

# Ramp-Up Implementation Fidelity Reflection Rubric

	4 - Exceeds Expectations	3 - Meets Expectations	2 - Partially Meets Expectations	1 - Does Not Meet Expectations
<b>Curriculum Delivery</b>	<ul style="list-style-type: none"> <li>All students receive all 28 advisory activities and 5 workshops throughout the school year</li> <li>Staff are provided time to prepare and learn about the content prior to lesson delivery</li> <li>Big Ideas of lesson topics are shared with parents in an ongoing systematic way throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>All students receive all 28 advisory activities and 5 workshops throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>Most students receive all 28 advisory activities and 5 workshops throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>Most students receive less than the 28 advisory activities and 5 workshops throughout the school year</li> </ul>
<b>Use of Readiness Rubric</b>	<ul style="list-style-type: none"> <li>All students complete the Readiness Rubric 3 times a year and it is reviewed with a teacher/advisor or counselor</li> <li>Information is shared with parents in a formalized two-way communication twice a year</li> <li>Rubric is stored electronically for student and school personnel to review</li> </ul>	<ul style="list-style-type: none"> <li>All students complete the Readiness Rubric twice a year and it is reviewed with a teacher/advisor or counselor</li> <li>Information is shared with parents in a formalized two-way communication once a year</li> <li>Rubric is stored electronically for student and school personnel to review</li> </ul>	<ul style="list-style-type: none"> <li>Most students complete the Readiness Rubric twice a year and it is reviewed with a teacher/advisor or counselor</li> <li>Information is shared with parents in a formalized way once a year</li> <li>Rubric is kept in paper/pencil format</li> </ul>	<ul style="list-style-type: none"> <li>Not all students complete the Readiness Rubric</li> <li>Information is not shared with parents</li> <li>Rubric is not stored</li> </ul>
<b>Use of Postsecondary Plan</b>	<ul style="list-style-type: none"> <li>All students complete the Postsecondary plan once a year and it is reviewed with a teacher/advisor or counselor as part of the course registration process</li> <li>Information is shared with parents in a formalized two-way communication once a year as part of the course registration process</li> <li>Postsecondary plan is stored electronically for student and school personnel to review</li> </ul>	<ul style="list-style-type: none"> <li>All students complete the Postsecondary plan once a year and it is reviewed with a teacher/advisor or counselor</li> <li>Information is shared with parents in a formalized two-way communication once a year</li> <li>Postsecondary plan is stored electronically for student and school personnel to review</li> </ul>	<ul style="list-style-type: none"> <li>Most students complete the Postsecondary Plan once a year and it is reviewed with a teacher/advisor or counselor</li> <li>Information is shared with parents in a formalized way once a year</li> <li>Postsecondary Plan is kept in paper/pencil format</li> </ul>	<ul style="list-style-type: none"> <li>Not all students complete the Postsecondary Plan</li> <li>Information is not shared with parents</li> <li>Rubric is not stored</li> </ul>

<p>Evidence of a school-wide culture of college and career readiness</p>	<ul style="list-style-type: none"> <li>• There are practices and rituals within the school that promote that it is a college preparatory school</li> <li>• Parents are regularly involved in two way communication regarding their student's academic progress and planning related to postsecondary education</li> <li>• Staff engage in a systemic and ongoing collaboration surrounding content, instruction, and preparing students for postsecondary education</li> </ul>	<ul style="list-style-type: none"> <li>• There are practices and rituals within the school that promote a college going culture</li> <li>• Parents are involved in two way communication regarding their student's academic progress and planning related to postsecondary education at least once a year</li> <li>• Staff engage in planned professional development, instruction, and preparing students for postsecondary education</li> </ul>	<ul style="list-style-type: none"> <li>• There are random acts of college going culture employed</li> <li>• Attempts are made at parent communication regarding their student's academic progress and planning related to postsecondary education</li> <li>• Staff engage in random acts of professional development, instruction, and preparing students for postsecondary education</li> </ul>	<ul style="list-style-type: none"> <li>• There are no practices and rituals within the school that promote a college going culture preparatory school</li> <li>• Little to no attempt is made at parent communication regarding their student's academic progress and planning related to postsecondary education</li> <li>• Staff do not engage in professional development, instruction, and preparing students for postsecondary education</li> </ul>
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