

# RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
CA - Curriculum Alignment	The degree of agreement between the local curriculum and the Virginia Standards of Learning (SOL) that ensures valid and accurate information about student performance in an academic content area when measured by the SOL tests.	CA 1.1			SS,D,I, O	Curriculum resources and supplementary materials are made available for use by teachers.	Curriculum resources and supplementary materials are not made available for use by teachers.	Curriculum resources and supplementary materials are occasionally made available for use by teachers	Curriculum resources and supplementary materials are usually made available for use by teachers.	Curriculum resources and supplementary materials are consistently made available for use by teachers.
		CA 1.2	Learning objectives	Establishing specific learning objectives that align with state learning standards and address essential understandings, knowledge, and skills	SS,D,I, O	The school establishes specific learning objectives that align with state learning standards.	The school does not have specific learning objectives that align with state standards and address essential understandings, knowledge, and skills.	The school has specific learning objectives that occasionally align with state learning standards and address essential understandings, knowledge, and skills.	The school has specific learning objectives that usually align with state learning standards and address essential understandings, knowledge, and skills.	The school has specific learning objectives that consistently align with state learning standards and address essential understandings, knowledge, and skills.

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CA - Curriculum Alignment		CA 1.3	Instructional strategies	Listing instructional strategies and learning activities that align with state learning standards and address essential understandings, knowledge, and skills	SS,D,I, O	There is evidence of instructional strategies and activities that align with state learning standards.	There is not evidence of instructional strategies or learning activities that align with state learning standards address essential understandings, knowledge, and skills.	There is occasionally evidence of instructional strategies and learning activities that align with state learning standards address essential understandings, knowledge, and skills.	There is usually evidence of instructional strategies and learning activities that align with state learning standards, and address essential understandings, knowledge, and skills.	There is consistent evidence of instructional strategies and learning activities that align with state learning standards and address essential understandings, knowledge, and skills.

		CA 1.4	Lesson plans	Developing daily lesson plans that fit logically within the unit and within the context of the overall curriculum	SS,D,I, O	Daily lesson plans fit logically within unit and within context of overall curriculum.	There is not evidence of daily lesson plans.	Daily lesson plans occasionally fit logically within the unit and within the context of the overall curriculum.	Daily lesson plans usually fit logically within the unit and within the context of the overall curriculum.	Daily lesson plans consistently fit logically within the unit and within the context of the overall curriculum.
		CA 1.5	Student Performance Data	Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students	SS,D,I, O	Performance data is used to develop daily lesson plans that consider students learning strengths and needs.	Performance data is not used to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.	Performance data is occasionally used to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.	Performance data is usually used to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.	Performance data is consistently used to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.

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CA - Curriculum Alignment		CA 1.6	Pacing and mapping	Evaluating the appropriateness of pacing and mapping regularly, and making appropriate adjustments	SS,D,I, O	Pacing and mapping are evaluated for appropriateness and adjusted.	The school does not evaluate the appropriateness of pacing and mapping regularly and making appropriate adjustments.	The school occasionally evaluates the appropriateness of pacing and mapping and making appropriate adjustments	The school usually evaluates the appropriateness of pacing and mapping and making appropriate adjustments	The school consistently evaluates the appropriateness of pacing and mapping and making appropriate adjustments.
		CA 1.7	Vertical articulation	Analyzing the curriculum components across grade levels in like content areas to identify areas of strength and areas of weakness	SS,D,I, O	The curriculum is analyzed across grade levels to identify strengths and weaknesses.	The school does not analyze the curriculum components across grade levels in like content areas to identify areas of strength and areas of weakness.	The school occasionally analyzes the curriculum components across grade levels in like content areas to identify areas of strength and areas of weakness.	The school usually analyzes the curriculum components across grade levels in like content areas to identify areas of strength and areas of weakness.	The school consistently analyzes the curriculum components across grade levels in like content areas to identify areas of strength and areas of weakness.

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CA - Curriculum Alignment		CA 2.1	Instructional focus	Focusing instruction on specific learning objectives that promote the attainment of state learning standards and address essential understandings, knowledge, and skills	SS,D,I, O	Instruction is focused on specific learning objectives that promote attainment of state standards.	Instruction is not focused on specific learning objectives that promote attainment of state learning standards and addresses essential understandings, knowledge, and skills.	Instruction is occasionally focused on specific learning objectives that promote attainment of state learning standards and addresses essential understandings, knowledge, and skills.	Instruction is usually focused on specific learning objectives that promote the attainment of state learning standards, and addresses essential understandings, knowledge, and skills	Instruction is consistently focused on specific learning objectives that promote the attainment of state learning standards and addresses essential understandings, knowledge, and skills.
		CA 2.2	Curriculum resources	Using available curriculum resources and supplementary materials appropriately to promote attainment of state learning standards	SS,D,I, O	Curriculum resources are used appropriately to promote attainment of state learning standards.	Curriculum resources and supplementary materials are not used appropriately to promote attainment of state learning standards.	Curriculum resources and supplementary materials are occasionally used to promote attainment of state learning standards.	Curriculum resources and supplementary materials are usually used to promote attainment of state learning standards.	Curriculum resources and supplementary materials are used consistently to promote attainment of state learning standards.
		CA 2.3	Meaningful Contexts	Presenting accurate knowledge through meaningful contexts and connected disciplines	SS,D,I, O	Accurate knowledge is presented through meaningful contexts.	Knowledge is not presented accurately through meaningful contexts and connected disciplines.	Knowledge is occasionally presented accurately through meaningful contexts and connected disciplines	Knowledge is usually presented accurately, through meaningful contexts and connected disciplines	Knowledge is consistently presented accurately through meaningful contexts and connected disciplines.

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CA - Curriculum Alignment		CA 2.4	Instructional strategies	Employing instructional strategies that are research-based and proven effective	SS,D,I, O	Instructional strategies are research-based and proven effective.	Instructional strategies are not research-based and proven effective.	Instructional strategies are occasionally research-based and proven effective.	Instructional strategies are usually research-based and proven effective.	Instructional strategies are consistently research-based and proven effective.

		CA 2.5	Assignments	Assigning projects and tasks that require students to integrate and apply their learning in meaningful contexts and to reflect on what they have learned	SS,D,I, O	Projects require students to integrate and apply learning in meaningful contexts.	Students are not assigned projects and tasks that require them to integrate and apply their learning in meaningful contexts and to reflect on what they have learned.	Students are occasionally assigned projects and tasks that require them to integrate and apply their learning in meaningful contexts, and to reflect on what they have learned.	Students usually are assigned projects and tasks that require them to integrate and apply their learning in meaningful contexts, and to reflect on what they have learned.	Students are consistently assigned projects and tasks that require them to integrate and apply their learning in meaningful contexts and to reflect on what they have learned.
		CA 2.6	Active Learning	Providing students with learning experiences that engage them in active learning	SS,D,I, O	Students are engaged in active learning.	Students are not provided with learning experiences that engage them in active learning.	Students are occasionally provided with learning experiences that engage them in active learning.	Students are usually provided with learning experiences that engage them in active learning.	Students are consistently provided with learning experiences that engage them in active learning.

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CA - Curriculum Alignment		CA 2.7	Differentiation	Differentiating instruction to meet the identified needs of individual students and groups of students	SS,D,I, O	Instruction is differentiated to meet the needs of individual students and groups.	Instruction is not differentiated to meet the identified needs of individual students and groups of students.	Instruction is occasionally differentiated to meet the identified needs of individual students and groups of students.	Instruction is usually differentiated to meet the identified needs of individual students and groups of students.	Instruction is consistently differentiated to meet the identified needs of individual students and groups of students.

		CA 2.8	Student Resources	Providing all students access to available materials, resources, and services to support learning	SS,D,I, O	Students have access to materials, resources, and services to support learning.	Students are not provided access to available materials, resources, and services to support learning.	Students are occasionally provided access to available materials, resources, and services to support learning.	Students are usually provided access to available materials, resources, and services to support learning.	Students are consistently provided access to available materials, resources, and services to support learning.
		CA 2.9	Feedback	Providing teachers with feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills.	SS,D,I, O	Teachers receive feedback on the alignment of instruction to standards.	Teachers do not receive feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills.	Teachers occasionally receive feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills.	Teachers usually receive feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills.	Teachers consistently receive feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills.

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CA - Curriculum Alignment		CA 2.10	Monitoring	Monitoring teacher implementation of the curriculum throughout the year	SS,D,I, O	Teacher implementation of the curriculum is monitored.	Teacher implementation of the curriculum is not monitored.	Teacher implementation of the curriculum is occasionally monitored throughout the year.	Teacher implementation of the curriculum is usually monitored throughout the year.	Teacher implementation of the curriculum is consistently monitored throughout the year.
		CA 3.1	Assessment frequency	Assessing student progress on a regular basis	SS,D,I, O	Student progress is assessed regularly.	Student progress is not assessed on a regular basis.	Student progress is occasionally assessed on a regular basis.	Student progress is usually assessed on a regular basis.	Student progress is consistently assessed on a regular basis.
		CA 3.2	Assessment alignment	Ensuring that assessments are aligned with state learning standards and essential understandings, knowledge, and skills	SS,D,I, O	Assessments are aligned with state learning standards.	Assessments are not aligned with state learning standards and essential understandings, knowledge, and skills.	Assessments are occasionally aligned with state learning standards and essential understandings, knowledge, and skills.	Assessments are usually aligned with state learning standards and essential understandings, knowledge, and skills.	Assessments are consistently aligned with state learning standards and essential understandings, knowledge, and skills.
		CA 3.3	Assessment format	Providing opportunities for students to take tests that are similar in content and format to state assessments	SS,D,I, O	Students take tests that are similar to state assessments.	Students do not take tests that are similar in content and format to state assessments.	Students take tests that are occasionally similar in content and format to state assessments.	Students take tests that are usually similar in content and format to state assessments.	Students take tests that are consistently similar in content and format to state assessments.

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Standard CA - Curriculum Alightment	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
		CA 3.4	Assessment variety	Using a variety of classroom-based assessment methods and tools (student self-evaluation, performance checklists, rubrics, scales, projects, products, tests, quizzes) before, during, and after to monitor progress	SS,D,I, O	Students are assessed with a variety of classroom-based assessment methods and tools.	Students are not assessed with a variety of classroom-based assessment methods and tools (student self-evaluation, performance checklists, rubrics, scales, projects, products, tests, quizzes) before, during, and after to monitor progress.	A variety of classroom-based assessment methods and tools is occasionally used to monitor student progress (student self-evaluation, performance checklists, rubrics, scales, projects, products, tests, quizzes) before, during, and after to monitor progress.	A variety of classroom-based assessment methods and tools is usually used to monitor student progress (student self-evaluation, performance checklists, rubrics, scales, projects, products, tests, quizzes) before, during, and after to monitor progress.	A variety of classroom-based assessment methods and tools is consistently used to monitor student progress (student self-evaluation, performance checklists, rubrics, scales, projects, products, tests, quizzes) before, during, and after to monitor progress.

		CA 3.5	Assessment depth	Providing assessments that require students to use knowledge, comprehension, application, and reasoning skills	SS,D,I, O	Assessments require students to use knowledge, comprehension, application, and reasoning.	Assessments do not require students to use knowledge, comprehension, application, and reasoning skills.	Assessments occasionally require students to use knowledge, comprehension, application, and reasoning skills.	Assessments usually require students to use knowledge, comprehension, application, and reasoning skills.	Assessments consistently require students to use knowledge, comprehension, application, and reasoning skills.
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CA - Curriculum Alignment		CA 3.6	Reporting progress	Periodically reporting student progress toward mastery of learning objectives to students and parents in a way that is clear and understandable	SS,D,I, O	Student progress is reported to students and parents.	Student progress toward mastery of learning objectives is not reported to students and parents in a way that is clear and understandable.	Student progress toward mastery of learning objectives is occasionally reported to students and parents, but not always in a way that is clear and understandable.	Student progress toward mastery of learning objectives is usually reported to students and parents, but not always in a way that is clear and understandable.	Student progress toward mastery of learning objectives is consistently reported to students and parents in a way that is clear and understandable.
		CA 3.7	Assessment monitoring	Monitoring the results of classroom-based assessments to ensure attainment of the knowledge and skills required for success on state assessments	SS,D,I, O	Results of classroom-based assessments are monitored in relation to state assessments.	The results of classroom-based assessments are not monitored to ensure attainment of the knowledge and skills required for success on state assessments.	The results of classroom-based assessments are occasionally monitored to ensure attainment of the knowledge and skills required for success on state assessments.	The results of classroom-based assessments are usually monitored to ensure attainment of the knowledge and skills required for success on state assessments.	The results of classroom-based assessments are consistently monitored to ensure attainment of the knowledge and skills required for success on state assessments.

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TS - Time / Scheduling		TS 1.3		Organizing instruction and structuring lessons to maximize student time on task	SS,D,I, O	Instruction is organized to maximize student time on task.	Teachers do not organize instruction and structure lessons to maximize student time on task.	Teachers occasionally organize instruction and structure lessons to maximize student time on task.	Teachers usually organize instruction and structure lessons to maximize student time on task.	Teachers consistently organize instruction and structure lessons to maximize student time on task.
		TS 1.4		Maintaining a high level of student engagement throughout the lesson	SS,D,I, O	Students are highly engaged throughout the lesson.	A high level of student engagement is not maintained throughout the lesson.	A high level of student engagement is occasionally maintained throughout the lesson.	A high level of student engagement is usually maintained throughout the lesson.	A high level of student engagement is consistently maintained throughout the lesson.
	Leadership maintains a school environment that maximizes its potential for instructional time	TS 1.1		Basing decisions related to the pacing of the curriculum on state test blueprints and on student performance data	SS,D,I, O	Pacing decisions based on state test blueprints and student performance data.	Curriculum pacing decisions are not based on state test blueprints and student performance data.	Curriculum pacing decisions are occasionally based on state test blueprints and student performance data.	Curriculum pacing decisions are usually based on state test blueprints and student performance data.	Curriculum pacing decisions are consistently based on state test blueprints and student performance data.
		TS 1.2		Arranging classroom instructional time to allow for a variety of instructional activities	SS,D,I, O	Instructional time arranged to allow for a variety of activities.	Instructional time is not arranged to allow for a variety of instructional activities.	Instructional time is occasionally arranged to allow for a variety of instructional activities.	Instructional time is usually arranged to allow for a variety of instructional activities.	Instructional time is consistently arranged to allow for a variety of instructional activities.

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TS - Time / Scheduling		TS 1.7		Establishing school-wide organizational practices that minimize unnecessary interruptions to instructional time	SS,D,I, O	Organizational practices minimize unnecessary interruptions to instruction.	Organizational practices have not been established to minimize unnecessary interruptions to instructional time.	Organizational practices have been established to occasionally minimize unnecessary interruptions to instructional time	Organizational practices have been established that usually minimize unnecessary interruptions to instructional time.	Organizational practices have been established to consistently minimize unnecessary interruptions to instructional time.
		TS 1.5		Using classroom instructional time to provide enrichment opportunities and support services to individuals and small groups, based on students' identified strengths and needs	SS,D,I, O	Instructional time is used to provide enrichment and support based on students' needs.	Classroom instructional time is not used to provide enrichment opportunities and support services to individuals and small groups based on students' identified strengths and needs.	Classroom instructional time is occasionally used to provide enrichment opportunities and support services to individuals and small groups based on students' identified strengths and needs.	Classroom instructional time is usually used to provide enrichment opportunities and support services to individuals and small groups based on students' identified strengths and needs.	Classroom instructional time is consistently used to provide enrichment opportunities and support services to individuals and small groups based on students' identified strengths and needs.
		TS 1.6		Establishing classroom routines that maximize the use of non-instructional time	SS,D,I, O	Classroom routines maximize the use of non-instructional time.	Classroom routines have not been established to maximize the use of non-instructional time.	Classroom routines have been established that occasionally maximize the use of non-instructional time.	Classroom routines have been established to usually maximize the use of non-instructional time.	Classroom routines have been established to consistently maximize the use of non-instructional time

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TS - Time / Scheduling		TS 2.2		Building schedules based on identified learning and instructional needs that support the implementation of improvement initiatives	SS,D,I, O	Building schedules are based on learning and instructional needs.	Building schedules are not based on identified learning and instructional needs that support the implementation of improvement initiatives.	Building schedules are occasionally based on identified learning and instructional needs that support the implementation of improvement initiatives.	Building schedules are usually based on identified learning and instructional needs that support the implementation of improvement initiatives.	Building schedules are consistently based on identified learning and instructional needs that support the implementation of improvement initiatives.
		TS 1.8		Regularly monitoring the use of instructional time in classrooms	SS,D,I, O	The use of instructional time in classrooms is monitored.	The use of instructional time in classrooms is not monitored.	The use of instructional time in classrooms is occasionally monitored.	The use of instructional time in classrooms is usually monitored.	The use of instructional time in classrooms is consistently monitored.
		TS 2.3		Scheduling nonacademic events to minimally impact instructional time	SS,D,I, O	Nonacademic events are scheduled to have a minimal impact on instruction.	Nonacademic events are not scheduled to have a minimal impact on instructional time.	Nonacademic events are occasionally scheduled to have a minimal impact on instructional time.	Nonacademic events are usually scheduled to have a minimal impact on instructional time.	Nonacademic events are consistently scheduled to have a minimal impact on instructional time.

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TS - Time / Scheduling		TS 2.5		Establishing procedures and communicating expectations related to the allocation and use of time	SS,D,I, O	Procedures are established for the allocation and use of time.	Procedures are not established and/or expectations communicated related to the allocation and use of time.	Procedures are occasionally established and/or expectations communicated related to the allocation and use of time.	Procedures are usually established and/or expectations communicated related to the allocation and use of time.	Procedures are consistently established and/or expectations communicated related to the allocation and use of time.
		TS 2.6		Ensuring that the time allocated for specific activities is used to complete essential tasks according to established expectations	SS,D,I, O	Time allocated for specific activities is used to complete essential tasks according to established expectations.	Time allocated for specific activities is not used to complete essential tasks according to established expectations.	Time allocated for specific activities is occasionally used to complete essential tasks according to established expectations.	Time allocated for specific activities is usually used to complete essential tasks according to established expectations.	Time allocated for specific activities is consistently used to complete essential tasks according to established expectations.
		TS 2.4		Allocating time in the schedule for teachers to collaborate with other teachers, parents, and students	SS,D,I, O	Time is allocated in the schedule for teachers to collaborate with teachers, parents, and students.	Time is not allocated in the schedule for teachers to collaborate with other teachers, parents, and students.	Time is occasionally allocated in the schedule for teachers to collaborate with other teachers, parents, and students.	Time is usually allocated in the schedule for teachers to collaborate with other teachers, parents, and students.	Time is consistently allocated in the schedule for teachers to collaborate with other teachers, parents, and students.

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TS - Time / Scheduling		TS 2.9		Regularly monitoring the implementation of schedules and making adjustments, as needed, to maximize efficient use of time	SS,D,I, O	Schedule implementation is monitored and adjusted to maximize use of time.	The implementation of schedules is not monitored.	The implementation of schedules is occasionally monitored, and adjustments are made to maximize efficient use of time.	The implementation of schedules is usually monitored, and adjustments are made to maximize efficient use of time.	The implementation of schedules is consistently monitored, and adjustments are made, to maximize efficient use of time.
		TS 2.7		Using a school schedule that is conducive to providing intervention and remediation strategies and programs within the school day	SS,D,I, O	The school schedule is conducive to providing intervention and remediation.	The school schedule is not conducive to providing intervention and remediation strategies and programs within the school day.	The school schedule occasionally allows time for providing intervention and remediation strategies and programs within the school day.	The school schedule usually allows sufficient time for providing intervention and remediation strategies and programs within the school day.	The school schedule is consistent in providing intervention and remediation strategies and programs within the school day.

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D - Using Data	Data is used to make decisions about instruction and planning.	D 1.1		Using data/evidence from multiple sources to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills	SS,D,I, O	Data/evidence from multiple sources is used to plan instruction aligned with state standards.	Data/evidence from multiple sources is not used to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills.	Data/evidence from multiple sources is occasionally used to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills.	Data/evidence from multiple sources is usually used to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills.	Data/evidence from multiple sources is consistently used to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills.
		D 1.2		Collecting, compiling, and analyzing data related to instructional practices to determine the degree of alignment with state learning standards and to identify professional development needs	SS,D,I, O	Instructional practice data is analyzed for alignment with state standards and to identify professional development needs.	Data related to instructional practices is not collected, compiled, or analyzed to determine the degree of alignment with state learning standards or to identify professional development needs.	Data related to instructional practices is occasionally collected, compiled, and analyzed to determine the degree of alignment with state learning standards and to identify professional development needs.	Data related to instructional practices is usually collected, compiled, and analyzed to determine the degree of alignment with state learning standards and to identify professional development needs.	Data related to instructional practices is consistently collected, compiled, and analyzed to determine the degree of alignment with state learning standards and to identify professional development needs.
		D 1.3		Sharing responsibility for collecting and compiling data related to instructional programs and services	SS,D,I, O	Responsibility is shared for collecting data related to instructional programs and services.	Responsibility is not shared for collecting and compiling data related to instructional programs and services.	Responsibility is occasionally shared for collecting and compiling data related to instructional programs and services.	Responsibility is usually shared for collecting and compiling data related to instructional programs and services.	Responsibility is consistently shared for collecting and compiling data related to instructional programs and services.

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D - Using Data		D 1.4		Sharing responsibility for analyzing data and making instructional decisions based on the results	SS,D,I, O	Responsibility is shared for analyzing data and making instructional decisions.	Responsibility is not shared for analyzing data and making instructional decisions based on the results.	Responsibility is occasionally shared for analyzing data and making instructional decisions based on the results.	Responsibility is usually shared for analyzing data and making instructional decisions based on the results.	Responsibility is consistently shared for analyzing data and making instructional decisions based on the results.
		D 1.5		Collecting and compiling individual student performance data to identify students' strengths and needs, plan instruction, and monitor individual student progress over time	SS,D,I, O	Student data is collected and compiled to identify needs, plan instruction, and monitor progress.	Individual student performance data is not collected or compiled to identify students' needs, plan instruction, and monitor individual student progress over time.	Individual student performance data is occasionally collected and compiled to identify students' needs, plan instruction, and monitor individual student progress over time.	Individual student performance data is usually collected and compiled to identify students' needs, plan instruction, and monitor individual student progress over time.	Individual student performance data is consistently collected and compiled to identify students' needs, plan instruction, and monitor individual student progress over time.

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D - Using Data		D 1.6		Using results of data analyses to design, monitor, and evaluate instructional programs, support services, and professional development activities	SS,D,I, O	Results of data analyses are used to design, monitor, and evaluate instruction, support, and professional development.	Results of data analyses are not used to design, monitor, and evaluate instructional programs, support services, and professional development activities.	Results of data analyses are occasionally used to design, monitor, and evaluate instructional programs, support services, and professional development activities.	Results of data analyses are usually used to design, monitor, and evaluate instructional programs, support services, and professional development activities.	Results of data analyses are consistently used to design, monitor, and evaluate instructional programs, support services, and professional development activities.
		D 1.7		Training staff in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions	SS,D,I, O	Staff are trained to analyze assessment data to make instructional decisions.	Staff are not trained in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions.	Staff are occasionally provided training in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions.	Staff are usually provided training in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions.	Staff are consistently trained in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions.

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D - Using Data		D 2.1		Compiling and using data/evidence from several sources to develop a profile of the school related to student performance	SS,D,I, O	Data/evidence from several sources is used to develop a school profile.	Data/evidence from several sources is not compiled and used to develop a profile of the school related to student performance.	Data/evidence from several sources is occasionally compiled and used to develop a profile of the school related to student performance.	Data/evidence from several sources is usually compiled and used to develop a profile of the school related to student performance.	Data/evidence from several sources is consistently compiled and used to develop a profile of the school related to student performance.
		D 2.2		Analyzing data/evidence related to the perceived limitations of instructional practices and organizational conditions to identify goals and objectives for school improvement planning	SS,D,I, O	Data/evidence related to limitations of instruction and organization is analyzed for school improvement planning.	Data/evidence related to perceived limitations of instructional practices and organizational conditions is not analyzed to identify goals and objectives for school improvement planning.	Data/evidence related to perceived limitations of instructional practices and organizational conditions is occasionally analyzed to identify goals and objectives for school improvement planning.	Data/evidence related to perceived limitations of instructional practices and organizational conditions is usually analyzed to identify goals and objectives for school improvement planning.	Data/evidence related to perceived limitations of instructional practices and organizational conditions is consistently analyzed to identify goals and objectives for school improvement planning.
		D 2.3		Analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services	SS,D,I, O	Data analyzed over time for trends in student performance to identify strengths and limitations of instruction.	Data is not analyzed over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services.	Data is occasionally analyzed over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services.	Data is usually analyzed over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services.	Data is consistently analyzed over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services.

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D - Using Data		D 2.4		Disaggregating state and local student performance data by appropriate subgroups of students to identify needs and monitor student progress	SS,D,I, O	Student data is disaggregated by subgroup to identify needs and monitor progress.	State and local student performance data is not disaggregated by appropriate subgroups of students to identify needs and monitor student progress.	State and local student performance data is occasionally disaggregated by appropriate subgroups of students to identify needs and monitor student progress.	State and local student performance data is usually disaggregated by appropriate subgroups of students to identify needs and monitor student progress.	State and local student performance data is consistently disaggregated by appropriate subgroups of students to identify needs and monitor student progress.
		D 2.5		Collecting and analyzing data/evidence on a regular, periodic basis to monitor plan implementation and to evaluate improvements over time	SS,D,I, O	Data/evidence is collected and analyzed to monitor plan and evaluate improvements.	Data/evidence is not collected and analyzed on a regular, periodic basis to monitor plan implementation and to evaluate improvements over time.	Data/evidence is occasionally collected and analyzed to monitor plan implementation and to evaluate improvements over time.	Data/evidence is usually collected and analyzed to monitor plan implementation and to evaluate improvements over time.	Data/evidence is consistently collected and analyzed to monitor plan implementation and to evaluate improvements over time.
		D 2.6		Making data relevant to the implementation of school improvement strategies and initiatives available and accessible to staff	SS,D,I, O	Data relevant to school improvement initiatives is available to staff.	Data relevant to the implementation of school improvement strategies and initiatives is not made available and accessible to staff.	Data relevant to the implementation of school improvement strategies and initiatives is occasionally made available and accessible to staff.	Data relevant to the implementation of school improvement strategies and initiatives is usually made available and accessible to staff.	Data relevant to the implementation of school improvement strategies and initiatives is consistently made available and accessible to staff.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
D - Using Data		D 2.7		Training staff in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time	SS,D,I, O	Staff are trained in collecting and analyzing data to identify goals for school improvement planning.	Staff are not trained in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.	Staff are occasionally trained in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.	Staff are usually trained in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.	Staff are consistently trained in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.
PD - Professional Development	Principal involves the school staff in identifying the types of professional development needed to improve student achievement and ensures that the staff members participate in those activities.	PD 1.1		Designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement	SS,D,I, O	Ongoing professional development based on analyses of data and aligned with school improvement goals.	There is no ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement.	There is occasionally an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement	There is usually a school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement	There is a consistent, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 1.2		Basing professional development programs and activities on research-based principles and practices	SS,D,I, O	Professional development is based on research-based principles and practices.	Professional development programs and activities are not based on research-based principles and practices.	Professional development programs and activities are occasionally based on research-based principles and practices.	Professional development programs and activities are usually based on research-based principles and practices.	Professional development programs and activities are consistently based on research-based principles and practices.
		PD 1.3		Allocating resources to support the professional development program and ensure implementation of improvement initiatives	SS,D,I, O	Resources are allocated to support professional development.	Resources are not allocated to support the professional development program and ensure implementation of improvement initiatives.	Resources are occasionally allocated to support the professional development program and ensure implementation of improvement initiatives.	Resources are usually allocated to support the professional development program and ensure implementation of improvement initiatives.	Resources are consistently allocated to support the professional development program and ensure implementation of improvement initiatives.
		PD 1.4		Focusing the core of staff learning on research-based content and instructional practices that have been proven effective in improving student achievement	SS,D,I, O	Staff learning is focused on research-based content and instructional practices proven effective.	Staff learning is not focused on research-based content and instructional practices that have been proven effective in improving student achievement.	Staff learning is occasionally focused on research-based content and instructional practices that have been proven effective in improving student achievement.	Staff learning is usually focused on research-based content and instructional practices that have been proven effective in improving student achievement.	Staff learning is consistently focused on research-based content and instructional practices that have been proven effective in improving student achievement.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 1.5		Identifying essential learning outcomes from professional development activities that will be used to change practice	SS,D,I, O	Essential professional development learning outcomes that can change practice are identified.	The school does not identify essential learning outcomes from professional development activities that will be used to change practice.	The school occasionally identifies essential learning outcomes from professional development activities that will be used to change practice.	The school usually identifies essential learning outcomes from professional development activities that will be used to change practice.	The school consistently identifies essential learning outcomes from professional development activities that will be used to change practice.
		PD 1.6		Including theory, demonstration, practice with feedback, and coaching in the school's professional development programs and activities	SS,D,I, O	Theory, demonstration, practice, and coaching are included in professional development programs.	Theory, demonstration, practice with feedback, and coaching are not included in the school's professional development program and activities.	Theory, demonstration, practice with feedback, and coaching are occasionally included in the school's professional development program and activities.	Theory, demonstration, practice with feedback, and coaching are usually included in the school's professional development program and activities.	Theory, demonstration, practice with feedback, and coaching are consistently included in the school's professional development program and activities.
		PD 1.7		Monitoring the degree to which new practices are implemented as prescribed	SS,D,I, O	The school monitors the degree to which new practices are implemented as prescribed.	The school does not monitor the degree to which new practices are implemented as prescribed.	The school occasionally monitors the degree to which new practices are implemented as prescribed.	The school usually monitors the degree to which new practices are implemented as prescribed.	The school consistently monitors the degree to which new practices are implemented as prescribed.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 1.8		Determining the effect of changes in practice on student learning	SS,D,I, O	The school determines the effect of changes in practice on student learning.	The school does not determine the effect of changes in practice on student learning.	The school occasionally determines the effect of changes in practice on student learning.	The school usually determines the effect of changes in practice on student learning.	The school consistently determines the effect of changes in practice on student learning.
		PD 2.1		Embedding professional growth and development into job performance expectations and the performance evaluation process	SS,D,I, O	Professional development is embedded in job performance expectations.	Professional growth and development are not embedded into job performance expectations and the performance evaluation process.	Professional growth and development are occasionally embedded into job performance expectations and the performance evaluation process.	Professional growth and development are usually embedded into job performance expectations and the performance evaluation process.	Professional growth and development are consistently embedded into job performance expectations and the performance evaluation process.
		PD 2.2		Analyzing data/evidence from a variety of relevant sources to identify goals for individual growth and development	SS,D,I, O	Data from multiple sources is analyzed to identify goals for individual development.	The school does not analyze data/evidence from a variety of relevant sources to identify goals for individual growth and development.	The school occasionally analyzes data/evidence from a variety of relevant sources to identify goals for individual growth and development.	The school usually analyzes data/evidence from a variety of relevant sources to identify goals for individual growth and development.	The school consistently analyzes data/evidence from a variety of relevant sources to identify goals for individual growth and development.

# RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 2.3		Aligning plans for individual professional development with local improvement initiatives and with areas identified for individual growth	SS,D,I, O	Professional development plans are aligned with local improvement initiatives.	Plans for individual professional development are not aligned with local improvement initiatives and with areas identified for individual growth.	Plans for individual professional development are occasionally aligned with local improvement initiatives, but not with areas identified for individual growth.	Plans for individual professional development are usually aligned with local improvement initiatives and sometimes with areas identified for individual growth.	Plans for individual professional development are consistently aligned with local improvement initiatives and with areas identified for individual growth.
		PD 2.4		Connecting teachers' learning outcomes from professional development activities directly to their work in classrooms	SS,D,I, O	Teachers' professional development learning is connected to their work in classrooms.	Teachers' learning outcomes from professional development activities do not connect directly to their work in classrooms.	Teachers' learning outcomes from professional development activities occasionally connect directly to their work in classrooms.	Teachers' learning outcomes from professional development activities usually connect directly to their work in classrooms.	Teachers' learning outcomes from professional development activities consistently connect directly to their work in classrooms.

# RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 2.5		Connecting teachers to external resources such as conferences, workshops, and support networks that align with the needs of individual teachers, departments/grade levels, or local improvement initiatives	SS,D,I, O	Teachers are connected to external resources that align with their needs.	Teachers are not connected to external resources such as conferences, workshops, and support networks that align with their individual needs, departments/grade levels, or local improvement initiatives.	Teachers are occasionally connected to external resources such as conferences, workshops, and support networks that align with their individual needs, departments/grade levels, or local improvement initiatives.	Teachers are usually connected to external resources such as conferences, workshops, and support networks that align with their individual needs, departments/grade levels, or local improvement initiatives.	Teachers are consistently connected to external resources such as conferences, workshops, and support networks that align with their individual needs, departments/grade levels, or local improvement initiatives.
		PD 2.6		Providing opportunities for teachers to experiment, practice, and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices	SS,D,I, O	Teachers can experiment, practice, and get feedback as they integrate new skills.	Teachers are not provided opportunities to practice and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.	Teachers occasionally have opportunities to practice and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.	Teachers usually have opportunities to practice and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.	Teachers consistently have opportunities to practice and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.

# RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 2.7		Regularly monitoring the progress of staff in achieving individual professional development goals	SS,D,I, O	Progress of staff in achieving individual goals is monitored.	The progress of staff in achieving individual professional development goals is not monitored.	The progress of staff in achieving individual professional development goals is occasionally monitored.	The progress of staff in achieving individual professional development goals is usually monitored.	The progress of staff in achieving individual professional development goals is consistently monitored.
SIP - School Improvement Planning	School and school division develop a long range school improvement plan.	SIP 1.1		Basing the three-year school improvement plan on the results of previous academic reviews, as required by the Standards of Accreditation	SS,D,I, O	The school improvement plan is based on results of previous academic reviews.	The three-year school improvement plan is not based on the results of previous academic reviews, as required by the Standards of Accreditation.	The three-year school improvement plan is occasionally based on the results of previous academic reviews, as required by the Standards of Accreditation.	The three-year school improvement plan is usually based on the results of previous academic reviews, as required by the Standards of Accreditation.	The three-year school improvement plan is consistently based on the results of previous academic reviews, as required by the Standards of Accreditation.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 1.2		Developing the three-year school improvement plan with the assistance of parents and teachers, as required by the Standards of Accreditation	SS,D,I, O	The school improvement plan is developed with parents and teachers.	The three-year school improvement plan is not developed with the assistance of parents and teachers, as required by the Standards of Accreditation.	The three-year school improvement plan is occasionally with the assistance of parents and teachers, as required by the Standards of Accreditation	The three-year school improvement plan is usually developed with the assistance of parents and teachers, as required by the Standards of Accreditation	The three-year school improvement plan is consistently developed with the assistance of parents and teachers, as required by the Standards of Accreditation
		SIP 1.3		Using baseline data/measures relevant to areas for improvement to identify goals for school improvement planning	SS,D,I, O	Baseline data/measures relevant to areas for improvement are used to identify goals.	Baseline data/measures relevant to areas for improvement are not used to identify goals for school improvement planning.	Baseline data/measures relevant to areas for improvement are occasionally used to identify goals for school improvement planning.	Baseline data/measures relevant to areas for improvement are usually used to identify goals for school improvement planning.	Baseline data/measures relevant to areas for improvement are consistently used to identify goals for school improvement planning.
		SIP 1.4		Establishing clear goals that relate to student achievement	SS,D,I, O	Clear goals are established relating to student achievement.	Clear goals relating to student achievement are not established.	Clear goals that relate to student achievement are occasionally established.	Clear goals that relate to student achievement are usually established.	Clear goals that relate to student achievement are consistently established.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 1.5		Establishing yearly, measurable objectives or benchmarks that are linked to goals	SS,D,I, O	Yearly objectives/ benchmarks linked to goals are established.	The school does not establish yearly, measurable objectives or benchmarks that are linked to goals.	The school occasionally establishes measurable objectives or benchmarks that are linked to goals.	The school usually establishes measurable objectives or benchmarks that are linked to goals.	The school consistently establishes yearly, measurable objectives or benchmarks that are linked to goals.
		SIP 1.6		Describing the strategies to be implemented and the specific action steps to be taken to meet each objective	SS,D,I, O	The plan describes strategies and specific action steps to meet objectives.	The plan does not describe the strategies to be implemented and the specific action steps to be taken to meet each objective.	The plan occasionally describes strategies to be implemented and the specific action steps to be taken to meet each objective.	The plan usually describes strategies to be implemented and the specific action steps to be taken to meet objectives.	The plan consistently describes strategies to be implemented and the specific action steps to be taken to meet each objective.
		SIP 1.7		Including data collection activities at regular, logical (not random) intervals throughout plan, as part of strategies/action steps	SS.D	The plan includes data collection at regular, logical (not random) intervals throughout the plan as part of strategies/action steps	The plan does not include data collection at regular, logical (not random) intervals throughout the plan as part of strategies/action steps	The plan occasionally includes data collection at regular, logical (not random) intervals throughout the plan as part of strategies/action steps	The plan usually includes data collection at regular, logical (not random) intervals throughout the plan as part of strategies/action steps	The plan consistently includes data collection at regular, logical (not random) intervals throughout the plan as part of strategies/action steps

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 1.8		Including a system of monitoring student progress at regular, logical (not random) intervals	SS,D,I, O	Includes a system of student progress monitoring.	The plan does not include a system of monitoring student progress at regular, logical (not random) intervals.	The plan occasionally includes student progress monitoring at regular, logical (not random) intervals.	The plan usually includes regular student progress monitoring at regular, logical (not random) intervals.	The plan consistently includes a system of monitoring student progress at regular, logical (not random) intervals.
		SIP 1.9		Selecting achievement indicators that are appropriate to goals and objectives	SS,D,I, O	Achievement indicators are appropriate to goals.	Achievement indicators are not appropriate to goals and objectives.	Achievement indicators are occasionally appropriate to goals and objectives.	Achievement indicators are usually appropriate to goals and objectives.	Achievement indicators are consistently appropriate to goals and objectives.
		SIP 1.10		Identifying sources of evidence that are appropriate to strategies/action steps	SS,D,I, O	Evidence sources are appropriate to strategies/action steps.	Evidence sources are not appropriate to strategies/action steps.	Evidence sources are occasionally appropriate to strategies/action steps.	Evidence sources are usually appropriate to strategies/action steps.	Evidence sources are consistently appropriate to strategies/action steps..
		SIP 1.11		Identifying person(s) responsible for implementing strategies/action steps and collecting data/evidence	SS,D,I, O	The plan identifies person(s) responsible for action steps and collecting data.	The plan does not identify person(s) responsible for implementing strategies/action steps and collecting data/evidence.	The plan occasionally identifies person(s) responsible for implementing strategies/action steps and collecting data/evidence.	The plan usually identifies person(s) responsible for implementing strategies/action steps and collecting data/evidence	The plan consistently identifies person(s) responsible for implementing strategies/action steps and collecting data/evidence.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 1.12		Establishing timelines over a three-year period and linking shorter timeframes to specific action steps/strategies	SS,D,I, O	Three-year timelines are established with shorter timeframes for action steps.	The plan does not establish timelines over a three-year period.	Three-year timelines are occasionally established with shorter timeframes for action steps.	Three-year timelines are usually established with shorter timeframes for action steps.	Three-year timelines are consistently established with shorter timeframes for action steps.
		SIP 1.13		Including all nine components required by Section 8VAC20131-310.G of the Standards of Accreditation (Refer to TA Document in AR User's Handbook or SOA for list of components.)	SS,D,I, O	The plan includes the nine components required by Standards of Accreditation.	The plan does not include the nine components required by Section 8VAC2--131310G of the Standards of Accreditation.	The plan occasionally includes the nine components required by Section 8VAC2--131310G of the Standards of Accreditation.	The plan usually includes the nine components required by Section 8VAC2--131310G of the Standards of Accreditation.	The plan consistently includes all nine components required by Section 8VAC2--131310G of the Standards of Accreditation.
		SIP 2.1		Focusing implementation on improved student achievement	SS,D,I, O	Implementation is focused on improved student achievement.	Implementation is not focused on improved student achievement.	Implementation is occasionally focused on improved student achievement.	Implementation is usually focused on improved student achievement.	Implementation is consistently focused on improved student achievement.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 2.2		Implementing strategies and action steps in the manner described in plan	SS,D,I, O	Strategies/action steps are implemented as described in the plan.	Strategies and action steps are not implemented in the manner described in the plan.	Strategies and action steps are occasionally implemented in the manner described in the plan.	Strategies and action steps are usually implemented in the manner described in the plan.	Strategies and action steps are consistently implemented in the manner described in the plan.
		SIP 2.3		Documenting implementation of strategies/action steps	SS,D,I, O	Implementation of strategies/action steps is documented.	Implementation of strategies/action steps is not documented.	Implementation of strategies/action steps is occasionally documented.	Implementation of strategies/action steps is usually documented.	Implementation of strategies/action steps is consistently documented.
		SIP 2.4		Collecting and compiling data/evidence of the degree to which strategies and action steps are implemented as described in the plan	SS,D,I, O	Data/evidence of degree of implementation is collected and compiled.	The school does not collect data/evidence of the degree to which strategies and action steps are implemented as described in the plan.	The school occasionally collects and compiles data/evidence of the degree to which strategies and action steps are implemented as described in the plan.	The school usually collects and compiles data/evidence of the degree to which strategies and action steps are implemented as described in the plan.	The school consistently collects and compiles data/evidence of the degree to which strategies and action steps are implemented as described in the plan.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 2.5		Monitoring the efforts of staff in carrying out their responsibilities	SS,D,I, O	Staff efforts are monitored.	The efforts of staff in carrying out their responsibilities are not monitored.	The efforts of staff in carrying out their responsibilities are occasionally monitored.	The efforts of staff in carrying out their responsibilities are usually monitored.	The efforts of staff in carrying out their responsibilities are consistently monitored.
		SIP 2.6		Meeting established timelines for completing strategies/action steps and collecting data/evidence	SS,D,I, O	Timelines are met for completing action steps and collecting evidence.	Established timelines are not met for completing strategies/action steps and collecting data/evidence.	Established timelines are occasionally met for completing strategies/action steps and collecting data/evidence.	Established timelines are usually met for completing strategies/action steps and collecting data/evidence.	Established timelines are consistently met for completing strategies/action steps and collecting data/evidence.
		SIP 2.7		Establishing procedures for macro-to-micro analysis of data	SS,D,I, O	Procedures established for macro-to-micro data analysis.	No procedures are established for macro-to-micro analysis of data.	Procedures are occasionally established for macro-to-micro analysis of data.	Procedures are usually established for macro-to-micro analysis of data.	Procedures are consistently established for macro-to-micro analysis of data.
		SIP 3.1		Establishing a system for monitoring and adjusting the school's improvement plan	SS,D,I, O	System is established for monitoring and adjusting the plan.	No system is established for monitoring and adjusting the school's improvement plan.	A system is occasionally established for monitoring and adjusting the school's improvement plan	A system is usually established for monitoring and adjusting the school's improvement plan	The school has established a consistent system for monitoring and adjusting the school improvement plan.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 3.2		Analyzing data/evidence to determine the degree to which strategies/actions steps are implemented as intended	SS,D,I, O	Data/evidence of degree of implementation is analyzed.	The school does not analyze evidence of the degree to which strategies and action steps are implemented as intended.	The school occasionally analyzes evidence of the degree to which strategies and action steps are implemented as intended.	The school usually analyzes evidence of the degree to which strategies and action steps are implemented as intended.	The school consistently analyzes evidence of the degree to which strategies and action steps are implemented as intended.
		SIP 3.3		Systematically monitoring student achievement at regular intervals throughout the year to determine effectiveness of improvement initiatives	SS,D,I, O	Student achievement is monitored to determine effectiveness of improvement initiatives.	Student achievement is not monitored throughout the year to determine effectiveness of improvement initiatives.	Student achievement is occasionally monitored throughout the year to determine effectiveness of improvement initiatives.	Student achievement is usually monitored throughout the year to determine effectiveness of improvement initiatives, but not at regular intervals.	Student achievement is consistently monitored at regular intervals throughout the year to determine effectiveness of improvement initiatives.
		SIP 3.4		Using data to determine the impact of improvement initiatives on student learning	SS,D,I, O	Data is used to determine the impact of improvement initiatives on learning.	Data is not used to determine the impact of improvement initiatives on student learning.	Data is occasionally used to determine the impact of improvement initiatives on student learning.	Data is usually used to determine the impact of improvement initiatives on student learning.	Data is consistently used to determine the impact of improvement initiatives on student learning.
		SIP 3.5		Modifying goals and/or objectives based upon the analyses of data/evidence	SS,D,I, O	Goals are modified based upon analyses of data/evidence.	Goals and objectives are not modified based upon the analyses of data/evidence.	Goals and objectives are occasionally modified based upon the analyses of data/evidence.	Goals and objectives are usually modified based upon the analyses of data/evidence.	Goals and objectives are consistently modified based upon the analyses of data/evidence.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 3.6		Modifying less successful strategies and adding new strategies, as needed, to promote continued improvement	SS,D,I, O	Strategies are modified/added to promote continued improvement.	The school does not modify less successful strategies or add new strategies to promote continued improvement.	The school occasionally modifies less successful strategies and adds new strategies to promote continued improvement.	The school usually modifies less successful strategies and adds new strategies to promote continued improvement.	The school consistently modifies less successful strategies and adds new strategies, as needed, to promote continued improvement.
		SIP 3.7		Reaching established student achievement benchmarks and/or objectives	SS,D,I, O	Established student benchmarks and/or objectives are reached.	Established student achievement benchmarks and/or objectives are not reached.	Established student achievement benchmarks and/or objectives are occasionally reached.	Established student achievement benchmarks and/or objectives are usually reached.	Established student achievement benchmarks and/or objectives are consistently reached.
		SIP 3.8		Communicating the status of implementation and the results to stakeholders	SS,D,I, O	Implementation status and results are communicated.	The status of implementation and the results are not communicated to stakeholders.	The status of implementation and the results are occasionally communicated to stakeholders.	The status of implementation and the results are usually communicated to stakeholders.	The status of implementation and the results are consistently communicated to stakeholders.
RBI - Research Based Instructional Intervention	Adoption of a research based instructional intervention that has a proven track record of success at raising student achievement.	IMP 1.1		Describing baseline measures upon which the instructional intervention selection is based	SS,D,I, O	Baseline measures upon which instructional intervention selection is based are described.	It is not clear upon which baseline measures the instructional intervention selection is based.	Baseline measures upon which instructional intervention selection is based are occasionally described.	Baseline measures upon which instructional intervention selection is based are usually described.	Baseline measures upon which instructional intervention selection is based are consistently described.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
RBI - Research Based Instructional Intervention		IMP 1.3		Providing evidence that the available research supports the instructional intervention as one that has been proven to positively affect student achievement	SS,D,I, O	Evidence is provided that instructional intervention is research based.	Evidence is not provided that instructional intervention is research based.	Evidence is occasionally provided that instructional intervention is research based.	Evidence is usually provided that instructional intervention is research based..	Evidence is consistently provided that instructional intervention is research based.
		IMP 1.2		Using data to determine which instructional intervention would best meet the needs of students	SS,D,I, O	Data is used to determine which instructional intervention best meet the needs of students.	Data is not used to determine which instructional intervention would best meet the needs of students.	Data is occasionally used to determine which instructional intervention would best meet the needs of students.	Data is usually used to determine which model would best meet the needs of students.	Data is consistently used to determine which model would best meet the needs of students.

# RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
RBI - Research Based Instructional Intervention		IMP 1.4		Providing evidence that the adopted instructional intervention meets Board of Education criteria for identifying and selecting instructional interventions that are not on the Board approved list, but include instructional methods with a proven track record of success at raising student achievement	SS,D,I, O	Evidence is provided that adopted instructional intervention meets BOE criteria of proven track record.	Evidence is not provided that adopted instructional intervention meets BOE criteria of proven track record.	Evidence is occasionally provided that adopted instructional intervention meets BOE criteria of proven track record.	Evidence is usually provided that adopted instructional intervention meets BOE criteria of proven track record.	Evidence is consistently provided that adopted instructional intervention meets BOE criteria of proven track record.
		IMP 1.5		Linking implementation of the instructional intervention with the three-year school improvement plan	SS,D,I, O	Implementation of instructional intervention is linked with school improvement plan.	Implementation of the instructional intervention is not linked with the three-year school improvement plan.	Implementation of the instructional intervention is occasionally linked with the three-year school improvement plan.	Implementation of the instructional intervention is usually linked with the three-year school improvement plan.	Implementation of the instructional intervention is consistently linked with the three-year school improvement plan in exemplary fashion.

## RUBRIC FOR WIRELESS REVIEWS

RBI - Research Based Instructional Intervention		IMP 2.1		Designing a professional development program to train teachers in the intended outcomes, key aspects, and protocols of the instructional intervention	SS,D,I, O	There is professional development to train teachers in the instructional intervention.	There is not professional development to train teachers in the instructional intervention.	There is occasionally professional development to train teachers in the instructional intervention..	There is usually professional development to train teachers in the instructional intervention.	There is consistently professional development to train teachers in the instructional intervention.
		IMP 1.6		Describing specific action steps that will be taken to provide training, feedback, and support for implementation	SS,D,I, O	Action steps are described to provide training and support for implementation.	Action steps are not described to provide training and support for implementation.	Action steps are occasionally described to provide training and support for implementation	Action steps are usually described to provide training and support for implementation.	Action steps are consistently described to provide training and support for implementation.
		IMP 1.7		Establishing specific timeframes for action steps	SS,D,I, O	Specific timeframes are established for action steps.	No specific timelines are established for action steps.	Specific timeframes are occasionally established for action steps.	Specific timeframes are usually established for action steps..	Specific timeframes are consistently established for action steps.
		IMP 1.8		Establishing regular intervals for collecting and analyzing data/evidence of implementation	SS,D,I, O	Regular intervals are established for collecting evidence of implementation.	Regular intervals are not established for collecting evidence of implementation.	Regular intervals are occasionally established for collecting evidence of implementation	Regular intervals are usually established for collecting evidence of implementation	Regular intervals are consistently established for collecting evidence of implementation

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
RBI - Research Based Instructional Intervention		IMP 2.2		Ensuring that teachers understand and can articulate key aspects and protocols of the instructional intervention	SS,D,I, O	Teachers understand key aspects of the instructional intervention.	Teachers do not understand key aspects of the instructional intervention	Teachers occasionally understand key aspects of the instructional intervention.	Teachers usually understand key aspects of the instructional intervention	Teachers consistently understand key aspects of the instructional intervention.
		IMP 2.3		Allocating sufficient resources to support implementation (time, materials, supplies, space, personnel)	SS,D,I, O	Resources are allocated to support implementation.	Resources are not allocated to support implementation.	Resources are occasionally allocated to support implementation.	Resources are usually allocated to support implementation.	Resources are consistently allocated to support implementation.
		IMP 2.4		Making internal and/or external facilitators available to teachers to provide the technical assistance necessary for successful implementation (staff development, consultation, collaboration)	SS,D,I, O	Facilitators are available to teachers to support implementation.	Facilitators are not available to teachers to support implementation.	Facilitators are occasionally available to teachers to support implementation.	Facilitators are usually available to teachers to support implementation.	Facilitators are consistently available to teachers to support implementation.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
RBI- Research Based Instructional Intervention		IMP 2.5		Documenting implementation of the key aspects and protocols	SS,D,I, O	Implementation of the key aspects and protocols is documented.	Implementation of the key aspects and protocols is not documented.	Implementation of the key aspects and protocols is occasionally documented.	Implementation of the key aspects and protocols is usually documented.	Implementation of the key aspects and protocols is consistently documented.
		IMP 2.6		Analyzing data/evidence of implementation of the instructional intervention to determine the degree to which it is being implemented as prescribed by developers	SS,D,I, O	Evidence of implementation is analyzed to determine if it is done as prescribed.	Data/evidence of implementation is not analyzed to determine the degree to which the instructional intervention is being implemented as prescribed by developers.	Data/evidence of implementation is occasionally analyzed to determine the degree to which the instructional intervention is being implemented as prescribed by developers.	Data/evidence of implementation is usually analyzed to determine the degree to which the instructional intervention is being implemented as prescribed by developers.	Data/evidence of implementation is consistently analyzed to determine the degree to which the instructional intervention is being implemented as prescribed by developers.
		IMP 2.7		Regularly providing teachers with feedback on the implementation of the instructional intervention	SS,D,I, O	Feedback is provided to teachers on the implementation of the instructional intervention.	No feedback is provided to teachers on the implementation of the instructional intervention.	Feedback is occasionally provided to teachers on the implementation of the instructional intervention.	Feedback is usually provided to teachers on the implementation of the instructional intervention.	Feedback is consistently provided to teachers on the implementation of the instructional intervention.
		IMP 2.8		Focusing implementation on improving student achievement	SS,D,I, O	Implementation is focused on improving student achievement.	Implementation is not focused on improving student achievement.	Implementation is occasionally focused on improving student achievement.	Implementation is usually focused on improved student achievement.	Implementation is consistently focused on improving student achievement.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
RBI - Research Based Instructional Intervention		IMP 3.1		Using student progress assessments inherent in the instructional intervention as intended by developers	SS,D,I, O	Student assessments in the instructional intervention are used as intended.	Student progress assessments inherent in the instructional intervention are not used.	Student progress assessments inherent in the instructional intervention are occasionally used, but not as intended by developers.	Student progress assessments inherent in the instructional intervention are usually used as intended by developers.	Student progress assessments inherent in the instructional intervention are consistently used as intended by developers.
		IMP 3.2		Identifying other performance data that provide evidence of student achievement	SS,D,I, O	Other data is identified that provide evidence of student achievement.	No other performance data is identified that provides evidence of student achievement.	Other performance data is occasionally identified that provides evidence of student achievement.	Other performance data is usually identified that provides evidence of student achievement.	Other performance data is consistently identified that provides evidence of student achievement.
		IMP 3.3		Systematically monitoring student achievement at regular intervals throughout the year	SS,D,I, O	Student achievement is monitored throughout the year.	Student achievement is not monitored throughout the year.	Student achievement is occasionally monitored throughout the year.	Student achievement is usually monitored throughout the year.	Student achievement is consistently monitored at regular intervals throughout the year.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
RBI- Research Based Instructional Intervention		IMP 3.4		Reaching the school's established student achievement benchmarks	SS,D,I, O	Established student achievement benchmarks are reached.	Established student achievement benchmarks are not reached.	Established student achievement benchmarks are occasionally reached.	Established student achievement benchmarks are usually reached.	Established student achievement benchmarks are consistently reached.
		IMP 3.5		Correlating data/evidence of implementation with student achievement data to determine effectiveness of the instructional intervention	SS,D,I, O	Data/evidence of implementation is correlated with student achievement data.	Data/evidence of implementation is not correlated with student achievement data to determine effectiveness of the instructional intervention.	Data/evidence of implementation is occasionally correlated with student achievement data to determine effectiveness of the instructional intervention.	Data/evidence of implementation is usually correlated with student achievement data to determine effectiveness of the instructional intervention.	Data/evidence of implementation is consistently correlated with student achievement data to determine effectiveness of the instructional intervention.
		IMP 3.6		Establishing a system for monitoring and adjusting the instructional intervention	SS,D,I, O	A system is established for monitoring and adjusting the instructional intervention.	No system is established for monitoring and adjusting the instructional intervention.	A system is established for occasional monitoring and adjusting the instructional intervention.	A system is established for usual monitoring and adjusting the instructional intervention.	A system is established for consistent monitoring and adjusting the instructional intervention.
		IMP 3.7		Modifying implementation, as allowable, based upon the analyses of data	SS,D,I, O	Implementation is modified based upon analyses of data.	Implementation is not modified based upon the analyses of data.	Implementation is occasionally modified based upon the analyses of data.	Implementation is usually modified based upon the analyses of data.	Implementation is consistently modified based upon the analyses of data.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
RBI - Research Based Instructional Intervention		IMP 3.8		Communicating implementation status and results to stakeholders	SS,D,I, O	Implementation status and results are communicated.	The status of implementation and the results are not communicated to stakeholders.	The status of implementation and the results are occasionally communicated to stakeholders.	The status of implementation and the results are usually communicated to some stakeholders.	The status of implementation and the results are consistently communicated to stakeholders.
SP - Organizational Systems and Processes	Effective systems and processes are needed to accomplish tasks required by SOA. The success of the principal in accomplishing these tasks depends on the implementation of effective systems and processes.	SP 1.1		Using the school's beliefs, vision, and mission to set goals, establish systems, and develop procedures	SS,D,I, O	School beliefs, vision, and mission are used to establish goals, systems, and procedures.	The school's beliefs, vision, and mission are not used to set goals, establish systems, and develop procedures.	The school's beliefs, vision, and mission are occasionally used to set goals, establish systems, and develop procedures.	The school's beliefs, vision, and mission are usually used to set goals, establish systems, and develop procedures.	The school's beliefs, vision, and mission are consistently used to set goals, establish systems, and develop procedures.
		SP 1.2		Analyzing data to identify strengths and needs at the individual and school levels	SS,D,I, O	Data analyzed to identify needs at individual and school levels.	Data is not analyzed to identify strengths and needs at the individual and school levels.	Data is occasionally analyzed to identify strengths and needs at the individual and school levels.	Data is usually analyzed to identify strengths and needs at the individual and school levels.	Data is consistently analyzed to identify strengths and needs at the individual and school levels.
		SP 1.3		Involving stakeholders in developing systems and processes that address identified needs and the school's improvement goals	SS,D,I, O	Stakeholders are involved in developing systems to address needs and goals.	Stakeholders are not involved in developing systems and processes that address identified needs and the school's improvement goals.	Stakeholders are occasionally involved in developing systems and processes that address identified needs and the school's improvement goals.	Stakeholders are usually involved in developing systems and processes that address identified needs and the school's improvement goals.	Stakeholders are consistently involved in developing systems and processes that address identified needs and the school's improvement goals.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SP - Organizational Systems and Processes		SP 1.4		Providing decision-makers with the information needed to solve problems and make effective instructional decisions	SS,D,I, O	Decision-makers are given information to solve problems and make decisions.	Decision-makers are not provided with the information needed to solve problems and make effective instructional decisions.	Decision-makers are occasionally provided with the information needed to solve problems and make effective instructional decisions.	Decision-makers are usually provided with the information needed to solve problems and make effective instructional decisions.	Decision-makers are consistently provided with the information needed to solve problems and make effective instructional decisions.
		SP 1.5		Using accurate and complete information to make decisions related to improvement initiatives	SS,D,I, O	Accurate information is used to make improvement decisions.	Accurate and complete information is not used to make decisions related to improvement initiatives.	Accurate and complete information is occasionally used to make decisions related to improvement initiatives.	Accurate and complete information is usually used to make decisions related to improvement initiatives.	Accurate and complete information is consistently used to make decisions related to improvement initiatives.
		SP 1.6		Monitoring and adjusting systems and processes to promote continued improvement	SS,D,I, O	Systems are monitored and adjusted for continued improvement.	Systems and processes are neither monitored nor adjusted to promote continued improvement.	Systems and processes are occasionally monitored and adjusted to promote continued improvement.	Systems and processes are usually monitored and adjusted to promote continued improvement.	Systems and processes are consistently monitored and adjusted to promote continued improvement.
		SP 2.1		Establishing systems and/or processes that focus on identified needs	SS,D,I, O	Systems and/or processes focus on identified needs.	Systems and processes are not established to focus on identified needs.	Systems and processes are occasionally established to focus on identified needs.	Systems and processes are usually established to focus on identified needs.	Systems and processes are consistently established to focus on identified needs.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SP - Organizational Systems and Processes		SP 2.2		Designing and defining processes so that desired tasks are accomplished according to expectations	SS,D,I, O	Processes are defined so tasks accomplished per expectations.	Processes are neither designed nor defined so that desired tasks are accomplished according to expectations.	Processes are occasionally designed and defined so that desired tasks are accomplished according to expectations.	Processes are usually designed and defined so that desired tasks are accomplished according to expectations.	Processes are consistently designed and defined so that desired tasks are accomplished according to expectations.
		SP 2.3		Addressing issues that may hinder the accomplishment of tasks	SS,D,I, O	Issues are addressed that may hinder the accomplishment of tasks.	Issues are not addressed that may hinder the accomplishment of tasks.	Issues are occasionally addressed that may hinder the accomplishment of tasks.	Issues are usually addressed that may hinder the accomplishment of tasks.	Issues are consistently addressed that may hinder the accomplishment of tasks.
		SP 2.4		Involving staff in the development of processes and in making decisions related to implementation	SS,D,I, O	Staff is involved in developing processes and making implementation decisions.	The staff is not involved in developing processes and making decisions related to implementation.	The staff is occasionally involved in developing processes and making decisions related to implementation.	The staff is usually involved in developing processes and making decisions related to implementation.	The staff is consistently involved in developing processes and making decisions related to implementation.
		SP 2.5		resources	SS,D,I, O	The school designs processes that are cost effective in terms of human, physical, and financial resources.	The school does not design processes that are cost effective in terms of human, physical, and financial resources.	The school occasionally designs processes that are cost effective in terms of human, physical, and financial resources.	The school usually designs processes that are cost effective in terms of human, physical, and financial resources.	The school consistently designs processes in terms of human, physical, and financial resources s that are cost effective

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SP - Organizational Systems and Processes		SP 2.6		Allocating sufficient resources to accomplish tasks	SS,D,I, O	Sufficient resources are allocated to accomplish tasks.	Sufficient resources are not allocated to accomplish tasks.	Sufficient resources are occasionally allocated to accomplish tasks.	Sufficient resources are usually allocated to accomplish tasks.	Sufficient resources are consistently allocated to accomplish tasks.
		SP 2.7		Assessing the degree to which processes are implemented and tasks are completed as intended	SS,D,I, O	The degree of process implementation and task completion is assessed.	The school does not assess the degree to which processes are implemented and tasks are completed as intended.	The school occasionally assesses the degree to which processes are implemented and tasks are completed as intended.	The school usually assesses the degree to which processes are implemented and tasks are completed as intended.	The school consistently assesses the degree to which processes are implemented and tasks are completed as intended.
		SP 2.8		Assigning staff members to monitor implementation of processes	SS,D,I, O	Staff members are assigned to monitor process implementation.	Staff members are not assigned to monitor implementation of processes.	Staff members are occasionally assigned to monitor implementation of processes.	Staff members are usually assigned to monitor implementation of processes.	Staff members are consistently assigned to monitor implementation of processes.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SP - Organizational Systems and Processes		SP 3.1		Providing opportunities for those affected by organizational changes to have input into the development of expectations and procedures related to the changes	SS,D,I, O	Those affected by change have input into procedures and expectations related to change.	Opportunities are not provided for those affected by organizational changes to have input into the development of expectations and procedures related to the changes.	Opportunities are occasionally provided for those affected by organizational changes to have input into the development of expectations and procedures related to the changes.	Opportunities are usually provided for those affected by organizational changes to have input into the development of expectations and procedures related to the changes.	Opportunities are consistently provided for those affected by organizational changes to have input into the development of expectations and procedures related to the changes.
		SP 3.2		Specifying procedures to be implemented and activities to be completed as part of the established system/process	SS,D,I, O	Procedures and activities are specified for established systems/processes.	The school does not specify procedures to be implemented and activities to be completed as part of established systems/processes.	The school occasionally specifies procedures to be implemented and activities to be completed as part of established systems/processes.	The school usually specifies procedures to be implemented and activities to be completed as part of established systems/processes.	The school consistently specifies procedures to be implemented and activities to be completed as part of established systems/processes.
		SP 3.3		Communicating expectations and responsibilities of individuals and groups in implementing procedures and activities	SS,D,I, O	Individual and group expectations are communicated for implementing procedures.	The school does not communicate expectations and responsibilities of individuals and groups in implementing procedures and activities.	The school occasionally communicates expectations and responsibilities of individuals and groups in implementing procedures and activities.	The school usually communicates expectations and responsibilities of individuals and groups in implementing procedures and activities.	The school consistently communicates expectations and responsibilities of individuals and groups in implementing procedures and activities.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SP - Organizational Systems and Processes		SP 3.4		Establishing timelines for completing specific activities	SS,D,I, O	Timelines are established for completing activities.	Timelines are not established for completing specific activities.	Timelines are occasionally established for completing specific activities.	Timelines are usually established for completing specific activities.	Timelines are consistently established for completing specific activities.
		SP 3.5		Ensuring that activities are completed according to established timelines and procedures	SS,D,I, O	Activities are completed according to timelines and procedures.	Activities are not completed according to established timelines and procedures.	Activities are occasionally completed according to established timelines and procedures.	Activities are usually completed according to established timelines and procedures.	Activities are consistently completed according to established timelines and procedures.
		SP 3.6		Evaluating implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals	SS,D,I, O	Procedure implementation is evaluated based on alignment with goals.	The school does not evaluate the implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals.	The school occasionally evaluates the implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals.	The school usually evaluates the implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals.	The school consistently evaluates the implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals.
SC - School Culture	It is the culture of the school that determines the effectiveness of the systems, processes, and practices in bringing about change in the organization and in supporting improved student achievement	SC 1.1		Basing the mission of the school on the shared beliefs and common vision of the members of the school community	SS,D,I, O	School mission is based on shared beliefs of school community.	The mission of the school is not based on the shared beliefs or common vision of the members of the school community.	The mission of the school is occasionally based on the shared beliefs or common vision of the members of the school community.	The mission of the school is usually based on the shared beliefs or common vision of the members of the school community.	The mission of the school is consistently based on the shared beliefs or common vision of the members of the school community.

# RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 1.2		Clearly communicating expectations for student performance to students and parents	SS,D,I, O	Expectations for student performance are clearly communicated to students and parents.	Expectations for student performance are not clearly communicated to students and parents.	The school occasionally communicates expectations for student performance to students and parents clearly.	The school usually communicates expectations for student performance to students and parents clearly.	The school consistently communicates expectations for student performance to students and parents clearly.
		SC 1.3		Implementing instructional and organizational practices that reflect high expectations for all students and consideration of the culture and needs of the school community	SS,D,I, O	Practices reflect high expectations for all students and consideration of culture/needs of community.	The school does not implement instructional and organizational practices that reflect high expectations for all students and consideration of the culture and needs of the school community.	The school occasionally implements instructional and organizational practices that reflect high expectations for all students, but they do not reflect consideration of the culture and needs of the school community.	The school usually implements instructional and organizational practices that reflect high expectations for all students and consideration of the culture and needs of the school community.	The school consistently implements instructional and organizational practices that reflect high expectations for all students and consideration of the culture and needs of the school community.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 1.4		Assigning teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers	SS,D,I, O	Teachers are assigned by matching their strengths with student needs.	The school does not assign teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers.	The school occasionally assigns teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers.	The school usually assigns teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers.	The school consistently assigns teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers.
		SC 1.5		Maintaining a safe and orderly environment for learning	SS,D,I, O	A safe and orderly learning environment is maintained.	The school does not maintain a safe and orderly environment for learning.	The school occasionally maintains a safe and orderly environment for learning.	The school usually maintains safe and orderly environment for learning.	The school consistently maintains safe and orderly environment for learning.
		SC 1.6		Implementing activities, programs, and services that support and enhance the academic achievement and social development of students	SS,D,I, O	Activities are implemented that support student achievement and social development.	The school does not implement activities, programs, or services that support and enhance the academic achievement and social development of students.	The school occasionally implements activities, programs, and services that support and enhance the academic achievement and social development of students.	The school usually implements activities, programs, and services that support and enhance the academic achievement and social development of students.	The school consistently implements activities, programs, and services that support and enhance the academic achievement and social development of students.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 1.7		Structuring school activities, events, and special programs to promote high levels of involvement	SS,D,I, O	Activities and programs are structured to promote high levels of involvement.	School activities, events, and special programs are not structured to promote high levels of involvement.	School activities, events, and special programs are occasionally structured to promote high levels of involvement.	School activities, events, and special programs are usually structured to promote high levels of involvement.	School activities, events, and special programs are consistently structured to promote high levels of involvement.
		SC 2.1		Involving staff, parents, students, and the larger community in the decision-making process	SS,D,I, O	Staff, parents, students, and community are involved in decision-making.	Staff, parents, students, and the larger community are not involved in the decision-making process.	Staff, parents, students, and the larger community are occasionally involved in the decision-making process.	Staff, parents, students, and the larger community are usually involved in the decision-making process.	Staff, parents, students, and the larger community are consistently involved in the decision-making process.
		SC 2.2		Seeking and using community resources to support the school's improvement initiatives and raise student achievement	SS,D,I, O	Community resources are used to support improvement initiatives.	The school neither seeks nor uses community resources to support its improvement initiatives and raise student achievement.	The school occasionally seeks and uses community resources to support its improvement initiatives and raise student achievement.	The school usually seeks and uses community resources to support its improvement initiatives and raise student achievement.	The school consistently seeks and uses community resources to support its improvement initiatives and raise student achievement.

## RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 2.3		Establishing an organizational structure within the school consisting of teacher-led teams that cut across the school both horizontally and vertically	SS,D,I, O	There are teacher-led teams cutting across the school horizontally and vertically.	The school does not have an organizational structure consisting of teacher-led teams that cut across the school both horizontally and vertically.	The school occasionally utilizes an organizational structure consisting of teacher-led teams that cut across the school either horizontally or vertically, but not both.	The school usually utilizes an organizational structure of teacher-led teams that cut across the school either horizontally or vertically, but not both.	The school consistently utilizes an organizational structure of teacher-led teams that cut across the school both horizontally and vertically.
		SC 2.4		Focusing team planning and collaboration on the school's improvement planning initiatives and goals for student achievement	SS,D,I, O	Team planning is focused on school improvement plan and goals for achievement.	Team planning and collaboration are not focused on the school's improvement planning initiatives or goals for student achievement.	Team planning and collaboration are occasionally focused on the school's improvement planning initiatives and goals for student achievement.	Team planning and collaboration are usually focused on the school's improvement planning initiatives and goals for student achievement.	Team planning and collaboration are consistently focused on the school's improvement planning initiatives and goals for student achievement.
		SC 2.5		Implementing programs and activities to involve and assist families in raising their children's academic performance	SS,D,I, O	Programs are implemented to involve/assist families in raising children's performance.	Programs and activities are not implemented to involve and assist families in raising their children's academic performance.	Programs and activities are occasionally implemented to involve and assist families in raising their children's academic performance.	Programs and activities are usually implemented to involve and assist families in raising their children's academic performance.	Programs and activities are consistently implemented to involve and assist families in raising their children's academic performance.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 2.6		Providing opportunities for students to make choices, learn responsibility, and practice leadership skills	SS,D,I, O	Opportunities are provided for students to learn responsibility and leadership skills.	Opportunities are not provided for students to make choices, learn responsibility, or practice leadership skills.	Opportunities are occasionally provided for students to make choices, learn responsibility, or practice leadership skills.	Opportunities are usually provided for students to make choices, learn responsibility, and practice leadership skills.	Opportunities are consistently provided for students to make choices, learn responsibility, and practice leadership skills.
		SC 2.7		Using multiple communication strategies to disseminate information to stakeholders	SS,D,I, O	Multiple communication strategies are used to disseminate information to stakeholders.	Multiple communication strategies are not used to disseminate information to stakeholders.	Multiple communication strategies are occasionally used to disseminate information to stakeholders.	Multiple communication strategies are usually used to disseminate information to stakeholders.	Multiple communication strategies are consistently used to disseminate information to stakeholders.
		SC 3.1		Focusing improvement efforts on student learning and achievement	SS,D,I, O	Improvement efforts are focused on student learning and achievement.	Improvement efforts are not focused on student learning and achievement.	Improvement efforts are occasionally focused on student learning and achievement.	Improvement efforts are usually focused on student learning and achievement.	Improvement efforts are consistently focused on student learning and achievement.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 3.2		Basing school improvement initiatives on research-based, field-validated strategies and practices that address the areas identified for improvement	SS,D,I, O	Improvement initiatives are based on research-based validated strategies and practices.,	School improvement initiatives are not based on research-based, field-validated strategies and practices that address the areas identified for improvement.	School improvement initiatives are occasionally based on research-based, field-validated strategies and practices that address the areas identified for improvement.	School improvement initiatives are usually based on research-based, field-validated strategies and practices that address the areas identified for improvement.	School improvement initiatives are consistently based on research-based, field-validated strategies and practices that address the areas identified for improvement.
		SC 3.3		Identifying and addressing the challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives	SS,D,I, O	School and community challenges that may impede progress are addressed.	School leadership neither identifies nor addresses the challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives.	School leadership occasionally identifies and addresses the challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives.	School leadership usually identifies and addresses the challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives.	School leadership consistently identifies and addresses the challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives.
		SC 3.4		Allocating and providing sufficient resources to assist and support staff in implementing school improvement initiatives	SS,D,I, O	Resources allocated to support implementation of improvement initiatives.	Sufficient resources are not allocated or provided to assist and support staff in implementing school improvement initiatives.	Sufficient resources are occasionally allocated and provided to assist and support staff in implementing school improvement initiatives.	Sufficient resources are usually allocated and provided to assist and support staff in implementing school improvement initiatives.	Sufficient resources are consistently allocated and provided to assist and support staff in implementing school improvement initiatives.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 3.5		Recognizing significant milestones and achievements of the school in moving toward the established goals	SS,D,I, O	Significant milestones and achievements recognized.	School leadership does not recognize significant milestones and achievements of the school in moving toward the established goals.	School leadership occasionally recognizes significant milestones and achievements of the school in moving toward the established goals.	School leadership usually recognizes significant milestones and achievements of the school in moving toward the established goals.	School leadership consistently recognizes significant milestones and achievements of the school in moving toward the established goals.
		SC 3.6		Establishing a process for regularly reviewing and renewing the school's vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community	SS,D,I, O	Vision, beliefs, and mission reviewed for alignment with culture of school community.	There is no process for reviewing and renewing the school's vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community.	There is a process which is used occasionally for reviewing and renewing its vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community.	There is a process which is usually used for reviewing and renewing its vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community but the process is rarely implemented.	There is a process which is consistently used for reviewing and renewing its vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community.