**Summer Learning Project**

**EVALUATION RUBRIC: 2013 Site Work Plan**

**Review panel composed of evaluators and coaches.**

* We will be ordering the review call by site.
* We will not review each criterion below. Instead, we ask that you use this rubric as a general guide to identify overall strengths, areas for improvement, and suggested next steps for each partnership.
	+ Templates referenced at bottom of rubric (example: student attendance policy) can be found by accessing the blank work plan template found in the Dropbox , and following each link within that document.
* As we review each site, BASB will facilitate and ask the panel:
	+ What are the strengths of this site, based on their work plan submission?
	+ What are areas for improvement for this site, based on their work plan (and perhaps based on observations you had from last summer)?
	+ What next steps would you suggest for this site?
* Cumulative feedback – not attributed to anyone in particular – will be summarized in a bulleted list for each partnership, and e-mailed to the respective non-profit lead and BPS lead teacher. Partnerships will incorporate feedback into final work plans, due July 2.

**PARTNERSHIP INFORMATION**

Partner Organization:

Site(s):

|  |
| --- |
| **PROGRAM IMPROVEMENTS** |
| *SCORE 0-3* ***(THIS IS OPTIONAL, ONLY USE IF HELPFUL)*** | ***TOPIC*** *Work Plan Content* | ***CRITERIA for Evaluation*** *- Scoring will be given based on how accurately program work plans address the criteria below.* *0 = Does not meet any necessary criteria**1 = Meets some criteria, needs improvement**2 = Meets most criteria, needs small improvements**3 = Meets all criteria and expectations**If not using scoring, please still review criteria to determine if content area is a strength or area for improvement for feedback call.*  | ***NOTES/FOCUS AREAS*** *Notes from Evaluator, includes strengths, weaknesses, questions/comments* |
|  | **Anticipated Challenge** | \*Addresses a relevant and applicable challenge.\*Details concrete next steps on addressing the challenge.\*(if applicable) Includes ideas on using coaching for addressing challenge.  |  |
|  | **Lessons Learned** | \*Addresses feedback from last year’s evaluation, specific to site\*Includes 3 lessons learned\*Translates feedback into practical action in this summer’s plans |  |
| **FAMILY ENGAGEMENT/STUDENT RETENTION** |
| *SCORE*  | *TOPIC* | *CRITERIA* | *NOTES/FOCUS AREAS* |
|  | **Student Engagement / Retention** | \*Articulates clear strategy for recruitment of new applicants, and for engagement of existing registrants\*Demonstrates understanding of importance of student and family engagement before summer program commences |  |
|  | **Family Involvement Strategy** | \*Utilizes engagement best practices\*Includes a mix of approaches (i.e. student events, parent/family events, direct outreach)\*Demonstrates understanding of importance of reaching entire family unit. |  |
|  | **Attendance** | \*Utilizes attendance best practices\*Includes a variety of attendance reinforcement strategies (e.g. incentives)\*Demonstrates understanding of the importance of attendance as related to program quality |  |
|  | **Transportation** | \*Provides clear evidence that transportation and transportation options have been considered as part of site planning\*Includes a transportation option applicable to age group, or has altered recruitment strategy to target students close to site |  |
| **PROGRAM CONTENT** |
| *SCORE*  | *TOPIC* | *CRITERIA* | *NOTES/FOCUS AREAS* |
|  | **Curriculum Development** | \*Provides clear evidence site leadership has invested time and thought into curriculum development in ELA and math during spring\*Demonstrates multiple people – including lead teacher – have been part of curriculum development. |  |
|  | **Academic Plan** | \*Includes at least 75 hours of academic instruction (50 ELA, 25 math) in plans [Boston SLP requirement]. \*Provides evidence site will utilize physical space and staff appropriately to meet academic goals\*Articulates “on-task time” has a lever for academic skill development.  |  |
|  | **Academic Plan (for 2nd/3rd)** | \*Articulates clear strategy for involving family in reading awareness.\*Provides evidence site understands importance of family reading |  |
|  | **Skills** | \*Creates opportunity to meet all skill domains: critical thinking, relationships, perseverance, and self-regulation\*Includes implementation of skill development during BOTH academic and enrichment time |  |
|  | **Essential Question** | \*Demonstrates an essential question that is: -consistent with theme of site  -inquiry-based, will allow student to explore meaning of content -age-appropriate and engaging -represented in and related to both enrichment and academic activities |  |
|  | **Integration** | \*Demonstrates intentional connection-making between academics and enrichment activities appropriately\*Includes academic and enrichment staff cross-over time for planning |  |
|  | **Program Quality** | \*Meets program quality criteria outlined in work plan. |  |
| **STAFFING** |
| *SCORE*  | *TOPIC* | *CRITERIA* | *NOTES/FOCUS AREAS* |
|  | **Site Coordinator /Lead Teacher** | \*Articulates clearly the role of the site coordinator/ lead teacher  |  |
| **TRAINING/PLANNING** |
| *SCORE*  | *TOPIC* | *CRITERIA* | *NOTES/FOCUS AREAS* |
|  | **On-Site** | \*Provides a clear, concrete agenda for an effective on-site planning strategy\*Demonstrates understanding of the importance of on-site planning.\*Articulates clear plan for communicating roles and responsibilities, and general policies. |  |
|  | **Enrichment** | \*Articulates ideas for behavior management, classroom management training, or support, to enrichment staff\*Equips enrichment staff to deliver high quality programming  |  |
| **TEMPLATES (CAN BE FOUND IN WORK PLAN TEMPLATE)** |
| *SCORE*  | *TOPIC* | *CRITERIA* | *NOTES/FOCUS AREAS* |
|  | **Roles & Responsibilities** | \*Designates appropriate point person for each task |  |
|  | **Daily Schedule** | \*Fulfills requirements outlined in daily schedule template (adequate academic time, transition time, staff planning time) |  |
|  | **Student Discipline** | \*Fulfills requirements outlined in student discipline code template  |  |
|  | **Student Attendance Policy** | \*Fulfills requirements outlined in student attendance policy template  |  |
| ***TOTAL*** | ***GENERAL NOTES – To be completed by evaluator/coach for debrief*** |
|  | Strengths:Areas for Improvement:Next Steps:Questions/Comments: |