

5 Week Review Rubric									
Round	Building								
Category	Accomplished		Skilled		Developing		Ineffective		Notes
Preparedness	The principal has every section of the form entirely filled out prior to the meeting. The principal has set high, yet attainable goals and the data portrayed is accurate		The principal has every section of the form mostly filled out prior to the meeting. The principal has set attainable goals and the data portrayed is mostly accurate		The principal has every section of the form partially filled out prior to the meeting. The principal has set some goals and the data has significant areas of inaccuracy		The principal has not completed the form and/or set goals that are not high or attainable and/or the data portrayed is not accurate		
Tardies	Principal has a list of students who are tardy and the number of tardies for each student. The principal can speak specifically about why each student is tardy and has an intervention in place that meets the need for the individual child or family and can show evidence of the implementation		Principal has a list of students who are tardy and the number of tardies for each student. The principal has a more broad understanding of why kids are tardy and has interventions in place, but do not match the individual needs of the child or family but can show evidence of the implementation		Principal has a list of students who are tardy and the number of tardies for each student. Principal does not understand why students are tardy and does not have an effective intervention plan in place		Principal does not have a list of students who are tardy with the number of tardies for each student and/or Principal does not understand why students are tardy and does not have an effective intervention plan in place		
Attendance	Principal has a tiered list of students who are absent and the number of absences for each student. The principal can speak specifically about why each student is absent and has an intervention in place that meets the need for the individual child or family and can show evidence of the implementation		Principal has a tiered list of students who are absent and the number of absences for each student. The principal has a more broad understanding of why kids are absent and has interventions in place, but they do not necessarily match the individual needs of the child or family. Principal can show evidence of the implementation		Principal has a tiered list of students who are absent and the number of absences for each student. Principal does not understand why students are absent and does not have an effective intervention plan in place		Principal does not have a tiered list of students who are absent and the number of absences for each student and/or Principal does not understand why students are absent and does not have an effective intervention plan in place		
Grades	Principal has a list of students who have 1 D or F and a list of students with multiple D's and F's by grade level. The principal can speak specifically about the interventions being provided to these students and every child who is receiving a D or F has some form of intervention in place. The principal has also made an effort to enroll these students in an after school tutoring program		Principal has a list of students who have 1 D or F and a list of students with multiple D's and F's by grade level. The principal can speak generally about the interventions being provided to these students and most students who are receiving a D or F has some form of intervention in place. The principal has also made an effort to enroll these students in an after school tutoring program		Principal has a list of students who have 1 D or F and a list of students with multiple D's and F's by grade level. The principal can speak generally about the interventions being provided to these students. The principal has not made an effort to enroll these students in an after school tutoring program		Principal does not have a list of students who have 1 D or F and a list of students with multiple D's and F's by grade level. The principal can not speak generally about the interventions being provided to these students. The principal has not made an effort to enroll these students in an after school tutoring program		
Behavior	Principal has a list of students who have In-School Suspensions and Out-of-School Suspension by grade level. The principal can speak specifically about the interventions being provided to these students and every child has some form of specific intervention in place		Principal has a list of students who have In-School Suspensions and Out-of-School Suspension by grade level. The principal can speak generally about the interventions being provided to these students and every child has some form of intervention in place		Principal has a list of students who have In-School Suspensions and Out-of-School Suspension by grade level. The principal can speak generally about the interventions being provided to these students but not every child has some form of intervention in place		Principal does not have a list of students who have In-School Suspensions and Out-of-School Suspension by grade level. The principal can not speak generally about the interventions being provided to these students and every child has some form of intervention in place		
Learning Tour Tracker and Feedback	Principal has observed 100% of core teachers and provided them with feedback on a weekly basis		Principal has observed at least 90% of core teachers and provided them with feedback on a weekly basis		Principal has observed at least 80% of core teachers and provided them with feedback on a weekly basis		Principal has observed less than 80% of core teachers and provided them with feedback on a weekly basis		
Gradual Release of Responsibility	Principal knows and can speak specifically to the building's ability to utilize GRR in the last 5 weeks and for the year. Principal identifies all core teacher's capacity with GRR and can speak specifically about the strengths and needs of the staff. Principal has a plan to support teachers individually and can show evidence of implementation		Principal knows and can speak in general to the building's ability to utilize GRR in the last 5 weeks and for the year. Principal identifies all/most core teacher's capacity with GRR and can speak in general about the strengths and needs of the staff. Principal has a plan to support teachers in place		Principal knows and can speak generally to the building's ability to utilize GRR in the last 5 weeks and for the year. Principal identifies most/some core teacher's capacity with GRR and can speak about some of the strengths and needs of the staff. Principal is trying to support teachers, but does not have a plan in place		Principal knows and can speak poorly to the building's ability to utilize GRR in the last 5 weeks and for the year. Principal identifies some/none of the core teacher's capacity with GRR and can only speak limitedly about the strengths and needs of the staff. Principal has no plan to support teachers and/or is not making an attempt to address the teachers' instructional needs		
Strategic Plan Metrics	Principal has met 100% of the 5 week goals that were set in the previous 5 Week Review		Principal has met at least 85% of the 5 week goals that were set in the previous 5 Week Review		Principal has met at least 75% of the 5 week goals that were set in the previous 5 Week Review		Principal has met less than 75% of the 5 week goals that were set in the previous 5 Week Review		
Score Card									
Category	Preparedness	Tardy	Attendance	Grades	Behavior	Learning Tour Tracker	GRR	Metrics	Overall
Score									
Narrative									

Guiding Questions: On Average how many kids are Tardy? Who are the students who are coming Tardy? (5 or more in 5 weeks) Why are these students coming tardy? What interventions have we put in place for these students?					
Section 1: Tardies		5 Week %	YTD %	5 Week % Goal	
Student Name	5 Week # of Tardies (5 or more in 5 weeks)	YTD # Tardies	Reasons for Tardies	Interventions	

<p>Guiding Questions: How are we honoring students and parents who have 95% or better attendance? What are your interventions for Tier 2 attendance students? What are the reasons for why students are absent and what interventions are in place for them and their families?</p>			
Section 2: Attendance	5 Week Attendance Rate	YTD Attendance Rate	5 Week Attendance Goal
YTD Tier 1 (100%-95%)	% of Students in Tier 1	# of Students in Tier 1	Rewards / Incentives

YTD Tier 2 (94% - 90%)	% of Students in Tier 2	# of Students in Tier 2	Tier 2 Interventions		
Student Name	Grade	# of Absences	# Excused	# Unexcused	Reasons / Barriers

YTD Tier 3 (Below 90%) / Chronic Absenteeism	% of Students in Tier 3			# of Students in Tier 3		
	Grade	# of Absences	# Excused	# Unexcused	Reasons / Barriers	Interventions

Guiding Questions: What amount of teachers are getting observed on a weekly basis? What teachers are not observed? What barriers are there to getting in the classroom and what strategies could you use to address the obstacles?					
Section 3: Academics			5 Week Average %	YTD Average %	5 Week Goal %
			#DIV/0!		
Time Frame	# Observed	# Possible	% Observed	Obstacles to Completion	Strategies to address obstacles
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
5 Week Average	0	0	#DIV/0!		

Guiding Questions: How well are the teachers implementing GRR? What areas do you see as a need for more support? What areas do you see as strengths? How do you plan to address the needs for the teachers in your building?														
Building Level Metrics - GRR														
5 Week GRR Component	Week 1	Week 2	Week 3	Week 4	Week 5	5 Week Average	YTD Average							
Purpose														
Focus														
Whole-Group Guided Instruction														
Collaborative Learning														
Independent Learning														
Leveled Independent Learning														
Exti Slip														
Overall														
5 Week Average for Teacher								GRR 5 Week Average	Teacher YTD Average	TQR Rating				
Teacher Name	Purpose	Focus	Whole-Group Guided Instruction	Collaborative Learning	Independent Learning	Leveled Independent Learning	Exit Slip			BOY	MOY	MOY 2	EOY	

Guiding Questions:
 How many students have 1 D or F?
 How many students have 2 or more D's or F's?
 Which grade levels are highlighted (positive and negative) through the data?
 Which teachers are highlighted (positive and negative) through the data?
 What is being done for students who are struggling?

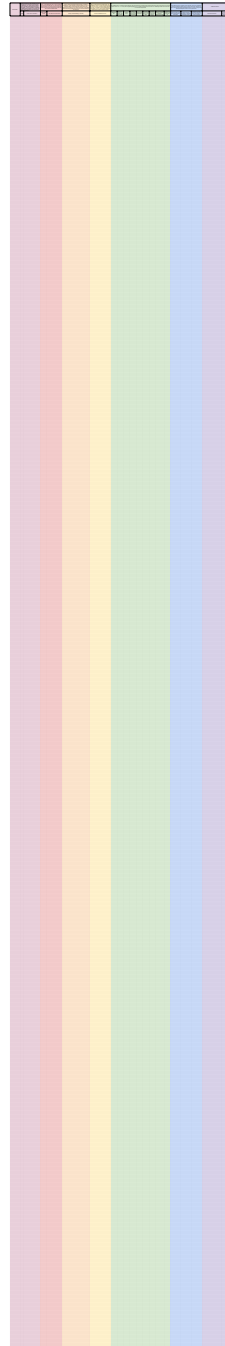
Section 4: Grades	5 Week % of Students with 1 D or F				5 Week % of Students with 2 or more D's or F's					
	Student Name	Grade	Class or Classes where student is receiving a D or F	# or D's	# of F's	Is student enrolled in Academic AfterSchool Program?	Intervention Strategies in Place	How long has the intervention been in place	How often is it monitored?	Is there progress being made from the intervention?

NWEA	Reading					Math					Dibels Composite				
Fall	Percentile Range					Percentile Range					Dibels Composite				
	1-20	21-40	41-60	61-80	81-99	1-20	21-40	41-60	61-80	81-99	Fall	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
K	x	x	x	x	x						K				
1	x	x	x	x	x						1				
2											2				
3											3				
4											TRC Benchmark				
5															
6															
7											Fall	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
8											K				
9											1				
10											2				
11											3				
NWEA	Reading					Math					Dibels Composite				
Winter	Percentile Range					Percentile Range					Dibels Composite				
	1-20	21-40	41-60	61-80	81-99	1-20	21-40	41-60	61-80	81-99	Winter	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
K	x	x	x	x	x						K				
1	x	x	x	x	x						1				
2											2				
3											3				
4											TRC Benchmark				
5															
6															
7											Winter	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
8											K				
9											1				
10											2				
11											3				
NWEA	Reading					Math					Dibels Composite				
Spring	Percentile Range					Percentile Range					Dibels Composite				
	1-20	21-40	41-60	61-80	81-99	1-20	21-40	41-60	61-80	81-99	Spring	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
K	x	x	x	x	x						K				
1	x	x	x	x	x						1				
2											2				
3											3				
4											TRC Benchmark				
5															
6															
7											Spring	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
8											K				
9											1				
10											2				
11											3				

IStation Composite %																											
Month	September			October			November			December			January			February			March			April			May		
Tier	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
K																											
1																											
2																											
3																											
4																											
5																											
6																											
7																											
8																											
Overall																											

Dibels Monitoring Completion %																											
Month	September			October			November			December			January			February			March			April			May		
Tier	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
K																											
1																											
2																											
3																											

<p style="text-align: center;">Guiding Questions: What amount of students are on a RIMP? How many RIMPs are up-to-date? What are the obstacles to having RIMPs up-to-date? What is you plan to get all RIMPs up-to-date?</p>												
Grade Level	# on Rimps	# Up to date	% Up to date	Principals should list all students on RIMPS and if they are up to date each month. Principals should identify the number of students on RIMPS and the number that are up to date. They should mark an X in the columns where the RIMP was created and if it was updated each month.								
K			#DIV/0!									
1			#DIV/0!									
2			#DIV/0!									
3			#DIV/0!									
Total	0	0	#DIV/0!	Monthly Updates (use X or keep blank)								
Student Name	Grade	ELA Teacher	RIMP Created	OCT	NOV	DEC	JAN	FEB	Mar	APR	MAY	JUNE



Guiding Questions: How many days of PASS have there been? How many days of OSS have there been? What are the reasons for these behaviors? Are there interventions that meet the needs of the students when these incidents occur? What is your 5 week and YTD suspension rate?									
Section 5: Behaviors		# of PASS (ISS) days for 5 weeks	# of PASS (ISS) days YTD	# of PASS (ISS) days goal for next 5 weeks	# of OSS days for 5 weeks	# of OSS days YTD	# of OSS days goal for next 5 weeks	5 Week Suspension rate	YTD Suspension Rate
Record students with 3 or more days of PASS (ISS) and/or any OSS days within the 5 week period									
Student Name	Grade	5 Week PASS	YTD PASS	5 Week OSS	YTD OSS	Reason(s)	Interventions in Place	Restorative Pieces	Has it been effective?

Section 6: 5 Week Strategic Plan Metrics	# of Metrics		# of Metrics Goals Met		% of Goals Met	
	0		0		#DIV/0!	
Metric	Previous 5 Week Data	Goal for Current 5 Week	Current 5 Week Data	Future 5 Week Goal	5 Week Goal Met?	2017-18 Strategic Plan Goal
Percentage of students receiving weekly progress reports						95%
Percentage of classrooms with Classroom Libraries						90%
Percentage of Teachers receiving needed supplies						90%
Percentage of seniors who have completed the FAFSA (HS)						85%
Percentage of students enrolled in AP or College Plus (HS)						20%
Percentage of seniors with a Post Secondary Plan (HS)						90%
Percentage of EL students receiving EL/Native Language support						90%
Percentage of IEP's completed on time						90%
Percentage of Students with a Personalized Learning Plan						75%
Percentage of students in medical compliance						95%
Percentage of students enrolled in school sponsored after-school activities						50%
Percentage of students receiving moderate to intensive physical activity per day						75%
Number of parent activities per month						2
July/August				2		
September				2		
October				2		
November				2		
December				2		
January				2		
February				2		
March				2		
April				2		
May				2		
Average				2		
Number of outside agencies the school partners with						2
Number of teacher vacancies						1
Percentage of new to career teachers with a mentor within the building						100%
Teacher attendance rate						96%
Percentage of OTES observations completed on time						95%
				# of Y's	0	
				# of N's	0	

Section 7: Yearly Strategic Plan Metrics		# of Metrics	# of Metrics Goals Met	% of Goals Met
Metric	Actual 2017-18 Data	2017-18 Strategic Plan Goal	Stretch Goal for 2017-18	Goal Met - Yes/ No/ N/A
Percentage of EL students in Program Year 4 or Above		10%	5%	
Percentage of students whose parents attend Open House		75%	85%	
Percentage of students whose parents attend the first Parent/Teacher conferences		35%	50%	
Percentage of students whose parents attend the second Parent/Teacher conferences		35%	50%	
Percentage of teachers providing effective instruction as defined by the instructional framework rubrics		75%	85%	
Percentage of teachers providing effective instruction as defined by the instructional framework rubrics (Focused Instruction)		n/a	n/a	n/a
Percentage of teachers providing effective instruction as defined by the instructional framework rubrics (Collaborative Instruction)		n/a	n/a	n/a
Percentage of teachers providing effective instruction as defined by the instructional framework rubrics (Guided Instruction)		n/a	n/a	n/a
Percentage of teachers providing effective instruction as defined by the instructional framework rubrics (Independent Practice)		n/a	n/a	n/a
Percentage of teachers rated Accomplished		n/a	n/a	n/a
Percentage of teachers rated Skilled		n/a	n/a	n/a
Percentage of Teachers on Improvement plans		n/a	n/a	n/a

Section	Rating	Strength	Challenge	Goal for Next Review	Supports	Action Steps	DC Comments
Preparedness							
Tardies							
Attendance							
Learning Tour Tracker							
GRR Metrics							
Grades							
BenchMark Data							
Progress Monitoring							
TGRG							
HS Grad							
Behavior							
5 Week Metrics							
Action Steps Plan	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Notes:	Reflection:
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							