

**Illinois State Board of Education**  
 School Improvement Plan  
 Cover Sheet  
 School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE: \_\_\_\_\_

2. DISTRICT NAME / NUMBER: \_\_\_\_\_

3. SCHOOL NAME: \_\_\_\_\_

4. SCHOOL ADDRESS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. GRADE LEVELS OF THE SCHOOL: \_\_\_\_\_

6. YEARS COVERED BY THE PLAN: \_\_\_\_\_

7. CONTACT PERSON: \_\_\_\_\_

8. PHONE NUMBER: (\_\_\_\_) \_\_\_\_\_

9. EMAIL ADDRESS: \_\_\_\_\_

10. Title I \_\_\_\_\_ Non-Title I \_\_\_\_\_

11. COMPREHENSIVE SCHOOL REFORM: \_\_ No \_\_ Yes Model \_\_\_\_\_

CSR Implementation: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_

12. CURRENT SCHOOL STATUS: (Check one box.)

Year	Non-Title		Title I	
1		Academic Early Warning		Choice
2		Academic Early Warning		Choice/Supplemental Educational Services
3		Academic Watch		Corrective Action
4		Restructuring Plan		Restructuring
5		Restructuring Implementation		



## Introduction

The components, criteria, and levels of progress used in this rubric provide reviewers and educators a tool to evaluate and revise a school improvement plan (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**

In applying this scale to each of the 50 criteria, 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 System of Support's website at [www.isbe.net/SOS](http://www.isbe.net/SOS).

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.

## Definition of Terms

**Performance targets** are the effects that need to be achieved. In scientific terms, they are the dependent variables. For example, a school's reading scores are an effect and improving those scores is a target. (criterion 1.1)

**Causal factors** are the possible causes of effects. They are the independent variables. For example, diversity of instruction, teacher absenteeism, class size, time-on-task, classroom behavior, family support, student mobility, student motivation, native language, mother's education, teacher expertise, etc., may be factors that affect reading scores. (criterion 4.3)

**Data analysis of dependent variables.** 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 only reading scores at grade 8. (criterion 4.2)

**Data analysis of independent variables.** After performance targets are clearly defined, analysis of data for independent variables attempts to identify which factors are primary causes and which are not. For example, data analysis may indicate that a primary causal factor that

affects grade 8 reading scores in this school is lack of family support. (criterion 4.5) There may be several primary causal factors.

**Strategies** identify and focus on those causal 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)

### **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 eight subgroups, making 37 performance targets in all.

The School Report Card provides AYP information in Yes/No format for each of the 37 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.

### **A Primary Purpose of the SIP Rubric**

A primary purpose of this rubric is to determine whether, based on data analysis of causal factors, the SIP specifies a strategy and aligns to it a sequence of activities that have the greatest likelihood of changing each “No” to “Yes,” i.e., of making AYP toward achieving the school’s performance targets.

<b>1.0 Performance targets.</b> 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 this information, this plan cannot be approved.					
		<b>Initiation (1)</b>	<b>Progression (2)</b>	<b>Implementation (3)</b>	<b>0 3</b>
<b>1.1</b>	<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, 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, special students' needs) and the community it serves (e.g., employment rates, census data, social economic 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>	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004
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 (#)				
School 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 (%)				

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.

<b>3.0 Data Collection and Information.</b> The plan provides data and information on the school's assessment results, educator qualifications, professional growth, and parent/family involvement. Student assessment results are disaggregated by economically disadvantaged, limited English proficient (LEP), students with disabilities, and five racial/ethnic groups (White, non-Hispanic; Black, non-Hispanic; Native American or Alaskan Native; Asian or Pacific Islander; Hispanic). The plan presents additional valid and reliable qualitative and quantitative data collected through the internal review process, surveys, interviews, observations, or documents.					
		<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 subgroups <sup>5</sup> for one year.	Achievement data show state assessment results <sup>4</sup> for each of the subgroups <sup>5</sup> for two consecutive years.	Achievement data show state assessment <sup>4</sup> results for each of the subgroups <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>	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>	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>	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>	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 data triangulation. <sup>9</sup>	

<sup>4</sup>. 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.

<sup>5</sup>. Data are required, at a minimum, for subgroups that have an AYP performance target identified in Component 1.0.

<sup>6</sup>. Examples of educator data include degrees, certificates, advanced certificates, attendance, longevity, awards, professional development, study groups, and information from local professional development council (LPDC) regarding individual professional development plans.

<sup>7</sup>. For example, student survey, ILS implementation, internal review, program monitoring (10.0), student behavior, or faculty turn-over data.

<sup>8</sup>. Data quality refers to the representativeness, response rates, sample sizes, and 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.

<sup>9</sup>. Triangulation refers to the use of three measurements with different instruments. For example, mathematics achievement measured by ISAT, ITBS, and classroom tests triangulates the true score. When possible, different methods of data collection (e.g., observations, tests, and interviews) are preferable.

**4.0 Data Analysis.** Data for dependent variables (e.g., academic achievement, percent tested, attendance) are summarized, then analyzed to diagnose and refine the performance targets. 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 independent variables (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. The 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 causal factors that are within the school's capacity to change or control. Appendix A illustrates these steps.

		<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 Dependent Variables<sup>10</sup></b> (3.1/3.2)	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></b> (4.1)	Data analysis diagnoses and refines the AYP performance targets poorly.	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 to Explain Dependent Variables</b> (4.2)	The plan identifies a limited number of possible explanations as to why each performance target was not met.	The plan identifies an adequate number of possible explanations as to why each performance target was not met.	The plan identifies a variety of possible logical explanations as to why each performance target was not met.	
<b>4.4</b>	<b>Summaries of Data for Independent Variables<sup>12</sup></b> (4.3)	Data on independent variables are inadequately organized into comparisons and trends.	Data on independent variables are adequately summarized and logically organized into comparisons and trends.	Data on independent variables are extensively summarized and logically organized into comparisons and trends.	
<b>4.5</b>	<b>Identification of Primary Causal Factors Based on Data Analysis</b> (4.4)	The plan identifies primary causal factors that contribute to low achievement based on informed opinion or personal experience with few inferences drawn from data.	The plan identifies primary causal factors that contribute to low achievement based on inferences from the data.	The plan logically identifies and persuasively presents primary causal factors that contribute to low achievement based on extensive analysis of data.	
<b>4.6</b>	<b>Selection of Strategies</b> (4.5)	Few of the primary causal factors selected for change are within the school's capacity to change or control.	Most of the primary causal factors selected for change are within the school's capacity to change or control.	Each of the primary causal factors selected for change are 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.

<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 causal 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 37 AYP target(s) each strategy addresses.	For most strategies, the action plan adequately specifies which of the 37 AYP target(s) each strategy addresses.	The action plan clearly specifies which of the 37 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>	Limited resources (people, time, money) support activities that improve student achievement.	Adequate resources (people, time, money) support activities that improve student achievement.	Varied and extensive resources (people, time, money) 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>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 footnotes or bibliography. Quotations are not required.

<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.** 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 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>	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<sup>17</sup></b>	Activities to ensure that educational personnel will become qualified and effective in their learning area(s) and teaching assignment(s) are limited.	Activities to ensure that educational personnel will become qualified and effective in their learning area(s) and teaching assignment(s) are adequate.	Activities to ensure that educational personnel will become 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>	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<sup>18</sup></b>	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>	Resources (time, people and money) to support professional development are vague, unclear or limited.	Resources (time, people and money) to support professional development are identified but broad and non-specific.	Resources (time, people and money) to support professional development are specific and clear.	
<b>6.6</b>	<b>Scientifically Based Research (SBR)<sup>19</sup></b>	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 of new teachers.	The plan describes a formal <sup>20</sup> mentoring program that includes periodic support of 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.	

<sup>17.</sup> 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)

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

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

<sup>20.</sup> The description, at a minimum, implies the existence of written procedures.

<b>7.0 Illinois Learning Standards Implementation.</b> The plan includes strategies 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 implementation of ILS.	The plan describes adequate practices and procedures related to implementation of ILS.	The plan describes extensive practices and procedures related to implementation of ILS.	
<b>7.4</b>	<b>Review of Practices and Procedures</b>	The plan describes an annual review of practices and procedures related to implementation of ILS.	The plan describes a semi-annual review of practices and procedures related to implementation of ILS.	The plan describes an ongoing, systematic review and revision of practices and procedures related to 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.

<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).

<b>8.0 Family and Community Involvement.</b> 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. Family strategies 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</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.	

<b>9.0 Support Systems.</b> 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/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 some 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.	

<b>10.0 Review, Monitoring, and Revision Processes.</b> The plan outlines how the persons responsible for school improvement review the plan, monitor progress, and make course corrections 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>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 process occurs within 45 days after the plan is submitted to the district.

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

Components and criteria in need of major improvement:

Component	Comments

Other comments about the plan:

## Appendix A A Simple Illustration of Rubric Component 4.0

Every school improvement plan is a social science experiment. Selection of optimal strategies for improving school performance entails a series of logical steps, each of which is part of the process of experimental design.

DEPENDENT VARIABLES (effects, targets, problems, results)

4.1 School personnel summarize data for dependent variables from a variety of sources as gaps, comparisons, and trends. These dependent variables are usually academic data—now, by law, reading and mathematics scores. Due to NCLB, percent of students tested, attendance rate at grade schools, and graduation rate at high schools are also dependent variables.

COMMENT The dependent variables for which the school did not make adequate yearly progress are defined as targets. An example of an AYP target is "40 percent of students scores meet or exceed state standards in mathematics in 2004." Unfortunately, NCLB accountability measures use only *schoolwide* data to calculate and report composite and subgroup scores. Diagnostically, these schoolwide data are not very useful. Fortunately, ISAT and PSAE provide each school the same data disaggregated by grade, gender, ILS sets, among others. For example, mathematics scores are further broken down by estimation/number sense/computation, algebraic patterns/variables, algebraic relationships/representations, geometric concepts, geometric relationships, measurement, data organization/analysis, and probability. Data for these and other ILS sets are reported for each student. In addition, results from local assessments, including classroom tests, augment and verify these disaggregated scores.

4.2 A school uses its achievement results diagnostically to narrow and refine the source of its problem. For example, an analysis of data shows that the problem is not low mathematics achievement in all grades, but low scores among students in grades 3 and 5 only. Further analysis shows that it is primarily boys, not girls. Further analysis shows that this gender difference holds across all ethnic, racial, and income groups. Furthermore, this gap has been a trend over the last three years. Data from local assessments and teacher observations reinforce this focus.

COMMENT Diagnosing the problem and clarifying the target in this way will determine the breadth of the strategy eventually selected to address it, hence, the cost to the school in terms of people, time, money, materials, and disruption. Of course, had the data shown a schoolwide reading problem, a schoolwide solution would be required. In short, the adage in science applies, "Clarifying the problem is half the solution."

INDEPENDENT VARIABLES (causes, factors, hypotheses, strategies, activities)

4.3 Ask, "Why?" again and again. What is causing boys in grades 3 and 5 to score low in math? Planners should brainstorm as many hypotheses—possible causal factors—as seem plausible. These are the independent variables. Is it developmental? Do boys have lower aspirations or motivation than girls? Is the instructional practice poorly suited to them? Do they lack resources at home? Do they do less homework? Are they tired because they play more sports? And why are the scores always lowest at grades 3 and 5, not 8? Is the curriculum misaligned? Is it teacher turnover? Is it teacher absenteeism?

COMMENT Many more plausible hypotheses could be added to this list. Note that this list does not spring from the achievement data, rather from the knowledge and expertise of experienced practitioners.

4.4 The school collects and summarizes as much data on as many potential causal factors as possible.

COMMENT These data inform the next step. Although descriptive data such as survey data are useful, the most informative data come from before-and-after measures of a single group or from comparisons between groups.

4.5 Many of the above hypotheses can be logically eliminated. For example, curriculum misalignment, teacher turnover, teacher absenteeism, and resources at home can be eliminated because they should equally affect girls. Other hypotheses can be eliminated based on local data. For example, school surveys show that girls play sports as often as boys, that boys' academic aspirations are higher than girls, and that boys do as much homework (just not as well).

COMMENT By logically and empirically winnowing the hypotheses, only two primary causal factors remain viable: Developmental differences and a difference in response to instructional practices.

4.6 The school adopts strategies that change causal factors under its control. Of the two remaining hypotheses, the school cannot control developmental differences between boys and girls. Changing developmental differences therefore cannot be a strategy. But the school can change instructional practices. Thus, the strategy will be to change the mode of math instruction for boys at grades 3, 4, and 5.

COMMENT Many important causal factors are beyond the power of the school to change or control. The school must treat all such factors as "givens" and focus its efforts on the factors it can control.

## STATEMENT OF STRATEGY

5.1 Changing the mode of mathematics instruction for boys at grades 3, 4, and 5 will significantly improve their academic achievement in mathematics.

COMMENT It is not useful to add to this statement such phrases as "...by 5 percent each year for the next two years." The target for success has been set by law. The school should aim at nothing less than doing its best to exceed the adequate yearly progress target. Substituting some lesser standard of its own will likely prove counterproductive, especially as performance targets mandated by law rise in coming years.

5.2

Activity 1: Numerous hands-on mathematics manipulatives and kits will augment traditional instruction.

Activity 2: Boys and girls will tutor one another, as appropriate.

Activity 3: The use of mathematics will be integrated into science instruction.

Activity 4: The use of mathematics will be integrated into gym class.

Activity 5: Both school and homework will require explicit connections to everyday events.

Activity 6: Help in mathematics before school will be made available to all students.

COMMENT The results of this experiment—one that tests the hypothesis that changing from traditional math instruction to hands-on instruction will improve mathematics scores for boys in grades 3 and 5 in this school—will not be known for several months. In many cases, the final results may require a year or more.