

## SINGLE SCHOOL DISTRICT IMPROVEMENT PLAN MONITORING PROMPT

Single school districts are to complete the single school district improvement plan (SSDIP) on the IIRC. The District Improvement Plan Guide and School Improvement Plan Guide are to be used to develop the plan. Sections III and IV of the single school district improvement plan (SSDIP) align with the School Improvement Plan requirements.

Note: The items marked with a [C] are compliance items the ISBE readers will review for those district improvement plans that are required to be submitted based on the district's academic status as reported in the 2009 Report Card. These district improvement plans are to span a two year period: 2009-2011.

### PART I – Sections of I and II of the SSDIP Template

#### ANALYSIS OF DATA

- Y  N Have the areas of low achievement been clearly identified? [C]
- Y  N Does the DIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]
- Y  N Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]
- Y  N Does the analysis, along with other data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

#### LOCAL ASSESSMENT DATA

- Y  N Do these local assessment results add clarity to the state assessment data?
- Y  N Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

#### OTHER DATA

- Y  N Do the other data add clarity to the state assessment data?
- Y  N Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

#### IDENTIFICATION OF KEY FACTORS

- Y  N Have data or research been used to determine the key factors believed to cause low performance? [C]
- Y  N Are the key factors within the district's capacity to change or control? [C]

#### CLARITY OF OBJECTIVES

- Y  N Has the SSDIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?
- Y  N Has the SSDIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]
- Y  N  NA Do the objectives address all areas of AYP and AMAO deficiency? [C]
- Y  N  NA Do the objectives address the areas of special education compliance?

## ALIGNMENT OF STRATEGIES AND ACTIVITIES

- Y     N    Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Y     N    Will the selected strategies and activities likely improve student learning and achievement? [C]
- Y     N    Are the strategies and activities measurable? [C]
- Y     N    Are the measures of progress for the strategies and activities clearly identified?
- Y     N    Are expectations for classroom behavior and practice related to the objectives clear? [C]
- Y  N  NA    Is professional development aligned with the strategies and activities for students? [C]
- Y  N  NA    Do the professional development strategies and activities directly address the factors that caused the district/school to be identified in status or special education non-compliance?
- Y  N  NA    Do the parent involvement strategies and activities clearly align with the strategies and activities for students? [C]
- Y  N  NA    Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
- Y     N    Are timelines reasonable and resources coordinated to achieve the objectives? [C]

## MONITORING

- Y     N    Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
- Y     N    Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

## PART 2 – Sections III and IV of the SSDIP Template

### METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

#### PARENT NOTIFICATION

- Y  N  NA    Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? *(Title I Schools Only)* [C]

#### STAKEHOLDER INVOLVEMENT

- Y     N    Does the plan describe how stakeholders have been consulted? [C]
- Y     N    Does the SSDIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

#### PEER REVIEW

- Y     N    Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP? [C]

**TEACHER MENTORING PROCESS**

Y  N Is it clear how the district/school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? [C]

**DISTRICT RESPONSIBILITIES**

Y  N Is it clear what support the district will provide to ensure the success of the plan? [C]

Y  N  NA If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

**STATE RESPONSIBILITIES**

Y  N Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

**SCHOOL SUPPORT TEAM**

Y  N  NA Have the names and titles of School Support Team members been listed in the plan?  
Does the team appear to have the expertise to support this district/school in regards to the improvement plan? [C]

**APPROVAL DATE OF LOCAL BOARD**

Y  N The plan indicates the approval date of this plan. [C]