

# STEPP Indicators & Rubrics School Version

Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.	<i>CURRICULUM Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
1.1 School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.  <b>Key</b>	The school's implemented curricula are based on resources (e.g., textbooks) rather than being aligned with Alaska Content Standards and/or are not research based.	The school's research based, implemented curricula are aligned with some of the Alaska Content Standards, and are/or implemented by some of the staff.	The school's implemented curricula are the same as the district approved curricula, which have been aligned with all of the Alaska Content Standards, are research based, and are fully implemented by all of the staff.	There are elements of aligned instruction and assessments included in the implemented curricula.
1.2 DISTRICT ONLY				
1.3 DISTRICT ONLY				
1.4 School staff use a variety of assessment data to systematically review and identify gaps in the curricula.	School staff do not review assessment data -and/or no process exists to identify gaps in curricular areas.	School staff review a variety assessment data each year, but no process exists to identify gaps in curricular areas.	School staff utilize an established process every year to review a variety of assessments in order to identify gaps in curricular areas.	School staff analyzes a variety of assessment data by grade level to make changes in curricula necessary to address these gaps; supplemental materials are purchased, and/or instructional leadership provides professional development in the area of concern.
1.5 School staff systematically use a review process to determine if the curricula address the	School staff have not reviewed the curricula.	School staff review some of the curricular areas that are subject to statewide testing to ensure it addresses the learning needs of all students.	School staff regularly review curricula in all areas that are subject to statewide testing to ensure	School staff review curricula in areas beyond statewide tested content areas.

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learning needs of all students.			it addresses the learning needs of all students.	
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Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.	<i>ASSESSMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
<b>Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3+</b>
2.1 School staff use formative and summative assessments that are aligned with district approved curricula and Alaska Content Standards.	There is no documented evidence of effort from school staff to align curricular-area assessments with the Alaska Content Standards.	Assessments in some curricular-areas subject to statewide testing are aligned with Alaska Content Standards.	Assessments in all curricular-areas subject to statewide testing are aligned with Alaska Content Standards.	All curricular-area assessments are aligned with Alaska Content Standards and the school staff meets regularly to review alignment and make changes as necessary.
2.2 School staff use established systems for collecting, managing, analyzing, and accessing data.	There are neither formal systems nor procedures in place for utilizing data within the school.	Some staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for collecting, managing, analyzing, and reporting data in areas beyond statewide testing, including non-academic areas (i.e. attendance, graduation rate, school climate surveys...)

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<p>2.3 School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math.</p> <p><b>Key</b></p>	<p>Universal screening assessments are not used, and/or are used inconsistently or incorrectly.</p>	<p>Some school staff administer universal screening multiple times a year in literacy and/or math.</p>	<p>All school staff routinely administer universal screening assessments multiple times a year in literacy and math.</p>	<p>Teachers share strategies for improving instruction and intervention based on data analysis.</p>
<p>2.4 School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.</p>	<p>School staff do not review data sources to evaluate how school programs impact student performance.</p>	<p>School staff review data sources, in some of the tested content areas, to evaluate how school programs impact student performance with some subgroups or grade levels.</p>	<p>School staff review multiple data sources, including statewide assessments, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.</p>	<p>School staff collaborate to review data and design opportunities for professional development in improving programs for specific subgroups and grade levels.</p>

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Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.	<i>INSTRUCTION Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
3.1 School staff use a system to plan instructional practices and programs that are aligned with Alaska Content Standards.	There is no system in place for school staff to plan instructional practices and programs that are aligned with Alaska Content Standards.	Some school staff use a system to plan instructional practices and programs that are aligned with Alaska Content Standards.	There is an efficient system in place, and all school staff plan instructional practices and programs that are aligned with Alaska Content Standards.	Teachers collaborate in planning instruction and for evaluating the effectiveness of aligned instructional practices and programs.
3.2 School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards. <b>Key</b>	The school has no coherent plan for core instruction and/or intervention, and support provided by the staff is inconsistent.	The school has a documented plan, but instructional interventions and supports are only provided to some low performing students.	The school has a documented plan, and the staff consistently implement the plan to provide core instruction and timely interventions to support all students.	Staff collaborates to design and implement strategies to meet the needs of all students.
3.3 School staff use research-based instructional practices, programs and materials.  <b>Key</b>	Few staff are using research-based instructional practices and programs to teach at appropriate levels of student readiness, interest, and learning needs.	Some staff are using research-based instructional practices and programs to teach at appropriate levels of student readiness, interest, and learning needs.	All staff are using research-based instructional practices, programs, and materials to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas.	All teachers regularly collaborate for the purpose of sharing best practices.

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<p>3.4 School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.</p> <p><b>Key</b></p>	<p>Staff does not use formative assessment data to determine the effectiveness of their instruction.</p>	<p>Some school staff determine the effectiveness of their instruction using formative assessment data.</p>	<p>All school staff consistently and regularly determine the effectiveness of their instruction using data from a variety of formative assessments.</p>	<p>All staff share strategies for and improving instruction based on data analysis.</p>
<p>3.5 School staff hold high academic expectations for student learning and communicate them to students so that students understand what is needed to meet or exceed the state content standards.</p>	<p>There is little evidence that school staff communicate high academic expectations to students.</p>	<p>Some school staff communicate high academic expectations to the students, and/or only some students understand what is needed to meet or exceed the state content standards.</p>	<p>All school staff consistently communicate high academic expectations to the students, and only some students understand what is needed to meet or exceed the state content standards.</p>	<p>All school staff communicate high academic expectations to students in multiple ways.</p>

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Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.	<i>SUPPORTIVE LEARNING ENVIRONMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
<b>Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3+</b>
4.1 School staff use effective classroom management strategies that maximize instructional time in all classrooms.	Classroom management strategies that maximize instructional time are not evident in classrooms.	Some staff use classroom management strategies effectively to maximize instructional time.	All school staff are implementing research based effective classroom strategies to maximize instructional time.	All staff implement a consistent, school-wide management plan to maximize instructional time and provide clear expectations for the learning environment.
4.2 School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.	The school has not established operational procedures to minimize disruptions to instruction.	Some school staff follow schoolwide operational procedures to minimize disruptions to instruction.	All school staff implement and support schoolwide operational procedures to minimize disruptions to instruction.	All school staff collaborate with community, family, and student representatives to establish, implement, and support schoolwide operational procedures to minimize disruptions to instruction.
4.3 School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports. <b>Key</b>	Behavior expectations have not been well defined, clearly communicated to students, or equitably used throughout the school.	Some school staff communicate behavior expectations that are understood by students, and/or staff provide some positive behavior supports.	All school staff clearly communicate behavior expectations to students that are understood and achieved by students, and staff provide positive behavior supports.	All school staff collaborate to consistently define, review, communicate, and use behavior expectations and positive behavior supports throughout the school.

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<p>4.4 School staff consistently implement a school-wide attendance policy.</p>	<p>Staff and students are not aware of the school attendance policy, and the policy is not implemented consistently.</p>	<p>Staff and students are aware of the school attendance policy, but it is not implemented and applied consistently.</p>	<p>All staff and students are aware of the school attendance policy, and it is implemented and applied fairly and consistently.</p>	<p>The entire school community (parents, community members, staff, and students) is involved with the development, implementation, and review of an attendance policy that is applied fairly and consistently.</p>
<p>4.5 School staff provide extended learning opportunities, and students in need of additional support regularly participate. <b>Key</b></p>	<p>Extended learning opportunities are not made available to students.</p>	<p>Extended learning opportunities are made available to all students in need of additional support, and there is limited participation.</p>	<p>Extended learning opportunities are made available to all students in need of additional support, and most students regularly participate.</p>	<p>School staff seek parent and student input for the design of the extended learning opportunities and actively recruit students to participate.</p>
<p>4.6 School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community. <b>Key</b></p>	<p>School and classroom environments do not reflect respect for all students and cultures, and they do not reflect an understanding of the cultural values of the students and community.</p>	<p>Some school and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.</p>	<p>All school and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.</p>	<p>Community members collaborate with staff and students to create school and classroom environments that reflect respect for all students and cultures, and they collaborate to make sure the cultural values of the students and community are understood.</p>
<p>4.7 School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.</p>	<p>There is little or no communication with parents.</p>	<p>Parent communication is limited, may not be in parent-friendly language, or it fails to address learning expectations, student progress, or ways to reinforce learning at home.</p>	<p>All school staff frequently communicates in parent-friendly language about learning expectations, student progress, and ways to reinforce learning at home, and staff implement effective strategies to increase parent engagement.</p>	<p>All staff provide multiple ways beyond routine progress reports to facilitate regular communication between the school and all families about learning expectations, academic growth, and ways to reinforce learning at home,</p>

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Key				and staff consistently collaborate to find effective strategies to increase parent engagement.
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<p>4.8 School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.</p> <p><b>Key</b></p>	<p>There are no structures in place to ensure that parents and community members collaboratively develop priorities, goals, plans and events with school staff.</p>	<p>The school has formal and informal structures available to help inform students' parents and community members about school priorities, but lacks a systematic approach to collaborating for the purposes of developing plans and goals.</p>	<p>The school has formal and informal structures in place to ensure that all students' parents and community members collaboratively plan, and are informed about, school priorities, goals, plans and events.</p>	<p>School staff members analyze outreach efforts and patterns of involvement to ensure that parents and community members are active participants in structuring and implementing priorities, goals, plans, and events.</p>
<p>4.9 The school keeps physical facilities safe and orderly.</p>	<p>The facility is not safe or orderly and one or more of the following issues exist on site: major maintenance issues, unclean, seriously cluttered, safety hazards.</p>	<p>Most of the school facility is free of major maintenance issues, is generally in good repair, and is clean, safe, orderly, and uncluttered.</p>	<p>The entire school facility is attractive, well maintained, clean, safe, well lit, orderly, and uncluttered.</p>	<p>The school has a plan to regularly review the facility and works with the district to make changes to the facilities based upon the results of the reviews.</p>

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Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	<i>PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
5.1 School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. <b>Key</b>	Professional development is not linked to student assessment data and is not reflective of student needs.	Professional development is randomly planned, or is not intentionally linked to the student assessment data.	Multiple sources of student assessment data is a primary factor in determining comprehensive professional development priorities.	Historical data on student assessment is used to identify persistent trends and needs that should be addressed in current and future professional development sessions.
5.2 District Only				
5.3 School staff embed professional development into daily routines and practices. <b>Key</b>	Professional development opportunities are disconnected from one another and are not embedded into school staff's routines and practices.	Professional development opportunities occur infrequently, but are embedded into school staff's routines and practices.	Professional development is ongoing and embedded into all school staff's routines and practices.	School staff work together in a professional learning community and contribute to each other's learning.
5.4 Instructional leader(s) coordinate mentoring to support all new teachers in the development of instructional and classroom management skills.	There are no organized efforts to provide support to new teachers.	Some new teachers have access to mentoring and support related to classroom management and instructional skills.	All new teachers have access to mentoring and support related to classroom management and instructional skills.	Instructional leader(s) collaborate with mentors to maintain continuity and to differentiate professional development for all new teachers.
5.5 Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.	Professional development resources are allocated for activities that are not outlined in the school improvement plan and/or resources intended for	Insufficient time and resources are allocated for supporting the professional development outlined in the school improvement plan.	Sufficient time and resources are allocated toward supporting the professional development outlined in the school improvement plan.	Outside resources are used to expand professional development opportunities and the effectiveness of the professional development is evaluated.

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	professional development are not used.			
<b>Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.</b>	<b>LEADERSHIP Indicator Ratings of Performance</b>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
<b>Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3+</b>
6.1 Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.	School improvement plan does not exist.	Instructional leader collaborates with staff to create a school improvement plan that is not continuously monitored.	Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.	Instructional leader collaboratively structures and attends bi-weekly or monthly leadership meetings that focus on student data as it relates to school goals and the school improvement plan in Alaska STEPP. The improvement plan is continuously monitored, altered, and discussed by all stakeholders. Routine leadership meetings have specific agendas, participants have clear roles, and meeting minutes are recorded and kept for public use.
6.2 Instructional leader(s) regularly assist teachers in understanding the data from various student assessments to improve instruction.	Instructional leader does not assist teachers in understanding assessment data and its role in improving instruction.	Instructional leader provides limited professional development for teachers in understanding a variety of assessment data and its role in improving instruction.	Instructional leader regularly provides ongoing, job embedded professional development for teachers in understanding how a variety of data should be used to make changes to instruction.	Instructional leader guides school staff in the collaboration of analysis and use of a variety of data to improve instruction.
6.3 District Only				

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6.4 Instructional leader(s) ensure that teachers have access to and are implementing Alaska Content Standards.	Instructional leader has not provided information to school staff for the implementation of the Alaska Content Standards.	Instructional leader has provided information to teachers regarding Alaska Content Standards but does not monitor implementation.	Instructional leader has provided information to teachers regarding Alaska Content Standards and monitors implementation.	Instructional leader promotes the sharing of strategies among teachers for implementing Alaska Content Standards.
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<p>6.5 Instructional leader(s) conduct formal and informal observations and provide timely feedback to staff members about their instructional practices.</p>	<p>School staff receive infrequent observations from the instructional leader, and feedback does not include suggestions for instructional improvement.</p>	<p>Some school staff receive consistent formal/informal observations from the instructional leader according to the districts policies and procedures, but feedback is minimal or not timely.</p>	<p>All school staff receive consistent and comprehensive formal/informal observations from the instructional leader according to district policy and a system has been implemented for consistent, timely feedback from the instructional leader to support instructional improvement.</p>	<p>Instructional leader and teachers share a vision of the school's instructional needs and overall growth objectives that is linked to the school's improvement goals.</p>
<p>6.6 Instructional leader(s) consistently build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts.</p>	<p>Instructional leader does not communicate on a regular basis with parents and community members regarding school programs and school improvement efforts.</p>	<p>Instructional leader communicates periodically with parents and community members regarding school programs and/or school improvement efforts.</p>	<p>Instructional leader consistently builds productive, respectful relationships with parents and community members regarding school programs and school improvement efforts through regular communication, and he/she invites their participation. .</p>	<p>Instructional leader maintains a partnership with district staff, school staff, parents, and community members to engage them in regularly scheduled meetings to review progress toward meeting the school improvement goals.</p>
<p>6.7 District Only</p>				
<p>6.8 Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.</p>	<p>Assessment and other data are not analyzed.</p>	<p>Instructional leader collaborates with staff members to analyze assessment and other data on an annual basis.</p>	<p>Instructional leader collaborates with staff members to analyze assessment and other data, at least three times per year, and uses the results in planning for the achievement of all students.</p>	<p>Instructional leader continuously monitors student academic performance data.</p>

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## Title I Schoolwide - Domain 8.0 Indicators

**For a Schoolwide Title I Plan, use the following four Domain 8.0 Indicators along with the eleven highlighted Key Indicators labeled in the rubric above.** For further explanation of this process refer to the Title I Schoolwide Assurances Document located on the dashboard of Alaska STEPP.

Domain 8.0- The school has a Schoolwide plan in place under Title IA.	<i>SCHOOLWIDE PLAN Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
<b>Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3+</b>
8.4 This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs. <b>SW</b>	N/A	This school is either K-12 or an elementary school and does not assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, or any other preschool program, to local elementary school programs.	This school is either K-12 or an elementary school and assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs <b>OR</b> this requirement is not applicable as it does not serve kindergarten students <b>OR</b> this requirement is not applicable as there are no early childhood programs within the community.	N/A
8.5 Federal, State, and local service programs are integrated and coordinated <b>SW</b>	N/A	There is no coordination and integration of Federal, State, and local services and programs.	There is coordination and integration between Federal, State and local services and programs, specifically in how the school will create cohesive services among programs	N/A

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			supported by the No Child Left Behind Act of 2001, violence preventions programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.	
8.6 All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified <b>SW</b>	N/A	All core content teachers and instructional paraprofessionals do not meet the definition of Highly Qualified.	All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified.	N/A
8.7 The school has strategies to attract and retain highly qualified teachers <b>SW</b>	N/A	The school does not have strategies to attract and retain highly qualified teachers	The school has strategies to attract and retain highly qualified teachers	N/A