Quality School Rubric

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School
Rubric

GCCSD
GATES CHILI
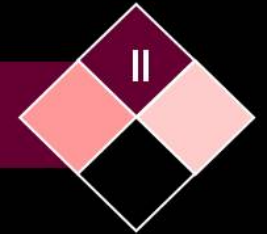CENTRAL SCHOOL DISTRICT
EST. 1956

*Together we teach
and inspire excellence
for all learners.*

I — Student Development

II — Learning Environment

III — Educational Program

IV — School Culture

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Preface

Gates Chili Schools

A school rubric delineates the significant and desirable attributes of a high-quality school. This document was created with consideration of Common Core Standards, the New York State Teaching Standards, and the Framework for 21st Century Learning. It is intended to help us evaluate, revise, and enhance our schools.

The reader will find four Dimensions that organize the Gates Chili Quality School Rubric: Student Development, Learning Environment, Educational Program, and School Culture. Each dimension is further described by a number of elements, along with performance indicators that characterize a continuum from Highly Effective to Ineffective.

The Quality School Rubric is a tool that will guide us as we work together to teach and inspire excellence for all learners.

MISSION

Together we teach and inspire excellence for all learners.

VALUES

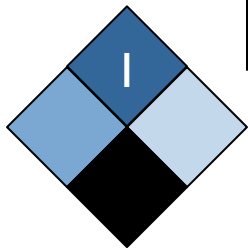We will lead by the four values that define **THE SPARTAN WAY**:

- Respect
- Responsibility
- Compassion
- Hard Work

VISION

We will accomplish our mission by building **Relationships**, **Rigor**, and **Relevance**.
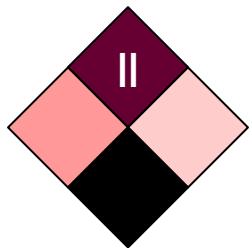
Dimensions of a Quality School

I	**Student Development**
	The school promotes student development by providing opportunities to acquire the knowledge and skills that allow students to achieve academic and social independence.

Academic Performance
Commitment to Learning
School Community Involvement

II	**Learning Environment**
	The learning environment is a network of systems that supports the needs of District stakeholders.

Physical Environment
Use of Time and Resources
Behavioral Expectations
School Safety
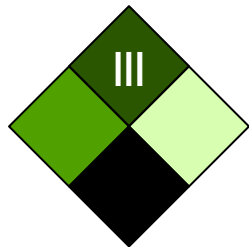
III	**Educational Program**
	The educational program is comprehensive, rigorous, meaningful, and standards based with a goal of creating college and career ready students.

Curriculum
Collaborative Practices
Educational Opportunities
Instructional Practice

Assessment and Data
Professional Development
Resources and Materials
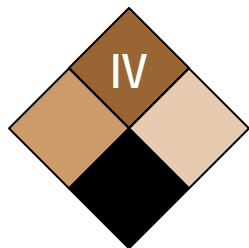
IV	**School Culture**
	The school culture is one of mutual respect, where all stakeholders work together to support the development of the individual student intellectually, socially, emotionally, and physically.

Vision
School Community Pride
Communications

Relationships
Innovation
Informed Decision Making

Dimension I
Student Development

The school promotes Student Development by providing opportunities to acquire the knowledge and skills that allow students to achieve academic and social independence.

ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
Academic Performance	Academic performance is evident by students demonstrating accelerated growth on State and District assessments.	Academic performance is evident by students demonstrating growth on State and District assessments.	Academic performance is demonstrated by students showing inconsistent growth on State and District assessments.	Academic performance by students shows regression on State and District assessments.
Commitment to Learning	Commitment to learning is exhibited by students being challenged and inspired to demonstrate independent learning skills and strategies. Students exercise critical and creative thinking. They routinely analyze their progress in order to reflect on their academic performance and future goals.	Commitment to learning is exhibited by students being active participants in their education. Students reflect on their progress and identify academic strengths and weaknesses while working towards developing independent skills and strategies.	Commitment to learning is evident through students participating within their academic programs to complete tasks and analyze progress.	Commitment to learning is minimal. Students complete assigned tasks with teacher direction and support.
School Community Involvement	School community involvement is evident through student participation in a variety of age-appropriate activities that extend into the broader community in the higher grade levels. Students identify and explore their interests and talents to gain a greater understanding of themselves.	School community involvement is evident through student participation in extracurricular activities and community service projects.	School community involvement is evident through student participation in school activities and community service.	School community involvement is inconsistent among the student population.

Dimension II
Learning Environment

The Learning Environment is a network of systems that supports the needs of District stakeholders.

ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
Physical Environment	The organization of the physical environment is aesthetically pleasing while promoting discovery and creative thinking among all stakeholders. Strategic use of space encourages learning in a variety of settings in an authentic, meaningful manner.	The organization of the physical environment is aesthetically pleasing. Strategic use of the space encourages learning in a variety of settings.	The organization of the physical environment is adequate to meet basic learning needs.	The organization of the physical environment is a hindrance to student learning.
Use of Time and Resources	Time and resources are utilized to facilitate common planning, flexibility, collaboration, and professional development in order to meet the instructional needs of staff and students. Services are proactively incorporated and integrated in a mutually supportive fashion.	Time and resources are utilized in a manner that recognizes the importance of staff and student instructional needs. Services are integrated in a supportive fashion.	Time and resources are utilized in a manner that is aware of the importance of student needs, though the integration of services often results in fragmentation of the day.	Time and resources are utilized in a rigid or disorganized way. Lines of distinction exist between instructional and support staff.
Behavioral Expectations	Behavior standards are collaboratively developed by all stakeholders. Staff and students consistently model positive, responsible behaviors and initiate acts of recognition and support for one another. Stakeholders are consistently held accountable for their actions.	Behavior standards are clear to all stakeholders and have been developed with student participation. Staff and students model positive responsible behaviors and participate in acts of recognition and support. Stakeholders are held accountable for their actions.	Behavior standards are in place though inconsistently demonstrated or misunderstood. Levels of accountability vary across buildings.	Behavior standards do not seem to be in place. There is little evidence of accountability for actions.
School Safety	Safety procedures are clearly defined, practiced and regularly reviewed for modifications. There is confidence that the health, physical, and psychological safety of students, staff and visitors is a priority. All stakeholders are aware of safety procedures.	Safety procedures are in place and employed effectively to maintain a healthy, safe and secure environment. Staff is aware of safety procedures.	Safety procedures are adequate though they are inconsistently implemented.	Safety procedures are outdated and inadequately implemented.

Dimension III
Educational Program

The Educational Program is comprehensive, rigorous, meaningful, and standards based with a goal of creating college and career ready students.

ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
Curriculum	Curriculum is standards-based and rigorous across all grade levels/courses. Curriculum is critically and constructively reviewed on an ongoing basis to ensure students attain college and career readiness. Curriculum is seamlessly integrated into all planning.	Curriculum is standards-based, reviewed regularly, and utilized in planning. Instructional content is consistently aligned with standards and across all grade level/courses.	Curriculum is standards-based however planning and instructional content is inconsistent with standards and across grade level/courses.	Curriculum is partially aligned with standards and is inconsistently used in planning. Instructional content varies across grade level/courses.
Collaborative Practices	The district fosters and teachers create a culture of collaboration that includes purposeful and proactive analysis of students' strengths and needs based on data. Teachers share innovative ideas and collaborate with colleagues to integrate content strategies and skills.	The district fosters and teachers engage in collaboration with colleagues to meet the needs of students and discuss current instructional practices.	The district allows teachers to collaborate with colleagues at designated times. Teachers discuss the needs of students and instructional practices.	The district inconsistently supports teacher collaboration. Teachers occasionally collaborate with colleagues to discuss instructional practices.
Educational Opportunities	Educational opportunities provide a wide range of enriching experiences within the classroom, the school, and the community to challenge and inspire students to reach their full potential. Opportunities promote mastery of learning outcomes through broadened world views as well as critical and creative thinking skills. Experiences promote higher education and career readiness by incorporating 21st Century Skills.	Educational opportunities provide a range of experiences that encourage students to acquire and demonstrate content knowledge and skills. Students explore and participate in many experiences that promote interests and achieve academic and individual goals.	Educational opportunities provide student experiences to obtain the knowledge and skills outlined in the curriculum; however they may not promote individual student interests.	Educational opportunities meet curriculum guidelines.
Instructional Practice	Instructional practice is motivating, differentiated, research-based and data-driven to support all students. Learning experiences are rigorous, meaningful, and aligned with student needs. Standards- based classroom instruction seamlessly infuses specialists and technology to enhance the meeting of individual student needs.	Instructional practice is engaging, differentiated and developmentally appropriate to support the students. Learning experiences are designed using student data and incorporate specialists and technology to help meet individual student needs.	Instructional practice is varied although inconsistent in responding to diverse student needs. Standards-based learning experiences inconsistently utilize specialists and technology.	Instructional practice is uniform for all students. Student data is not used to drive instructional practice. Use of technology and collaboration with specialists is minimal.

Educational Program continued...

ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
Assessment and Data	Assessment and data practices are consistently used by the teacher and student to monitor academic progress through a variety of diagnostic, formative, and summative strategies and measures. Data analysis is used collaboratively to drive instruction, plan professional development, and provide student feedback.	Assessment and data practices enable the teacher and student to monitor academic progress through diagnostic, formative and summative strategies and measures. Data analysis is used to plan instruction.	Assessment and data practices allow teachers to monitor student progress using a variety of assessment strategies, although summative assessment is emphasized more than other measures.	Assessments are primarily summative with no data analysis.
Professional Development	Professional development is designed to advance instructional practice, improve achievement, and meet developmental needs of all learners. Experiences are ongoing, collaborative in nature, and research based. A plan is in place that encourages teachers to actively seek out multiple opportunities to increase their knowledge and skills base.	Professional development is designed to enhance instructional practice and address student needs. Teachers participate in district scheduled professional development opportunities.	Professional development is designed to maintain current instructional practice. Experiences are based on teacher interest rather than student needs.	Professional development is irrelevant, includes few opportunities, and does not address student or teacher needs.
Resources and Materials	Materials, resources and technology are current and research-based, consistently used, readily available, and adapted to meet instructional goals and diverse learning needs. Local community resources are used to enhance instruction and extend classroom opportunities.	Materials, resources, and technology are current, readily available, support the instructional goals and engage the students in meaningful learning. Local community resources are used for instruction.	Materials, resources, and technology are available, but there are inconsistencies in use across grade level, courses or buildings. Local community resources are available for instruction but used inconsistently.	Materials, resources, and technology are outdated, or do not meet the instructional goals.

Dimension IV
School Culture

The School Culture is one of mutual respect, where all stakeholders work together to support the development of the individual student intellectually, socially, emotionally and physically.

ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
Vision	Stakeholders embrace a common vision for the intellectual, social, physical, and emotional development of students. Regular review takes place to maintain a dynamic vision for all learners.	Stakeholders care about students and value learning. There is a vision for the development of the whole child which all stakeholders can articulate.	Stakeholders have various interpretations of the vision. Certain beliefs are emphasized more than others.	Stakeholders may not share a common vision and work independently of each other.
School Community Pride	A sense of community is celebrated. All stakeholders display pride in the school community and feel respected and valued as individuals. The Spartan Way is exhibited by all stakeholders and infused in all daily interactions.	A sense of community is promoted. The Spartan Way is intentionally modeled and used by stakeholders to provide opportunities to create a positive school culture.	A sense of community exists. The Spartan Way is used inconsistently among stakeholders.	A sense of community is weak. Stakeholders feel disconnected.
Communications	Communication systems are effectively and comprehensively utilized throughout the district and community, providing information and education to benefit all stakeholders in a timely fashion.	Communication systems are in place and utilized in order to provide information to stakeholders.	Communication systems are in place but may be utilized ineffectively or inconsistently.	Communication systems between stakeholders are ineffective.

School Culture continued...

ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
Relationships	Interactions among stakeholders reflect respect, caring, and cultural understanding toward individuals as well as groups. Staff members build a positive atmosphere that fosters trust, tolerance, and confidence. Stakeholders feel safe and accepted and students are taught how to sustain healthy relationships.	Interactions among stakeholders are positive, caring, respectful, and create an environment in which students feel accepted. Staff members model appropriate social relationships with other stakeholders, which create an atmosphere of safety and acceptance.	Interactions among stakeholders are generally appropriate and positive.	Interactions among stakeholders may not foster a safe, trusting and accepting environment.
Innovation	Innovation is embedded in the habitual, active exchange of ideas and initiatives among stakeholders. High levels of intellectual energy are present where stakeholders explore, question, and promote new instructional practices. District stakeholders participate in ongoing growth and leadership.	Innovation is encouraged through the exchange of ideas and initiatives among stakeholders. Intellectual energy is present where stakeholders explore new instructional practices. District stakeholders are encouraged in ongoing growth and leadership.	Innovation is present, although there may not be an effective approach to exploring and implementing new ideas and strategies among stakeholders	Innovation is acknowledged though there are limitations to allowing exploration and implementation of new ideas.
Informed Decision Making	Stakeholders collect, analyze, and use data from multiple perspectives to make decisions that impact student achievement and enrich the total school experience for all students. All stakeholders have a voice in creating school improvements.	Stakeholders collect and use data to make decisions that improve student achievement and the total school experience for students.	Stakeholders collect data but it is not utilized effectively to make decisions that impact school improvement.	Stakeholders do not collect or utilize data to make decisions that impact school improvement.

Glossary

Collaboration	Purposeful planning among staff to meet student need.
Curriculum	Courses offered by an educational system.
Data Practices	Various ways data is analyzed to show growth.
Diagnostic assessment	Evaluation that occurs before formal instruction begins to identify what the student already knows.
Differentiation	Responsive teaching to address students' needs to ensure that each student advances on the learning continuum.
Extracurricular	Activities, clubs, or events that enhance the overall academic program. Most occur outside the instructional day and are not credit bearing.
Formative assessment	Evaluation that occurs during the learning process and provides clear and specific feedback to the student and/or teacher as to the student's learning.
Innovation	Change that creates a new dimension of performance and instruction.
School Community	The greater Gates Chili district, a community of learners, which includes all staff and students.
Spartan Way	The four values that define Gates Chili School District: Respect, Responsibility, Hard Work, and Compassion.
Specialists	Staff members who have received additional training within a specific curricular area.
Stakeholders	All staff, students and families of the Gates Chili School District.
Standards Based	Planning that is grounded in New York State Learning Standards.
Summative assessment	Assessment conducted at the end of a period of instruction that defines what the student has achieved.
Vision	A shared belief in the collective responsibility for the educational and personal development of each and every student.