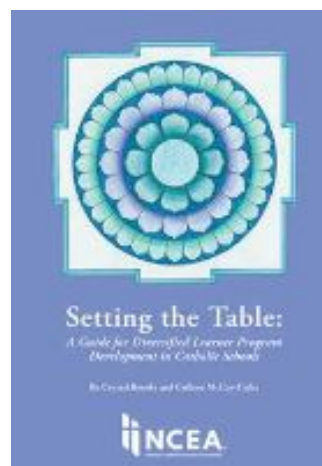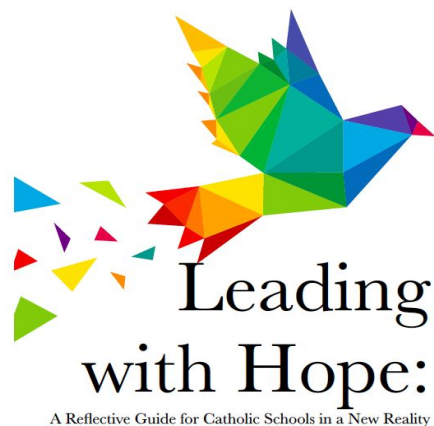# School Opening Implementation Rubric

Rooted in research and reliable sources for Catholic Educators

This rubric unpacks each element of your school opening plan. This resource combines the implementation drivers from Chapter 6 of *Setting the Table* by Crystal Brooks and Colleen McCoy-Cejka and domains identified in *Leading with Hope* by the Andrew M. Greeley Center for Catholic Education at Loyola University.

Introduction:

Back to school plans have been developed by leaders, specialists in the fields of pedagogy, and health experts to ensure the safest return plan possible for students. In private schools, we have the opportunity to continue to do more for students with less funding. Many Catholic school communities have recognized that this is what we are here for; building community focused on social justice, dignity of the human person, and care for one another. This is our time to shine.

So, now that the plan is developed and has been approved by the school board, pastor, and/or arch/diocese, the real work begins. Members of committees and task forces will need to do the other full time job of teaching and leading. School principals and administrators will need to secure and retain faculty trust and implement the plans with success.

In Setting the Table: A Guide for Diversified Learner Program Development in Catholic Schools, we discuss implementation in detail. All great plans and initiatives need to be implemented, otherwise you have a lot of frustrated colleagues who believe you wasted their time on committees and task forces. It is so vitally important to set time aside and assess the implementation of your plan, share your progress with your team, and refine the desired outcomes if needed. Here, we use research adopted from the NIRN to develop a rubric specifically designed to analyze progress on the Leading with Hope: A Reflective Guide for Catholic Schools in a New Reality. If your school did not consider this wonderful guide when planning to return to campus, this rubric can still be used to facilitate conversations and plan next steps.

Recommendation for use: A team of stakeholders at the school would evaluate the school opening transition based on a variety of domains and provide leadership with feedback on strengths and opportunities. Consider your score for each of the three implementation areas, Competency Drivers, Leadership Drivers, Organizational Drivers as well as the overall score for each of the categories. The higher the score, the greater the implementation fidelity and positive outcomes of your work. Low scores are opportunities for refinement of the plan and reflecting on the process.

Category	Exemplary (4)	Good (3)	Marginal (2)	Unacceptable (1)
The school community has knowledge of the plan to reopen school safely. LWH Domains Logistics and Planning Creating and Maintaining Community	Safety, arrival/dismissal, online and hybrid learning procedures are communicated in a variety of modalities to the community in a way that is welcoming and prioritizes the social and emotional needs of all stakeholders..	Procedures are communicated in a variety of modalities with little detail to those only immediately impacted.	Procedures are communicated only by one modality and to those only immediately impacted.	Safety, arrival/dismissal, online and hybrid learning procedures are never communicated to the community. The social and emotional needs of all stakeholders are not identified as a priority.
Teachers have skills to utilize new technology necessary for online instruction, classroom instruction, and a hybrid of settings. LWH Domains Curriculum and Instruction Technology Support	Infrastructure for technology use on and off campus is established to effectively address the learning context, student needs, necessary teacher training to build interdisciplinary connections, UDL, differentiated instruction, and meaningful assessments. Teacher training driven by inclusive and evidence based teaching practices.	Infrastructure for technology is available with training resources posted in a shared file for all to access.	Infrastructure for technology is set up in a few classrooms and for less than 100% of students. Some training is available in a shared file for those with new technology.	Infrastructure for technology use on and off campus is not established. Training has not been included as a necessary component of the plan to return.
Social-Emotional Learning competencies are included in training and modeled by administration and campus leadership for	Principles of social-emotional learning and Catholic	Principles are introduced in early orientation and	Some principles of social and emotional learning are	Principles of social-emotional learning and Catholic

students, faculty, and staff. LWH Domains Creating and Maintaining Community Promoting Catholic Identity in Remote Spaces	Social Justice are embedded within all online and on campus community activities including mass, clubs, classes, assemblies, and internal and external communication.	welcome sessions for new students. Teachers share concepts during the first week of classes, communications include websites to reference, and Catholic Social Justice is promoted through interdisciplinary connections.	considered when planning community activities in a remote setting, leadership plans to address in more detail when on campus. Catholic Social Justice will be taught in Theology only.	Social Justice **are not** embedded within all online and on campus community activities including mass, clubs, classes, assemblies, and internal and external communication.
School principal and other administrators have time allocated for plan follow up daily, faculty meetings planned weekly. LWH Domains Logistics and Planning Creating and Maintaining Community Curriculum and Instruction	The school leaders have made time weekly to check in with faculty, staff, and stakeholders to progress monitor based on identified data points, refine plan as necessary, communicate with all community stakeholders, and plan additional training as needed.	School leaders email one another weekly to check in, communication with stakeholders is brief and sporadic.	School leaders are meeting biweekly, some are unable to attend due to schedule conflicts. Communication is through word of mouth only with stakeholders.	The school leaders do not meet weekly to check in with faculty, staff, and stakeholders. No progress monitoring based on identified data points is conducted. Plan has not been refined and no additional training is planned.
Necessary funding is allocated for implementation of the plan. LWH Domains Logistics and Planning Creating and Maintaining Community Technology Support	Funding for safety measures, technology access and equity for online learning, supporting all students, and events to maintain community norms and rituals are secured.	There is some funding available from a previous budget, but no new sources of funding have been secured through fundraising efforts/ campaigns..	Fundraising efforts have yielded small sums to allocate for technology, no funding was available from the school budget.	Funding for safety measures, technology access and equity for online learning, supporting all students, and events to maintain community norms and rituals **have not been**

				secured.
School leadership have resources readily available to present data and information to stakeholders. (prepared to address conflict if needed) LWH Domains Logistics and Planning Creating and Maintaining Community Curriculum and Instruction	Decisions are based on data gathered from safety measures in place, feedback from community events, student progress monitoring data and teacher report.	Metrics for data collection are identified and data has been collected, but leadership has not analyzed the data or shared metric with stakeholders.	Metrics for data collection are identified, but no data has been collected for analysis of progress.	Decisions are not based on data gathered from multiple sources.
The community is motivated to make necessary changes directed by leadership. LWH Domains Logistics and Planning Creating and Maintaining Community Promoting Catholic Identity in Remote Spaces	Faculty, staff, school leadership, students, and parents are motivated to make necessary changes for the safety, continued pursuit of Catholic Social Justice, and emotional well being of all so that the school community can continue towards fulfilling the mission and vision.	The majority of stakeholders are motivated to make necessary changes and are working with those who are questioning the plan.	The school community is conflicted on the best changes to make, consensus is difficult to achieve for next steps.	Faculty, staff, school leadership, students, and parents are not motivated to make necessary changes so that the school community can continue towards fulfilling the mission and vision.
School community is working collectively to drive changes and support one another, promoting one plan and vision for the school year. LWH Domains Logistics and Planning Creating and Maintaining Community Promoting Catholic Identity in Remote Spaces	Community members and stakeholders are promoting the same message of unity, safety, identity as a Catholic school, desire for academic growth, and maintaining a strong feeling of belonging.	Community members and stakeholders are promoting variations of the messages to promote unity, safety, and identity as a Catholic school.	Community members and stakeholders are sharing a variation of the plan with personal opinion and preferences with others.	Community members and stakeholders are not promoting the same message, rather confusion and dissent is evident.

Data points are identified and used to measure progress. Progress is reported to stakeholders in the community. LWH Domains Logistics and Planning Creating and Maintaining Community Curriculum and Instruction Promoting Catholic Identity in Remote Spaces	Data gathered from safety measures in place, feedback from community events, student progress monitoring data and teacher report are shared with stakeholders and community members in real time with opportunity for feedback.	Data gathered from two-three sources are shared with stakeholders in the community.	Data from one-two sources are gathered and shared with few stakeholders in the community.	Data gathered from safety measures in place, feedback from community events, student progress monitoring data and teacher report is not shared with stakeholders and community members, and there is no opportunity for feedback.
Administration and school leaders have the opportunity to hear concerns, recommend changes, and feedback on the plan or data metrics.. LWH Domains Logistics and Planning Creating and Maintaining Community	All members of the community have an open opportunity to provide feedback to the school leadership team at any time via an anonymous format.	Members of the community are encouraged to send an email or make an appointment with school leaders to share concerns, recommend changes, and provide feedback.	Feedback is requested from select groups of people, such as department chairs, teacher/ coaches, parent groups, etc., not the full community.	Feedback from community members is not encouraged.
Changes are communicated quickly and with detail. LWH Domains Logistics and Planning Creating and Maintaining Community	Refinements to the plan are beneficial to the process. All changes are communicated without delay and include sufficient detail for all community members to comprehend the next steps.	Changes are communicated the following day and provide links to information that can be accessed by the recipient.	Changes are communicated in a few days without details or data to support changes.	Changes are not made quickly nor communicated with community members.

Competency Drivers

Leadership Drivers

Organizational Drivers