

CSIP Rubric	Level 4 Exceeding	Level 3 Ready	Level 2 Close to ready	Level 1 In Need of Support
<b>Part 1: Identify your school's CILT (Continuous Improvement Leadership Team), meetings, and focus area</b>	CITL: Principal, AdvancED Teacher-Chair, two additional teachers. Meeting time is 120 minutes per month. The Focus Area is identified.		CILT: Incomplete team (for example, AdvancED Teacher-Chair not identified or Principal not identified). Meeting time is less than the required amount (schools that have less than 60 minutes a month need to add additional time). The Focus Area is not identified.	
<b>Part 2: Reading/Math/Writing results</b>	Scale scores and the percent of students meeting the benchmarks in all strands are entered for the Focus Area.		Scale scores and the percent of students meeting the benchmarks in strands for the Focus Area are missing.	
<b>Part 3: Improvement Goals</b>	The Goal and Strand for Focus Area is identified for each grade-level. The Goal is aligned with the Goal Type: Benchmark Goal = Group average to meet benchmark score in one/two year(s); Performance Goal = Target for improvement the lowest performing skill. School Improvement Review/Accreditation in 2017-18 only: the school has identified two Action Items as outcomes of the improvement review process/accreditation.		The Goal may or may not be aligned with the Goal Type, the strand chosen is not aligned with the results in Part 2, and information is missing (such as missing Goals or Strands in the Focus Area). If the school had a School Improvement Review in 2016-17, Action Items are not identified/missing.	
<b>Part 4a: Strand and Benchmark Identification</b>	For each grade, at least 2-3 skills are identified, connected with the corresponding strand. If possible, skill areas are linked across grade levels to provide coherence around professional development and/or professional learning communities at the school level.	For each grade, 2 skills are identified and connect with the corresponding strand identified from Part 3.	The skills for the targeted strand are missing and do not connect to a particular strand.	

<p><b>Part 4b: Instructional Practice/Strategy and Student Engagement</b></p>	<p>CSIP has clear, identifiable teacher strategies and examples of student engagement that have been developed and shared with teachers in advance of input in the CSIP. Strategies are appropriately aligned to the age-level and connected curriculum standard. Strategies can be observed by both the instructional leader and grade level team.</p>	<p>CSIP has clear, identifiable teacher strategies and student engagement but these may not have been identified by teachers in advance of the creation of the CSIP. Strategies as a result may not be aligned to the age-level of the student or the curriculum. There is limited evidence to suggest that these instructional strategies can be observed by an instructional leader or grade level team.</p>	<p>CSIP has strategies that have not been shared with teachers and will require significant professional development and coaching for teachers to be proficient in their use. Strategies may be general, often not authentic to the curriculum standard or the specific grade-level. Instructional strategies are not observed.</p>	<p>CSIP does not have instructional strategies that teachers can implement. Instructional strategies and student engagement examples are general and will need revision and more input to be evident in the classroom.</p>
<p><b>Part 4c: Resources and Assesment Timeline</b></p>	<p>Resources are provided that directly connect to the standard and are readily available at the school. Assessment Timelines are listed and a variety of different timelines are listed on the CSIP.</p>	<p>Resources are provided that connect to the standard, but may not be readily present at the school or teachers have not been trained on their use. Assessment timelines are used.</p>	<p>Resources may be provided but are general across grades. Assessment timelines are chosen randomly and do not reflect the scope and sequence of grades.</p>	<p>No resources and timelines are listed.</p>

<p><b>Part 5: Plan to Assess Progress</b></p>	<p>CSIP has specific assessment opportunities that include more than ACT ASPIRE interim and summative assessments and Quizlets. Teacher created assessments are indicated and have a routine process of review for grade level teams and/or an instructional leader.</p>	<p>CSIP has other assessment opportunities that include more than ACT ASPIRE interim and summative assessments. Quizlets and other assessments could be used and referenced in the CSIP. More work is needed to ensure that a concise and consistent review process is evident in discussing student progress.</p>	<p>CSIP does include ACT ASPIRE interim and summative assessments but does not include individual references to teacher or curriculum assessments. Data analysis and review is only limited to ACT ASPIRE.</p>	<p>CSIP only includes ACT ASPIRE assessments. Interim Assessments are not reviewed in a way to make curriculum and instructional recommendations for teacher practice.</p>
<p><b>Part 6: Professional Development</b></p>	<p>CSIP contains both multiple opportunities for teachers to collaborate and engage in high-quality professional development. CSIP demonstrates a routine process where teachers can rely on specific opportunities to plan, work together and receive PD. Teacher collaboration should take place bi-weekly and allow multiple opportunities for reflection on student work, achievement outcomes and instructional strategies.</p>	<p>CSIP contains multiple opportunities for professional development. Professional development is at times managed through external sources but there are school based opportunities for teacher collaboration at least quarterly.</p>	<p>CSIP does show evidence of internal school-based professional development sessions for teachers. These sessions may not be in a routine and intentionally scheduled (monthly, quarterly, etc.) and only reflect one-off topics and discussions on student/teacher performance.</p>	<p>CSIP contains limited or no opportunities for professional development outside of OCS System-Wide Professional Development days listed in their calendar.</p>