

**Illinois State Board of Education  
Federal Grants and Programs Division**

December 2004

School Improvement Plan  
Cover Sheet  
School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE: \_\_\_\_\_
2. DISTRICT NAME / NUMBER: \_\_\_\_\_
3. PRINCIPAL: \_\_\_\_\_
4. SCHOOL NAME: \_\_\_\_\_
5. SCHOOL ADDRESS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. GRADE LEVELS OF THE SCHOOL: \_\_\_\_\_
7. YEARS COVERED BY THE PLAN: \_\_\_\_\_
8. CONTACT PERSON: \_\_\_\_\_
9. PHONE NUMBER: (\_\_\_\_) \_\_\_\_\_
10. EMAIL ADDRESS: \_\_\_\_\_
11. Title I \_\_\_\_\_ Non-Title I \_\_\_\_\_
12. COMPREHENSIVE SCHOOL REFORM: \_\_\_ No \_\_\_ Yes Model \_\_\_\_\_  
CSR Implementation: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_

**School Improvement Plan Rubric  
Component Score Summary and Approval Designation**  
Illinois State Board of Education  
Federal Grants and Programs Division

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_

**ISBE use only; delete prior to sending public document to district.**

Readers \_\_\_\_\_  
\_\_\_\_\_

1A (Chicago)	3 (West Central)
1B (Suburban Cook)	4 (East Central)
1C (Northeast)	5 (Southwest)
2 (Northwest)	6 (Southeast)
____ Individual	____ Consensus

**RATING SUMMARY**

COMPONENTS	LEVEL OF PROGRESS			
1. AYP Performance Targets	0			3
2. School Information	0	1	2	3
3. Data/Information Collection	0	1	2	3
4. Data Analysis	0	1	2	3
5. Action Plan	0	1	2	3
6. Professional Development	0	1	2	3
7. Learning Standards Implementation	0	1	2	3
8. Family/Community Involvement	0	1	2	3
9. Support Systems	0	1	2	3
10. Review, Monitoring, and Revision	0	1	2	3

**TOTAL = \_\_\_\_\_ of 30**

**DESIGNATION:**     **APPROVED**  
                            **PROVISIONAL APPROVAL**  
                            **NOT APPROVED**

# School Improvement Plan Rubric

## Components and Criteria for Development, Approval, and Revision

### Preface

A primary purpose of this rubric is to determine whether, based on data analysis of causal factors, the school improvement plan (SIP) specifies a strategy and aligns to it a sequence of activities that have the greatest likelihood of achieving the school's performance targets.

### Definition of Terms

**Performance targets** are the outcomes that need to be achieved. For example, a school's reading scores are the outcome and improving those scores is a target. (criterion 1.1)

**Data analysis of performance targets.** Used diagnostically, data analysis attempts to define performance targets as clearly and precisely as possible. For example, data analysis may indicate that the precise target is not reading scores schoolwide, rather reading scores at only grade 8. (criterion 4.2)

**Hypotheses** identify possible causes of performance outcomes. For example, diversity of instruction, teacher absenteeism, class size, time-on-task, classroom behavior, family support, student mobility, student motivation, native language, teacher expertise, etc., may be factors that affect reading scores. (criterion 4.3)

**Data analysis of hypotheses.** After performance targets are clearly defined, analysis of data for hypotheses attempts to identify which factors are primary causes and which are not. For example, data analysis may indicate that a primary factor that affects grade 8 reading scores in this school is lack of family support. (criterion 4.5) There may be several primary factors.

**Strategies** identify and focus on those factors that can be changed or manipulated. For example, one strategy to increase grade 8 reading scores is to increase family support for grade 8 students. (criterion 4.6) A strategy is not an action; it is a plan of action.

**Activities** implement a strategy. One strategy usually triggers a sequence of many activities. For example, activities to increase family support for grade 8 students may include implementing a family reading night, requiring a parental sign-off sheet for student homework, asking parents to attend classes, rewarding students who read books with their parents, etc. (criterion 5.2)

### Introduction

The components, criteria, and levels of progress used in this rubric provide reviewers and educators a tool to evaluate and revise a SIP. The ten components comprise 50 criteria. The criteria are derived from state and federal requirements and priorities that offer the greatest

likelihood of increasing student achievement (Sec. 1116 of the No Child Left Behind Act of 2001 and 34 CFR 200.8).

To evaluate a SIP, ISBE reviewers rank a school's progress on each criterion using the following ordinal scale:

- 0 – Non-existent or virtually non-existent
- 1 - Initiation - beginning to implement or develop
- 2 - Progression - making progress
- 3 - Implementation - fully implementing

There are three exceptions. Criteria 1.1, 5.5, and 10.1 must score a 3 for a SIP to be approved.

In applying this scale to each criterion, the rubric serves as a score sheet and feedback instrument to the school. Reviewers may write constructive comments that highlight major strengths and weaknesses. Procedures for review, approval process, and scoring rules can be found at ISBE's website at [www.isbe.net/sos/htmls/improvement\\_process.htm](http://www.isbe.net/sos/htmls/improvement_process.htm).

While this rubric is used as the basis for approving SIPs of schools that are in school academic status, it also may be useful to others. If a school has met all the state-required performance targets identified in the School Report Card, the SIP should set forth other targets for improvement derived from and supported by data analysis. Administrators, school improvement teams, internal review teams, education consultants, and teachers may want to use this rubric as a guide for developing and improving their school's plans, priorities, and practices.

### **AYP Performance Targets**

Federal and state laws specify adequate yearly progress (AYP) as an accountability measure for Illinois public schools in:

- reading,
- mathematics,
- percent of students tested,
- attendance rate (K-8), and
- graduation rate (high school).

Three of these measures—reading, mathematics, and percent of students tested—are further disaggregated by ten subgroups, making 41 performance targets in all.

The School Report Card provides AYP information in Yes/No format for each of the 41 performance targets, as applicable. At a minimum, a school must include in its SIP those performance targets marked "No" (not met). By law, any unmet target becomes a school's performance target.

**1.0 Performance targets.** The plan includes a copy of the AYP information page from the most recent School Report Card which identifies, at a minimum, the performance targets the school must address in this plan. Without a copy of this information, this plan cannot be approved.

		Initiation (1)	Progression (2)	Implementation (3)	0 or 3
1.1	<b>AYP Information from the School Report Card</b>			The AYP information page showing the performance targets for this school is included. <sup>1</sup>	

**2.0 School Information.** The plan includes, but is not limited to, information about students; information and trend data on attendance, truancy, mobility, expulsion, retention, graduation and dropout rates, teachers working out-of-field<sup>2</sup>, qualified paraprofessionals, and school population. In narrative form not exceeding three pages, the plan describes characteristics of the school (e.g., demographic trends, physical plant, staff size, class size, staffing trends, students' special needs) and the community it serves (e.g., employment rates, census data, socioeconomic status, immigration patterns, business trends, tax base, crime rate, support organizations), focusing on those characteristics that affect student learning.

<b>2.1 Basic Information</b>	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Attendance rate (%)					
Truancy rate (%)					
Mobility rate (%)					
Expulsion rate (%)					
Retention rate, if applicable (%)					
HS graduation rate, if applicable (%)					
HS dropout rate, if applicable (%)					
Teachers working out-of-field (#) <sup>2</sup>					
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)					
Schoolwide student population (#)					
Economically disadvantaged (%)					
Limited English proficient (LEP) (%)					
Students with disabilities (%)					
White, non-Hispanic (%)					
Black, non-Hispanic (%)					
Hispanic (%)					
Native American or Alaskan Native (%)					
Asian/Pacific Islander (%)					
Multi-racial/ethnic					

1. These performance targets will be refined, as appropriate, in Component 4.0, then linked to strategies in Component 5.0.

2. "Out-of-field" means that a teacher is teaching a class for which he or she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>2.1</b>	<b>Basic Information</b>	The plan includes data on all categories for the most recent year that data are available.	The plan includes data on all categories for two consecutive years for the most recent years that data are available.	The plan includes data on all categories for three or more consecutive years (trend data) for the most recent years that data are available.	
<b>2.2</b>	<b>School Characteristics<sup>3</sup></b>	The narrative includes limited information or data on the attributes and challenges of the school that affect student learning.	The narrative includes adequate information and data on the attributes and challenges of the school that affect student learning.	The narrative includes extensive information and data on the attributes and challenges of the school that affect student learning.	
<b>2.3</b>	<b>Community Characteristics<sup>3</sup></b>	The narrative includes limited information or data on the attributes and challenges of the community that affect student learning.	The narrative includes adequate information and data on the attributes and challenges of the community that affect student learning.	The narrative includes extensive information and data on the attributes and challenges of the community that affect student learning.	

<sup>3</sup>. Describe school and community characteristics in narrative form; do not merely list or bullet attributes and challenges.

**3.0 Data Collection and Information.** The plan provides data and information on the school's assessment results, educator qualifications, professional growth, and parent/family involvement. The composites of student assessment results are disaggregated by economically disadvantaged, limited English proficient (LEP), students with disabilities, and six racial/ethnic groups. (See 2.1.) The plan presents additional valid and reliable qualitative and quantitative data collected through surveys, interviews, observations, or documents. The purpose of these data is to inform the hypotheses in 4.3. They are discussed in 4.4.

		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>3.1</b>	<b>State Assessment Data<sup>4</sup></b>	Achievement data show state assessment <sup>4</sup> results for each of the groups <sup>5</sup> for one year.	Achievement data show state assessment results <sup>4</sup> for each of the groups <sup>5</sup> for two consecutive years.	Achievement data show state assessment <sup>4</sup> results for each of the groups <sup>5</sup> for three or more consecutive years.	
<b>3.2</b>	<b>Local Assessment Data</b>	Local assessment data are limited (one level of data: district, school, grade or classroom).	Local assessment data are adequate (any 2 of 4 levels: district, school, grade or classroom).	Local assessment data are comprehensive (any 3 of 4 levels: district, school, grade or classroom).	
<b>3.3</b>	<b>Educator Data<sup>6</sup></b> (4.4)	Educator qualification data are included.	Educator qualification and professional growth data are included.	Educator qualification, professional growth, and other pertinent educator data are included.	
<b>3.4</b>	<b>Professional Development Data</b>	Limited professional development data are presented.	Adequate professional development data are presented.	Extensive professional development data are presented.	
<b>3.5</b>	<b>Parent/Family Involvement Data</b> (4.4/8.1)	Limited parent/family involvement and satisfaction data are presented.	Adequate parent/family involvement and satisfaction data are presented.	Extensive parent/family involvement and satisfaction data are presented.	
<b>3.6</b>	<b>Additional Types of Data<sup>7</sup></b> (4.4)	One type of additional data is presented.	Two types of additional data are presented.	Three or more types of additional data are presented.	
<b>3.7</b>	<b>Data Quality<sup>8</sup></b> (3.3-3.6)	The data are of limited validity and reliability.	The data are of adequate validity and reliability.	The data are of strong validity and reliability and are often based on three different measures. <sup>9</sup>	

4. State assessment results include, as appropriate, ISAT, PSAE, IMAGE, and IAA. For LEP students, results are from one of four state-approved assessments: IPT, LAS, LPTS or MAC II.

5. Data are required, at a minimum, for the composite group and for subgroups that have an AYP performance target identified in Component 1.0.

6. Examples of educator data include degrees, certificates, advanced certificates, attendance, longevity, professional awards, professional development, study groups, and information from the local professional development council (LPDC) regarding individual professional development plans. (Also, see 2.1.)

7. For example, student survey, ILS implementation, internal review, SIPs, program monitoring (10.0), student behavior, or faculty turn-over data. (Also, see 2.1.)

8. Data quality refers to response rate, sample size, representativeness of the population, and the appropriateness of the uses of survey, interview, and observational data. It is not concerned with the validity and reliability of standardized test data. They are assumed to be adequate.

9. This means using three different instruments. For example, mathematics achievement measured by ISAT, commercial tests, and classroom tests are three different measures. When possible, different methods of data collection (e.g., observations, tests, and interviews) are preferable.

**4.0 Data Analysis.** Data for AYP performance targets are summarized, then analyzed to diagnose and refine them. A series of hypotheses are generated and discussed that provide a variety of possible explanations as to why each performance target was not met. Data for hypotheses (e.g., educator qualifications, curriculum alignment, instructional practices, parent and family involvement) are summarized, then analyzed to identify the primary factors that cause low performance. Primary causal factors may vary from narrow to broad (e.g., student, classroom, school, district, community, state, and nation). The strategies selected represent only those primary factors that are within the school's capacity to change or control. (For an example of Component 4.0, see Appendix B in the sample templates at: [www.isbe.net/sos/htmls/improvement\\_process.htm](http://www.isbe.net/sos/htmls/improvement_process.htm).)

		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>4.1</b>	<b>Summaries of Data for Performance Targets<sup>10</sup> (3.1/3.2)</b>	Performance data are inadequately organized into gaps, comparisons, and trends.	Performance data are adequately summarized and logically organized into gaps, comparisons, and trends.	Performance data are extensively summarized and logically organized into gaps, comparisons, and trends.	
<b>4.2</b>	<b>Diagnosis of Performance Targets<sup>11</sup> (4.1)</b>	Data analysis poorly diagnoses and refines the AYP performance targets.	Data analysis adequately diagnoses and logically refines the AYP performance targets.	Data analysis extensively diagnoses and logically refines the AYP performance targets.	
<b>4.3</b>	<b>Hypotheses<sup>12</sup> (4.2)</b>	The plan identifies one or two factors that explain why each performance target was not met.	The plan identifies three or four factors that explain why each performance target was not met.	The plan identifies five or more factors that explain why each performance target was not met.	
<b>4.4</b>	<b>Summaries of Data (3.3-3.6) for Hypotheses (4.3)</b>	Data to support or refute hypotheses are inadequately organized into comparisons and trends.	Data to support or refute hypotheses are adequately summarized and logically organized into comparisons and trends.	Data to support or refute hypotheses are extensively summarized and logically organized into comparisons and trends.	
<b>4.5</b>	<b>Identification of Primary Causal Factors Based on Data Analysis (4.4)</b>	The plan identifies primary factors that contribute to low achievement based on informed opinion or personal experience with few inferences drawn from data.	The plan identifies primary factors that contribute to low achievement based on inferences from the data.	The plan logically identifies and persuasively presents primary factors that contribute to low achievement based on extensive analysis of data.	
<b>4.6</b>	<b>Selection of Strategies (4.5)</b>	Few of the primary factors selected for change are within the school's capacity to change or control.	Most of the primary factors selected for change are within the school's capacity to change or control.	Each of the primary factors selected for change is within the school's capacity to change or control.	

<sup>10.</sup> Reading, mathematics, test participation rate, and attendance or graduation rate.

<sup>11.</sup> These refined performance targets represent all unmet AYP targets from 1.0. They are the targets for the strategies in 5.0.

<sup>12.</sup> For example, diversity of instruction, teacher absenteeism, class size, time-on-task, classroom behavior, family support, student mobility, student motivation, native language, teacher expertise, etc.

**5.0 Action Plan.** The action plan sets forth strategies and activities to achieve specific performance targets. Strategies focus on those primary factors most likely to help the school achieve adequate yearly progress (AYP). Activities are supported by scientifically-based research (SBR) with a theoretical base. The plan identifies the persons responsible, describes the monitoring process for implementation, details the budget (sources, costs, and itemized amounts), and specifies time expectations for each activity. This section includes professional development (6.3) and family and community involvement (8.4) activities as appropriate.

		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>5.1</b>	<b>Strategies and Targets</b>	For most strategies, the action plan does not specify which of the 41 AYP target(s) each strategy addresses.	For most strategies, the action plan adequately specifies which of the 41 AYP target(s) each strategy addresses.	The action plan clearly specifies which of the 41 AYP target(s) each strategy addresses.	
<b>5.2</b>	<b>Activities</b>	Few activities logically support the strategies.	Most activities logically support the strategies.	Each activity logically supports the strategy.	
<b>5.3</b>	<b>Timelines</b> <sup>13</sup>	The timelines are vague or unclear.	The timelines are broadly aligned to activities.	The timelines are specific, clear, and aligned to activities.	
<b>5.4</b>	<b>Resources</b> (people, time, money)	Limited resources support activities that improve student achievement.	Adequate resources support activities that improve student achievement.	Varied and extensive resources support activities that improve student achievement.	
<b>5.5</b>	<b>Strategies for Subgroups</b> <sup>14</sup>			At least one strategy addresses the performance target(s) for subgroups not achieving AYP.	<b>0 or 3</b>
<b>5.6</b>	<b>Scientifically-based Research</b> <sup>15</sup>	One activity for improving teaching and learning is supported by SBR.	More than one activity for improving teaching and learning is supported by SBR.	Most activities for improving teaching and learning are supported by SBR.	
<b>5.7</b>	<b>Roles and Responsibilities</b>	Roles and responsibilities are vaguely designated.	Roles and responsibilities are adequately designated.	Roles and responsibilities are specifically designated.	
<b>5.8</b>	<b>Measurement</b>	Activities have limited or unclear measures.	Activities have adequate and clear measures.	Activities have multiple and diverse measures (e.g., tests, observations, surveys, interviews).	
<b>5.9</b>	<b>Sources of Revenue</b> <sup>16</sup>	Sources of revenue are inadequately detailed in a budget summary table.	Sources of revenue are adequately detailed in a budget summary table.	Sources of revenue are extensively detailed in a budget summary table.	

<sup>13.</sup> Timelines should be specific. Activities described as “ongoing” or as occurring “first semester” do not provide sufficient detail.

<sup>14.</sup> Strategies are required for subgroups that have AYP performance targets identified in 1.0. Schoolwide strategies implicitly address area(s) of underachievement for subgroups. Subgroups are not necessarily minority groups. This plan cannot be approved without these strategies.

<sup>15.</sup> Cite source documents in parentheses, footnotes, or endnotes. Quotations are not required. See two websites for SBR in education: [www.whatworks.com](http://www.whatworks.com) and [www.helpforschools.com](http://www.helpforschools.com).

<sup>16.</sup> Include a table showing schoolwide funding by source and purpose (e.g., Title I, Title II, Title IV, Title V, district funds, competitive grants).

**6.0. Professional Development.** Based on data, the plan describes a process of sustained professional development for administrators, teachers, paraprofessionals and other personnel. The plan outlines professional development that ensures teachers become and/or remain qualified and effective in their content areas and that promotes the integration of technology in teaching and learning the Illinois Learning Standards. A continuous improvement approach to professional development builds on scientifically based research, incorporates innovative instructional practices, engages teachers in new curricular designs, explores assessment techniques, and requires educators to develop needed skills. The plan includes programs for induction and mentoring of new teachers and support for teachers seeking a Standard Teaching Certificate, re-certification, or advanced certification.

		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>6.1</b>	<b>Data Use</b> (3.4)	Use of professional development data to inform needs and requirements is limited.	Use of professional development data to inform needs and requirements is adequate.	Use of professional development data to inform needs and requirements is extensive.	
<b>6.2</b>	<b>Qualified and Effective Educators</b> <sup>17</sup>	Activities to ensure that educational personnel will become/remain qualified and effective in their learning area(s) and teaching assignment(s) are limited.	Activities to ensure that educational personnel will become/remain qualified and effective in their learning area(s) and teaching assignment(s) are adequate.	Activities to ensure that educational personnel will become/remain qualified and effective in their learning area(s) and teaching assignment(s) are systemic and extensive.	
<b>6.3</b>	<b>Relation to Strategies</b> (5.0)	Professional development has limited relation to the strategies in the action plan. (5.0)	Professional development adequately supports the strategies in the action plan. (5.0)	Professional development extensively supports the strategies in the action plan. (5.0)	
<b>6.4</b>	<b>Scheduling</b> <sup>18</sup>	The schedule of activities for professional development is limited.	The schedule of activities for professional development is adequate to meet needs. (6.1)	The schedule of activities for professional development is extensive and detailed.	
<b>6.5</b>	<b>Resources</b> (people, time, and money)	Resources to support professional development are vague, unclear, or limited.	Resources to support professional development are identified but broad and non-specific.	Resources to support professional development are specific and clear.	
<b>6.6</b>	<b>Scientifically Based Research (SBR)</b> <sup>19</sup>	Use of SBR in support of professional development methods is unclear or limited.	Use of SBR in support of professional development methods is adequate.	Use of SBR in support of professional development methods is thorough and extensive.	

**Professional Development continued**

		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>6.7</b>	<b>Integration of Technology</b>	The plan indicates limited opportunities for staff to learn to integrate technology into instructional practices.	The plan indicates adequate opportunities for staff to integrate technology into instructional practices.	The plan describes extensive integration of technology into instructional practices and student learning.	
<b>6.8</b>	<b>Evaluation/Continuous Improvement</b>	The plan describes an evaluation process that determines a participant's initial satisfaction with professional development experiences.	The plan describes an evaluation process that determines a participant's initial satisfaction with professional development experiences, learning of new knowledge and skills, and use of new knowledge and skills.	The plan describes an evaluation process that determines a participant's initial satisfaction with professional development experiences, learning of new knowledge and skills, use of new knowledge and skills, and their impacts on student achievement.	
<b>6.9</b>	<b>Mentoring</b>	The plan describes informal or intermittent mentoring for new teachers.	The plan describes a formal <sup>20</sup> mentoring program that includes periodic support for new teachers.	The plan describes a formal mentoring program that includes frequent, ongoing support for new teachers and periodic evaluations and improvements of the program.	

17. Refer to the Illinois definition of a highly qualified educator and the Illinois Professional Teaching Standards: [www.isbe.net/profprep](http://www.isbe.net/profprep)

18. A fully implemented professional development schedule spans both years of the plan and specifies dates and content.

19. Cite source documents in parentheses, footnotes, or endnotes. The National Staff Development Council (NSDC) is one source for research-based professional development: [www.nsd.org](http://www.nsd.org)

20. The description, at a minimum, implies the existence of written procedures or when the mentoring program will be in writing.

<b>7.0 Illinois Learning Standards Implementation.</b> The plan includes activities that support the implementation of the Illinois Learning Standards (ILS) and result in standards-aligned classrooms. Teaching and learning practices and procedures support the ILS. The plan shows alignment of curriculum, instruction, and assessment with ILS and describes standards-aligned classrooms and practices and procedures related to the implementation of ILS.					
		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>7.1</b>	<b>Alignment of Curriculum, Instruction, and Assessment</b>	The plan shows alignment of curriculum, instruction, and assessment with ILS in at least reading <u>or</u> mathematics in all grades.	The plan shows alignment of curriculum, instruction, and assessment with ILS in at least reading <u>and</u> mathematics in all grades.	The plan shows clear alignment of curriculum, instruction, and assessment with ILS in at least three learning areas <sup>21</sup> in all grades.	
<b>7.2</b>	<b>Standards-aligned Classrooms<sup>22</sup></b>	The plan describes limited implementation of standards-aligned classrooms.	The plan describes adequate implementation of standards-aligned classrooms.	The plan describes extensive implementation of standards-aligned classrooms.	
<b>7.3</b>	<b>ILS Practices and Procedures<sup>23</sup></b>	The plan describes limited practices and procedures related to the implementation of ILS.	The plan describes adequate practices and procedures related to the implementation of ILS.	The plan describes extensive practices and procedures related to the implementation of ILS.	
<b>7.4</b>	<b>Review of ILS Practices and Procedures</b>	The plan describes an annual review of practices and procedures related to the implementation of ILS.	The plan describes a semi-annual review of practices and procedures related to the implementation of ILS.	The plan describes an ongoing, systematic review and revision of practices and procedures related to the implementation of ILS.	

<sup>21.</sup> ILS learning areas are fine arts, foreign languages, language arts (reading, writing), mathematics, physical development and health, science, and social science. ILS may be found at [www.isbe.net/ils](http://www.isbe.net/ils).

<sup>22.</sup> In a standards-aligned classroom, teachers and students understand and use the ILS daily in the teaching and learning process consistent with ISBE assessment frameworks and performance indicators. Examples of practices include: ILS posted in classrooms, ILS used in lesson plans, ILS communicated to students and parents, ILS reflected in rubrics, and ILS referenced in report cards.

<sup>23.</sup> The focus on ILS may be evident in practices and procedures in a variety of ways (e.g., professional development offerings, staff hiring practices and assignments, scheduling, and allocation of resources).

**8.0 Family and Community Involvement.** A broad base of stakeholders reflects the entire community and includes staff, students, parents/families, business and community representatives, and school board members. Stakeholders are substantively involved in the development, implementation, and review of the plan; parent involvement practices and compacts; and communications about student achievement. Based on data, family activities in the action plan (5.0) provide academic enrichment and learning support to help students achieve performance targets.

		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>8.1</b>	<b>Data Use (3.5)</b>	Use of data on parent/family involvement and/or satisfaction to inform strategies is limited.	Use of data on parent/family involvement and/or satisfaction to inform strategies is adequate.	Use of data on parent/family involvement and/or satisfaction to inform strategies is extensive.	
<b>8.2</b>	<b>Stakeholder Involvement in SIP Process</b>	Stakeholders (including parents) have limited involvement in the development of the plan.	Stakeholders (including parents) have adequate involvement in the development but limited involvement in the implementation or review of the plan.	A broad range of community stakeholders is involved in the development, implementation, and review of the plan.	
<b>8.3</b>	<b>Communication of SIP Progress</b>	Parents/families will receive limited progress reports related to the performance targets, strategies, and activities in the plan.	Parents/families will receive adequate progress reports (from the school) related to performance targets, strategies, and activities in the plan.	Parents/families will receive frequent, extensive progress reports (from the school and classroom teachers) related to performance targets, strategies, and activities in the plan.	
<b>8.4</b>	<b>Role of Family/Community in Action Plan (5.0)</b>	The role of family/community members in activities in the action plan is limited or unclear.	The role of family/community members in activities in the action plan is adequate, specific, and clear.	The role of family/community members in activities in the action plan is extensive, specific, and clear.	
<b>8.5</b>	<b>Role of Family/Community in Support of Student Learning</b>	The plan includes limited involvement of families and communities in supporting learning.	The plan includes adequate involvement of families and communities in supporting learning.	The plan includes extensive involvement of families and communities in supporting learning.	
<b>8.6</b>	<b>Procedures/Practices/Compacts</b>	Parents have limited involvement in the development and review of the school parental procedures, practices, and compacts.	Parents have adequate involvement in the development and review of the school parental procedures, practices, and compacts.	Parents have extensive involvement in the development and review of the school parental procedures, practices, and compacts.	

**9.0 Support Systems.** The plan explains how the school's strategies and activities are supported internally (e.g., faculty, administrators, and staff) and externally (e.g., technical assistance providers). Although this component may be embedded elsewhere in the plan, a separate, brief narrative may describe agreements between the provider and the school or district.

		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>9.1</b>	<b>Internal District Support<sup>24</sup></b>	The plan lists services and resources (human and material) that the district will provide toward implementation of strategies.	The plan describes specific services and resources (human and material) that the district will provide toward implementation of strategies.	The plan explains how specific district services and resources (human and material) are providing support for the strategies.	
<b>9.2</b>	<b>External Support<sup>24</sup></b>	The plan lists external support providers.	The plan describes some specific external services and resources (human and material) that external support providers offer.	The plan explains in detail specific external services and resources (human and material) that external support providers offer toward implementation of strategies.	

**10.0 Review, Monitoring, and Revision Processes.** The plan outlines how the persons responsible for school improvement review the plan, monitor progress, and make adjustments as needed.

		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 1 2 3</b>
<b>10.1</b>	<b>District Peer Review Process<sup>25</sup></b>			The plan describes the district peer review and approval process.	<b>0 or 3</b>
<b>10.2</b>	<b>Monitoring Progress of the Plan</b>	The plan indicates that school personnel will monitor the progress of the plan.	The plan describes how school personnel will collect data to monitor the effectiveness of strategies.	The plan describes how and when school personnel and leaders will collect data to monitor the effectiveness of strategies.	
<b>10.3</b>	<b>Revision of the Plan</b>	The plan indicates that school personnel will revise the plan.	The plan describes how school personnel will revise the plan based on information from the monitoring process.	The plan describes the systematic revision and implementation of the plan based on information from the monitoring process.	

<sup>24.</sup> The plan should reference written agreements with internal and external providers, where appropriate, that describe procedures, timelines, personnel, resources, and outcomes.

<sup>25.</sup> This plan cannot be approved without satisfying this criterion. The peer review process occurs during the 45 days prior to the date the plan must be submitted to the local school board.

**OPTIONAL COMMENTS: (Cite component and criteria number, if appropriate.)**

Components and criteria in need of major improvement:

Component	Comments

Other comments about the plan:

