained throughout the day and across learning environments to ensure effective facilitation of early learning practices.</li> </ul> <p><i>*Below levels is defined as more teachers, not less students (i.e., 3 teachers to 18 students)</i></p>	<ul style="list-style-type: none"> <li>Maintains the student to teacher ratios are at levels defined by G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a); Eff. November 1, 2012; Readopted Eff. October 1, 2017 and are maintained throughout the day and across learning environments to safeguard effective facilitation of early learning practices.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the student to teacher ratios are at levels defined by G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a); Eff. November 1, 2012; Readopted Eff. October 1, 2017; however, ratios may not always be maintained throughout the day and across the learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>Is not in compliance with student to teacher ratio levels as defined by G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a); Eff. November 1, 2012; Readopted Eff. October 1, 2017.</li> </ul>
<ul style="list-style-type: none"> <li>Frequently monitors and provides opportunities for consistent collaboration among Pre-K, K-3 teachers, and other professional colleagues to ensure the alignment of curricula utilizing scientifically research-based curriculum and required materials aligned to the North Carolina Foundations for Early Learning and Development (all 5 Domains) and the North Carolina Standard Course of Study.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly monitors the alignment of Pre-K curricula to kindergarten through third grade curricula, utilizing scientifically research-based curriculum and required materials aligned to the North Carolina Foundations for Early Learning and Development (all 5 Domains) and the North Carolina Standard Course of Study.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally monitors the alignment of Pre-K curricula to kindergarten through third grade curricula utilizing a selected curriculum that may or may not be aligned to the North Carolina Foundations for Early Learning and Development (all 5 Domains) and the North Carolina Standard Course of Study.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely monitors the alignment of Pre-K curricula to curricula for kindergarten through third grade.</li> </ul>
<ul style="list-style-type: none"> <li>Develops, implements, and monitors a child-centered transition plan for all children through a collaborative process between community early childhood programs and organizations/agencies, families, and preschool and kindergarten teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and implements a child-centered transition plan for most children through a collaborative process between community early childhood programs and organizations/agencies, families, and preschool and kindergarten teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently develops and implements a transition plan through a limited collaborative process between preschool, kindergarten, and families to ensure effective transitions for students.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little to no transition support to children and families with minimal communication between preschool, kindergarten, and families to ensure effective transitions for students.</li> </ul>
<ul style="list-style-type: none"> <li>Consistently utilizes observation-based formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Consistently utilizes observation-based formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently utilizes observation-based formative</li> </ul>	<ul style="list-style-type: none"> <li>Rarely utilizes observation-based formative assessment</li> </ul>

<p>practices to inform instruction and monitoring of student progress on North Carolina Foundations for Early Learning and Development (Older Preschoolers) to initiate early intervention practices as needed.</p>	<p>practices to inform instruction and there is some monitoring of student progress on the North Carolina Foundations for Early Learning and Development (Older Preschoolers).</p>	<p>assessment practices to inform instruction and there is some monitoring of student progress on the North Carolina Foundations for Early Learning and Development (Older Preschoolers).</p>	<p>practices to inform instruction and there is limited monitoring of student progress on North Carolina Foundations for Early Learning and Development (Older Preschoolers).</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

IMPACT

<b>DIMENSION B: Leadership Capacity</b>			
<b>B6. Strategic Planning, Mission, and Vision</b>			
<ul style="list-style-type: none"> <li>• Who participates in the development of the School Improvement Plan (SIP)?</li> <li>• What structures are in place to meet the diverse needs of students?</li> <li>• How does administrative and departmental/grade-level leadership facilitate the collaborative development of annual school improvement plans to realize strategic goals and objectives?</li> <li>• What processes provide for periodic review and revision of the school’s vision, mission, and strategic goals by all school stakeholders?</li> <li>• How does the school communicate its vision, goals, and priorities to appropriate stakeholders?</li> <li>• What processes are in place to evaluate the progress toward achieving these goals?</li> <li>• What strategies are in place to create a culture and climate conducive to learning?</li> <li>• What plans support the safety of all students and staff?</li> <li>• How does school leadership specifically address the issues raised by the NC Teacher Working Conditions (NC TWC) survey?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Leadership: <ul style="list-style-type: none"> <li>• <i>Effectively involves all stakeholder groups and uses all available data in developing the School Improvement Plan.</i></li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• <i>Involves many stakeholders in using data from several sources in developing the School Improvement Plan.</i></li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• <i>Involves select stakeholders in using data in developing the School Improvement Plan.</i></li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• <i>Does not involve stakeholders in developing the School Improvement Plan.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Customizes structures and strategies to meet the needs of all student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates structures and strategies to meet the needs of most student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides some oversight for structures and strategies to meet the needs of some student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little to no oversight for strategies implemented to address the needs of its student populations.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently facilitates a successful process for monitoring, revising, and implementing the School Improvement Plan with shared responsibilities for all stakeholder groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Facilitates a process for monitoring, revising, and implementing the School Improvement Plan with primary responsibility shared with the School Improvement Team.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Informs staff of necessary changes in the School Improvement Plan with little collaboration to ensure support.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides no clear system for ensuring support for school changes as outlined in the School Improvement Plan.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Maintains a consistent process for ensuring that the school’s vision and mission drive decisions and inform the culture of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a process for periodically reviewing the school’s vision and mission to drive decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a process for periodically reviewing the school’s vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>• Has no process for reviewing the school’s vision and mission.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Effectively utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for all stakeholder groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for most staff.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides periodic review and revision of the School Improvement Plan with shared responsibility for limited staff.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no process for annual review of the School Improvement Plan.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Effectively utilizes appropriate data to evaluate program effectiveness and to inform and prioritize action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes appropriate data to evaluate program effectiveness and to inform and prioritize action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes some data other than summative state assessments to inform school action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Limits data sources and bases decisions primarily on state assessment outcomes.</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Facilitates a comprehensive plan for building a school culture and climate conducive to learning based on collaboration, egalitarianism, and collegiality.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed a comprehensive plan for building a school culture and climate conducive to learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed some plans for building a school culture and climate conducive to learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no clear plan for building a school culture and climate conducive to learning.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Consistently implements a thorough safety plan approved by the school board and local safety units.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements an appropriate safety plan approved by the school board.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements a safety plan that addresses most school needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements an inadequate safety plan.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Has a clearly developed plan to address issues raised by the NC TWC survey and collaborates with all staff and other appropriate stakeholders to address them.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has a plan to address issues raised by the NC TWC survey and shares responsibility of implementing plans with all staff.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develops a plan to address issues raised by the NC TWC survey and informs all staff and/or appropriate stakeholders.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Addresses issues raised by the NC TWC survey in an inconsistent or informal way.</i></li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B7. Distributed Leadership and Collaboration</b>			
<ul style="list-style-type: none"> <li>• How are the different roles and responsibilities of the school staff delineated and maintained?</li> <li>• What processes are implemented that encourage collaboration between the administration and faculty?</li> <li>• In what ways is leadership developed and distributed in the school?</li> <li>• How does school leadership foster an atmosphere of trust and mutual respect within the school?</li> <li>• What strategies are in place to build a sense of efficacy, empowerment, and collaboration among all staff to develop the ability to meet educational challenges?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<ul style="list-style-type: none"> <li>• School administration provides a well-defined process for shared leadership among all staff for monitoring student achievement and aligning strategies and activities to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration monitors student achievement data along with selected school leadership and uses results to revise school strategies and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration monitors student achievement results with limited shared responsibility for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration has no clearly defined process for monitoring student achievement data.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School administration has well-established, effective, ongoing processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration has regular processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration has some processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration has few processes for collaboration.</i></li> </ul>
<ul style="list-style-type: none"> <li>• The development and distribution of leadership is clearly understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and distribution of leadership is mostly understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and distribution of leadership is somewhat understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and distribution of leadership at the school is unclear.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School administration frequently models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration regularly models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration occasionally models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School administration does not model expectations set for staff and students.</i></li> </ul>
<ul style="list-style-type: none"> <li>• There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a plan to build a sense of efficacy, empowerment, and collaboration for most staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no defined plan to encourage collaboration or to empower staff.</li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B8. Monitoring Instruction in School</b>			
<ul style="list-style-type: none"> <li>• What strategies ensure that leadership is visible in all classrooms, and how is that informal observation used to foster student and teacher growth?</li> <li>• What practices are in place to ensure classroom observations are used to support improved instruction?</li> <li>• What practices do administrative and departmental leadership use to support change?</li> <li>• How does administrative and departmental leadership model the importance of continued adult learning?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Leadership: <ul style="list-style-type: none"> <li>• Frequently maintains high visibility within the school and among school staff with a systematic process for providing feedback to improve teaching and learning.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Conducts both formal and informal classroom visits with a process for providing developmental feedback to teachers.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Occasionally visits classrooms for purposes beyond staff evaluation with inconsistent or limited feedback to teachers.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>• Visits classrooms for evaluation of staff only.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently implements an ongoing system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly implements an ongoing system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally uses a system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Utilizes state or district mandated teacher observation practices, with little/no dialogue about instructional practice.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Effectively communicates the need for change in an understandable and transparent way.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates the need for change so that it is mostly understandable and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates the need for change that is somewhat understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Is unclear in communicating the need for change.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently models continued learning on educational issues to improve job-related skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly models continued learning on educational issues to improve job-related skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally models continued learning by attending mandatory and some self-selected workshops and conferences on educational topics.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rarely or never models continued learning by attending only mandatory professional development offerings.</i></li> </ul>

<b>DIMENSION C: Professional Capacity</b>			
<b>C9. Teacher Quality and Experience</b>			
<ul style="list-style-type: none"> <li>• How are appropriately certified teachers selected and placed in every curricular area?</li> <li>• How are teachers selected?</li> <li>• In what areas (grade levels/subject areas) does the school lack effective teachers?</li> <li>• How are teacher weaknesses identified and addressed?</li> <li>• How do teachers demonstrate leadership by:               <ul style="list-style-type: none"> <li>▪ Establishing a respectful environment for a diverse population of students?</li> <li>▪ Knowing the content they teach?</li> <li>▪ Facilitating learning for their students?</li> <li>▪ Reflecting on their practice?</li> </ul> </li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Teachers: <ul style="list-style-type: none"> <li>• Are certified at a rate of 100% and teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>• Are certified at a rate of 70-99%, and certified staff are teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>• Are certified at a rate of 51-69%, and those certified are teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>• Are certified at a rate of less than 50%, with those that are certified teaching in their curricular area/grade level.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Are collaboratively involved in a systemic process for identifying ineffectiveness and developing plans for improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage in a systemic process for identifying ineffectiveness, and a plan for improvement is collaboratively decided.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage in a process for identifying ineffectiveness, and plan for improvement is administratively decided.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engage in no clearly established process for identifying ineffectiveness or have no plan for improvement.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Consistently demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Often facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rarely facilitate student learning of accurate and appropriate content.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Are engaged in a consistent process for reflecting on classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>



<b>DIMENSION C: Professional Capacity</b>			
<b>C10. Quality of Professional Development</b>			
<ul style="list-style-type: none"> <li>• How are professional development programs and offerings differentiated based on student achievement data and school needs?</li> <li>• How is professional development for staff aligned with the school improvement plan?</li> <li>• How are professional development offerings aligned, selected, and sustained?</li> <li>• How are teachers supported in taking and implementing high-quality professional development?</li> <li>• What professional development offerings prepare staff to support global education?</li> <li>• To what extent does professional development exemplify the NC Professional Learning Standards?</li> <li>• How does the school ensure that teachers are attending the appropriate professional development to improve their instruction?</li> <li>• What professional development has the principal participated in during the last two years? How was it selected?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
Professional development offerings: <ul style="list-style-type: none"> <li>• Frequently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>• Regularly model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>• Inconsistently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>• Do not reflect scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Are strategically and collaboratively selected, sustained, and consistently monitored for the fidelity of implementation aligned with the School Improvement Plan and Personal Growth Plans.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are selected based on identified needs aligned with the School Improvement Plan and Growth Plan, and plans are sometimes sustained and monitored for the fidelity of implementation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are selected based on identified needs aligned with the School Improvement Plan and Personal Growth Plan but are not monitored for the fidelity of implementation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are generally selected by individuals with no clear alignment with the School Improvement Plan or Personal Growth Plans.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Are frequently, strategically implemented and collaboratively designed, shared, and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• Are regularly developed utilizing processes and schedules that facilitate the collaborative design, sharing, and evaluation of professional growth opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Are inconsistently developed utilizing some processes or schedules that facilitate some collaboration or sharing of professional growth opportunities with little or no evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Are rarely developed utilizing processes and schedules that facilitate the collaboration, design, sharing, and evaluation of professional growth opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently exemplify the NC Professional Learning Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Frequently exemplify the NC Professional Learning Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Minimally exemplify the NC Professional Learning Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are not aligned with the NC Professional Learning Standards.</i></li> </ul>

<b>DIMENSION C: Professional Capacity</b>			
<b>C11. Talent Recruitment and Retention</b>			
<ul style="list-style-type: none"> <li>• What school recruitment strategies are in place to attract highly-qualified staff to the school?</li> <li>• How are high-performing teachers recognized and rewarded?</li> <li>• What patterns emerge from teacher exit interviews?</li> <li>• What support is in place for newly hired, Initially Licensed (ILT), and lateral entry teachers?</li> <li>• How are teachers on action plans supported and coached?</li> <li>• What processes and support structures are in place for all teachers to improve performance (e.g. curricular coaching, study groups)?</li> <li>• What training and supports are in place to ensure effective professional learning communities at the school?</li> <li>• What is the teacher supplement? What other extra-pay structures are in place?</li> <li>• How does teacher turnover impact the school’s instructional program?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The school:</p> <ul style="list-style-type: none"> <li>• Effectively utilizes district and school resources and seeks other resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Effectively utilizes both district and school resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Utilizes district resources and existing programs to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Utilizes only existing district resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lacks a process for guiding and supporting continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Utilizes effective processes to help all teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes regular or defined processes to help teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Has limited processes in place to help teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks necessary processes to help teachers improve effectiveness of teaching and learning.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Professional learning communities promote professional dialogue and inform instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning communities occur, promote professional dialogue, and inform instruction in some classrooms.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning communities occur and promote professional dialogue but do not inform instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning communities occur but do not promote professional dialogue or inform instruction.</i></li> </ul>

<b>DIMENSION D: Planning and Operational Effectiveness</b>			
<b>D12. Resource Allocation</b>			
<ul style="list-style-type: none"> <li>• How are budgeting decisions made, and who is involved in making those decisions?</li> <li>• What processes have been created to provide for an aligned operational budget for school programs and activities?</li> <li>• In what areas is the school experiencing shortages, and what actions have been taken to address the shortages?</li> <li>• What external sources of funding are available to the school (e.g., through booster clubs, grants, community/corporate partnerships)?</li> <li>• What processes are in place to determine how teachers are assigned to specific courses/classes?</li> <li>• How does the school ensure maximum instructional time for students?</li> <li>• What systems are in place for developing master schedules based on specific school needs?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
School leadership: <ul style="list-style-type: none"> <li>• Consistently collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Frequently collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Occasionally collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Does not collaborate with stakeholders in making budgetary decisions.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Establishes a systematic and transparent process for reviewing and allocating resources to most effectively support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Establishes a systematic process for reviewing and allocating resources to support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has a plan for reviewing and/or allocating resources but does not systematically utilize the plan to support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no clearly-developed system for reviewing and allocating resources from year to year.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Strategically coordinates and monitors spending of required and discretionary funds to align with identified student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates spending of required and discretionary funds to align with identified student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates spending of required funds to align with student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks coordination of required and discretionary funds to best meet student needs.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Aggressively seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Occasionally seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Does not actively seek funding beyond base local and state allocations.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Consistently allocates teachers based on changing student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocates teachers based on current student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocates teachers considering some but not all student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocates teachers based on teacher preference as opposed to student needs.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Maximizes instructional time and quality instruction to support the mission of the school.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Effectively aligns instructional time with student needs across grades and departments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Aligns instructional time with student needs in some but not all grade levels or departments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lacks alignment of instructional time with student needs.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Regularly utilizes comprehensive data analysis that is clearly reflected in all schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly utilizes data analysis that is reflected in all schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently utilizes data analysis in schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks collection and analysis of data as the basis of planning and scheduling.</li> </ul>

<b>DIMENSION D: Planning and Operational Effectiveness</b>			
<b>D13. Facilities and Technology</b>			
<ul style="list-style-type: none"> <li>• How is the physical condition of the school maintained?</li> <li>• How does the school ensure that teachers and students have sufficient access to instructional technology, including computers, printers, software, and internet access?</li> <li>• To what extent are the reliability and speed of internet connections in this school sufficient to support the integration of 21st-century instructional practices?</li> <li>• What activities and training support teachers in fully utilizing and integrating instructional technology?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
School leadership: <ul style="list-style-type: none"> <li>• Ensures that the school and grounds are exceptionally clean, well maintained, and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Ensures that the school and grounds are clean, well maintained, and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Ensures that some areas of the school and grounds are clean, well maintained, and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>• Does not ensure that the school and grounds are clean, well maintained, and safe.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently implements a process to determine and acquire necessary instructional technology to support 21<sup>st</sup>-century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Determines and acquires adequate instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Acquires some instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no plan to acquire instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Provides a system of sustained professional development for staff in the innovative application of technology for planning, instructional delivery, record keeping, and communications.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides ongoing professional development for staff in the application of technology for planning, instructional delivery, record keeping, and communications.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides some professional development for staff in the basic applications of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little to no professional development for staff in the innovative application of technology.</li> </ul>

<b>DIMENSION E: Families and Communities</b>			
<b>E14. Family Engagement</b>			
<ul style="list-style-type: none"> <li>• How does the school create an inviting and welcoming environment when families visit the campus?</li> <li>• In what ways does the school establish and maintain positive, collaborative relationships with families and involve them in shared decision making?</li> <li>• How are clear expectations for school and student achievement communicated to families? How does the school ensure that these are received and understood?</li> <li>• What specific strategies have been implemented to increase familial involvement based on the identified areas of need?</li> <li>• How does the school measure the effectiveness of family involvement efforts?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The school:</p> <ul style="list-style-type: none"> <li>• Creates a welcoming environment where all families and visitors are greeted and assisted.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Creates an environment where most families and visitors feel welcome.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Has a designated welcoming area for families and visitors and creates an environment where some families feel welcome.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Has no welcoming area nor makes any effort to welcome families or visitors.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Proactively requests familial feedback and incorporates feedback into school decisions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides opportunities to collect familial feedback/input on school instruction and operations with some consideration for school decisions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides family engagement activities mostly limited to large school events, family/teacher conferences, and teacher phone calls home.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides little to no family engagement.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Provides a broad spectrum of forums for two-way communication with families through school report cards, meetings, announcements, newsletters, and a consistently updated website.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for timely, two-way communication with families through school report cards, newsletters, and a frequently updated website.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with families by newsletters, school report card, and an occasionally updated website.</li> </ul>	<ul style="list-style-type: none"> <li>• Has no clear system to provide families with required school report card information or other timely communication such as newsletters.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Maintains clear policies and processes for researching and applying best practice, familial engagement strategies and activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed policies and procedures for engaging families in student academic performance and school operations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Infrequently engages in discussions with families regarding student academic performance and/or school operations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practices ad hoc planning of familial engagement programs/ workshops.</i></li> </ul>

<b>DIMENSION E: Families and Communities</b>			
<b>E15. Community Engagement</b>			
<ul style="list-style-type: none"> <li>• In what ways does the school establish and maintain positive relationships with businesses and nonprofit organizations?</li> <li>• How are clear expectations for school and student achievement communicated to the community at large?</li> <li>• How does the school work with community partners to establish supplemental programming such as after-school activities/programs or tutoring?</li> <li>• How does the school receive and use feedback from the community?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The school:</p> <ul style="list-style-type: none"> <li>• Consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Regularly implements strategies for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Develops a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or plan is not clearly aligned to the needs of the school.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Provides a broad spectrum of forums for two-way communication opportunities with the community through newspapers, school report cards, meetings, announcements, and a consistently updated website.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides opportunities for timely, two-way communication with the community through announcements, school status reports, and a frequently updated website.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Infrequently communicates with the community through a website and other media.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no clear system for ongoing communication with the community.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Effectively devotes appropriate financial resources and personnel to community partnership efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Devotes financial resources and part-time personnel resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Devotes limited financial and no personnel resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks devoted financial and/or human resources for community engagement efforts.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Frequently monitors the effectiveness of community engagement efforts and uses results to improve future school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly monitors the effectiveness of community engagement efforts with some results incorporated into school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Informally collects community feedback and monitors the effectiveness of community engagement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has no process in place for collecting community feedback or monitoring community engagement effort.</i></li> </ul>

<b>PART 4: Evaluation Judgment Summary</b>				
	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Lacking</b>
<b>Dimension A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>				
<b>A1 High Expectations Communicated to All Teachers and Students</b>				
<b>A2 Curriculum and Instructional Alignment</b>				
<b>Dimension A: Instructional Excellence and Alignment Part II: Support for Student Achievement</b>				
<b>A3 Data Analysis and Instructional Planning</b>				
<b>A4 Student Support Services</b>				
<b>A5 Early Learning</b>				
<b>Dimension B: Leadership Capacity</b>				
<b>B6 Strategic Planning, Mission, and Vision</b>				
<b>B7 Distributed Leadership and Collaboration</b>				
<b>B8 Monitoring Instruction in School</b>				
<b>Dimension C: Professional Capacity</b>				
<b>C9 Teacher Quality and Experience</b>				
<b>C10 Quality of Professional Development</b>				
<b>C11 Talent Recruitment and Retention</b>				
<b>Dimension D: Planning and Operational Effectiveness</b>				
<b>D12 Resource Allocation</b>				
<b>D13 Facilities and Technology</b>				
<b>Dimension E: Families and Community</b>				
<b>E14 Family Engagement</b>				
<b>E15 Community Engagement</b>				

