

<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p>CRITERION 3 SYSTEM-WIDE IMPROVEMENT RUBRIC</p> </div>			
<p>3.2 Strategic Allocation of Resources <i>The learning needs of students drive a coordinated, flexible, and aligned resource allocation model.</i></p>			
Unsatisfactory	Basic	Proficient	Distinguished
<p>Defers to the finance office to prepare and distribute budget allocations without input.</p> <p>Fails to share or does not have an allocation model for budget and staffing.</p> <p>Fails to focus budget development on improving academic achievement over maintaining operational needs.</p> <p>Does not coordinate various budget resources with relevant departments.</p> <p>Does not make fiscal decisions to maximize resources.</p>	<p>Begins to seek input from central office department and building administrators on budget allocations.</p> <p>Communicates a fixed allocation model for budget and staffing.</p> <p>Lacks clear coordination with others while seeking to acquire additional resources.</p> <p>Provides categorical dollars per guidelines to target academic improvement in qualified buildings.</p>	<p>Regularly works with other central office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings.</p> <p>Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model.</p> <p>Consistently considers and coordinates acquisition of additional resources with all district improvement efforts.</p> <p>Ensures struggling students have necessary time, space, staff, and programs for accelerating improvement.</p> <p>Encourages building- and department-based flexibility to allocate resources with accountability for improved student learning.</p>	<p>Provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to improve student performance across the system.</p> <p>Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching academic improvement goals.</p> <p>Actively sustains an allocation process that continuously reviews and adjusts to assure every student receives the resources necessary to achieve at high levels of learning.</p> <p>Ensures that results of the flexible use of resources at the district, department, and building levels inform improved practice across the system.</p>
<ul style="list-style-type: none"> Takes an equity stance Wrote and oversaw iGrants and various revenue sources Participated in a collaborative budget building process using our theory of action Connected resources to ENDS and strategic goals Supported blended funding models Moved beyond a focus on compliance exclusively Differentiates resources for students, staff and schools A next step is monitoring progress to see if our resources are producing the desired outcomes 			

CRITERION 2 QUALITY TEACHING AND LEARNING SUPPORT <u>RUBRIC</u>			
<u>2.2 Coordinated and Aligned Curriculum and Assessment</u> <i>District curriculum, accompanying instructional resources, and district and classroom assessment practices ensure students from school to school and grade to grade experience a rigorous curriculum leading to college and workplace readiness as students exit the system.</i>			
Unsatisfactory	Basic	Proficient	Distinguished
<p>Lacks district documentation that articulates expectations for students or instructional direction for teachers.</p> <p>Fails to support practices that provide vertical or horizontal alignment of content and rigor.</p> <p>Fails to monitor for equity of access to rigorous curriculum.</p> <p>Fails to ensure that choices of instructional resources and strategies are research-based and coordinated across the system.</p> <p>Fails to provide an aligned assessment system beyond reliance on required state assessments.</p>	<p>Provides processes to document learning targets and expectations for instruction establishing Pre-K–12 vertical alignment in core content areas.</p> <p>Provides partial or inconsistent leadership and support for horizontal alignment with results varying team by team or building by building.</p> <p>Monitors for and recognizes gaps in access to rigorous coursework for all students.</p> <p>Manages and begins to process and coordinate the selection of instructional resources and strategies in core subject areas.</p> <p>Facilitates district use of periodic district-wide assessments, in addition to state testing, to monitor student progress.</p>	<p>Creates district documentation of content and rigor in the core content areas.</p> <p>Develops systems for horizontal alignment so that it is evident classroom to classroom in all schools.</p> <p>Ensures students have equity of access to rigorous curriculum across the system.</p> <p>Ensures that research-based instructional resources and strategies in core subject areas are closely coordinated, used, and monitored for progress in closing achievement gaps.</p> <p>Develops formative assessment measures for core content areas that are aligned with state standards in content, cognitive demand, and context.</p>	<p>Creates district documentation of core skills and processes that contribute to college and workplace readiness written curriculum Pre-K–12 in all content areas. Reviews and updates documents regularly.</p> <p>Demonstrates leadership, training, and support so that instructional resources and strategies are used consistently and effectively in classrooms across the system.</p> <p>Demonstrates leadership, training, and support so that implemented instructional resources and strategies are closing the achievement gaps across the system.</p> <p>Provides systems of collaboration that contribute to use, revision, and effectiveness of aligned formative assessments.</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Budgeted for and supported curriculum adoptions and alignment • Increased AP course offerings and training • Increased CTE course offerings and training • Assumes responsibility for all and each student; takes an equity stance (versus equality) • Overcomes barriers to closing achievement gaps (i.e. tier 3 intervention; graduation specialist; combined AP/literacy coach) • Holds a results orientation using student data to determine effectiveness of programs and services • Supported implementation and training of a new data dashboard 			