

ASSESSMENT 4: Section II
SCHOOL IMPROVEMENT PROJECT

SCHOOL IMPROVEMENT PROJECT
EDEL 560

Directions to Candidates:

This is a team and an individual project. You have just received your annual test scores from the superintendent's office, and again this year your school has not scored well. Your school board has passed a policy for the superintendent to implement, which involves a mandated school improvement program for all schools in your district not scoring to expectation. As the principal, you must plan, organize, monitor and evaluate an instructional improvement plan for a major area of weakness reflected in your school's scores. The proof of your success will be realized in improving the quality of instruction in this area as reflected in improved test scores (i.e. reading, writing, or math) as requested in the school board's directives.

The following components should be addressed in your improvement plan.

- Describe the proposed curriculum area of improvement (ELCC 2.2).
- Tell how the proposal relates with the vision and mission statement of your school (ELCC 1.2).
- Graphically represent the data used to select this area.
- Provide the improvement program with a name and describe the project.
- Tell who is responsible for implementing the program.
- Tell how the student body will be involved in the program.
- State the goals and/or objectives of the program.
- Tell how the goals and/or objectives were established.
- Explain the community involvement in the development of this plan (ELCC 1.5).
- Describe the teaching techniques/strategies of the proposed program.
- Develop a timeline for the total project.
- Tell how the needed materials/supplies will be funded.
- Explain how your school's personnel will be involved in the program
- Explain how you will implement school's vision of learning. (ELCC 1.3)
- Identify the staff development components of the program (ELCC 2.4).
- For accountability, explain the process that will be used to evaluate the success of the program (ELCC 1.4).

Sample Programs of Improvement:

Various reading programs (e.g. Reading Recovery; Four Block; INWI)
Title One
Technology programs
After school programs

Remedial/Summer school
Community involvement

The team will make a thirty minute presentation to the class. The class will serve as the school board in this scenario. Each team member must be an active participant in all phases of the research, preparation and presentation of the proposed program.

A copy of the proposed program must be provided to the instructor the night of the presentation. This document will be a minimum of ten typed and/or word processed pages double spaced. The format of this paper will be similar to a grant proposal or an action plan but is open to the creativity of the team.

Recent years have seen public school administrators more and more responsible for improvement programs for the local, state and federal levels. If you become a school administrator, you will definitely be doing this activity with great frequency.

Some class time will be provided for team meetings, but the bulk of the time needed for this activity will be outside the regular classroom schedule.

**ASSESSMENT 4: Scoring Guide
SCHOOL IMPROVEMENT PROJECT**

**SCHOOL IMPROVEMENT PLAN RUBRIC
EDEL 560**

Name: _____ Semester/Year: _____

School: _____ Supervisor: _____ Professor: _____

School Improvement Plan				
ELEMENT	UNACCEPTABLE-1	ACCEPTABLE-2	TARGET-3	SCORE
<p>Candidate's Proposal Relates to Vision and Mission of School</p> <p>(ELCC 1.2)</p>	<p>Candidate does not demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. (ELCC 1.2a)</p> <p>Candidate does not demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs (ELCC 1.2b)</p> <p>Candidate does not demonstrate the ability to communicate the vision to staff, parents, students, and community members (ELCC 1.2c)</p>	<p>Candidate demonstrates the ability to partially articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision (ELCC 1.2a).</p> <p>Candidate demonstrate the ability to use some data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. (ELCC 1.2b)</p> <p>Candidate demonstrates some ability to communicate the vision to staff, parents, students, and community members. (ELCC 1.2c)</p>	<p>Candidate demonstrates a strong ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. (ELCC 1.2a)</p> <p>Candidate demonstrates a comprehensive use of data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. (ELCC 1.2b)</p> <p>Candidate demonstrates a strong ability to communicate the vision to staff, parents, students, and community members through the use of</p>	

			symbols, ceremonies, stories, and other activities. (ELCC 1.2c)	
<p>Candidate Implements the School's Vision</p> <p>(ELCC 1.3)</p>	<p>Candidate does not formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. (ELCC 1.3a)</p> <p>Candidate does not develop plans and processes for implementing the vision</p> <p>(e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources). (ELCC 1.3b)</p>	<p>Candidate formulates one initiative that can motivate staff, students, and families to achieve the school's vision. (ELCC 1.3a)</p> <p>Candidate partially develops a plan and/or process for implementing the vision</p> <p>(e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources). (ELCC 1.3b)</p>	<p>Candidate formulates many initiatives to motivate staff, students, and families to achieve the school's vision. (ELCC 1.3a)</p> <p>Candidate develops many plans and processes for implementing the vision</p> <p>(e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources). (ELCC 1.3b)</p>	