



## EELC Implementation Plan Rubric

The EELC School Implementation Rubric can be used to internally assess the quality of the established EELC implementation plan. It is useful for the EELC Task Force to help organize and assess their EELC implementation efforts and the rubric can be used as a guide and checklist. The purpose of this rubric is to provide the EELC Task Force with a comprehensive, structured, and efficient way to review, assess, revise, and design their EELC implementation plan. The rubric lists 5 planning domains, 4 are based on the 4 pillars of community schools with a 4-level scale for each domain:

- Level 0: Efforts to address the domain are “Not Present” in the plan
- Level 1: Efforts to address the domain are “Emerging”
- Level 2: Efforts to address the domain are “Developing”
- Level 3: Efforts to address the domain are “Full Implementation”
- Level 4: Efforts to address the domain are “Exemplary”

Each EELC will have a school planning and management group (EELC Task Force) which consists of student, staff support community, and parent/guardian representatives. Each EELC will complete an EELC Implementation Plan. Each EELC Task Force will follow three principles; collaboration, consensus, and no-fault problem solving to plan, implement, and support EELCs. The EELC Task Force is responsible for the continued growth of EELCs to include increased student achievement, community involvement, family engagement, and mitigating the impact of community violence. As noted in the research, the success of EELCs is dependent on the development of this collaborative group.

## EELC Implementation Evaluation Measures (Abbreviated Version)

SCHOOL: \_\_\_\_\_

Level	EELC Implementation Plan
	EELCs will develop an implementation plan. The school plan is the guiding document for the school and will be developed by the EELC Task Force (school-based team) and will include extended and enrichment learning, family and community engagement, distributed leadership and practices, and multi-tiered systems of support. The plan will include measurable goals and objectives that will be closely monitored and adjusted according to progress and need.
	Look for: Established task force, goals, current plan, communication plan.
0 Not Present or Established	
1 Emerging	
2 Developing	
3 Full Implementation	
4 Exemplary	

Level	<h2>Extended and Enrichment Learning</h2> <p>Students will engage in meaningful learning during extended school days using engaging lessons planned by dedicated teachers. Extended and enriching learning experiences will focus not only on core subjects, but also social emotional learning and content relevant to Norfolk and its students.</p> <p>Look fors: Schedule, budget, staffing, varied enrichment opportunities, student/family participation and engagement, and impact</p>
0 Not Present or Established	
1 Emerging	
2 Developing	
3 Full Implementation	
4 Exemplary	

Level	<h2>Family and Community Engagement</h2> <p>Strong partnerships with leaders from Norfolk and across the region, community and faith partners, physical and mental health services, and most importantly, families and guardians, will be the core of Norfolk's Equity and Excellence Learning Centers (EELCs). Norfolk Public Schools (NPS) will continue to engage with diverse and varied partners, including but not limited to, volunteers, families, parents and guardians, cultural institutions, universities, churches, and historic and learning sites. Equity and Excellence Learning Centers will be hubs for the communities they serve, offering services both during the traditional school day and beyond.</p> <p>Look fors: Established partnerships, communication plan/input, goals, and needs assessments/meeting the needs of families (wraparound services/resources/supports)</p>
0 Not Present or Established	
1 Emerging	
2 Developing	
3 Full Implementation	
4	

Exemplary	
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Level	Distributed Leadership and Practices
	<p>Leaders assigned to the EELCs will be experienced, inclusive, and culturally relevant leaders who understand the importance of professional development and value the contributions of their entire staff. Leaders will encourage engagement, progress monitoring, and high-quality experiences that promote high levels of student engagement. Training and coaching will be available to support carrying out the implementation plan.</p> <p>Look fors: Task force meetings, shared vision with stakeholders, use of resources, budget, professional development, progress monitoring and revisions, and coaching.</p>
0 Not Present or Established	
1 Emerging	
2 Developing	
3 Full Implementation	
4 Exemplary	

Level	Multi-Tiered Systems of Support
	<p>EELCs will assess student needs, create action plans, deliver supports, adjust and evaluate those supports, and connect and celebrate success from all involved. Students, partners, and stakeholders will be recognized for their contributions and achievements, and those successes will be used as building blocks for the next phases of growth.</p> <p>Look fors: Plans to celebrate success, addressing identified needs (wraparound/SEL/mental health), family workshops, EELC success plans, and trauma-informed/restorative practices.</p>
0 Not Present or Established	
1 Emerging	
2 Developing	
3 Full Implementation	
4 Exemplary	

