

PRELIMINARY INFORMATION

RCDT Number	480723260260005		
District Name	PRINCEVILLE CUSD 326	School Name	PRINCEVILLE HIGH SCHOOL
Superintendent	JAMES A. COLYOTT	Principal	RICHARD THOLE
District Address	302 CORDIS AVE	School Address	302 CORDIS AVE
City/State/Zip	PRINCEVILLE,IL,61559	City/State/Zip	PRINCEVILLE,IL,61559
District Telephone#	3093852213 Extn:1949	School Telephone#	3093854660 Extn:1111
District Email	jcolyott@princeville326.org	School Email	rthole@princeville326.org

Is this plan for a Title I School? False

Section I-A Data & Analysis - Report Card Data

***Data** – What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?*

The School Report Card data informs me of the progress that the PHS students and staff have made this past year. Areas of concern maybe that our scores still have room for improvement although exceeding the state AYP requirement. Strengths are the improvements that have taken place since the previous year including significant improvements in science.

***Factors** - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.*

Reading and Math meets/exceeds level has improved this past year due to more structured language arts and mathematics curricula that are aligned to Illinois State Learning Standards, new textbook purchases, newly designed building schedule, the new Keytrain software implementation plan, improved communication between students and staff, and significant attention that has focused on accountability and excellence for students and staff.

What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Conclusions are that the students and staff of Princeville High School have demonstrated significant improvement through their efforts over the past year.

Section I-B Data & Analysis - Local Assessment Data (Optional)

***Data** - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?*

***Factors** - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.*

***Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges

***Data** - Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?*

***Factors** - In what ways, if any, have these attributes and challenges contributed to student performance results?*

***Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

***Data** - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?*

***Factors** - In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?*

***Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Section I-C Data & Analysis - Other Data (Optional)
Item 3 - Parent Involvement

***Data** - Briefly describe data on parent involvement. What do these data tell you?*

***Factors** - In what ways, if any, has parent involvement contributed to student performance results?*

***Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Section I-D Data & Analysis - Key Factors

***Section I-D - Key Factors** – From the preceding screens (I-A, I-B, I-C-1, 2, 3) identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?*

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	While our current READING achievement level is 71.7% meets/exceeds, the PHS staff will	

	continue to stride to achieve 80% meets/exceed or better.	
2	While our current MATH achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.	
3	While our current SCIENCE achievement level is 78.3% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better	

The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.

No deficiencies have been identified from your most recent AYP Report.

Section II-A Action Plan - Objectives

Objective: 1

While our current READING achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

Objective 1 Description:

The entire PHS staff will continue to maximize its efforts toward the reading level of all students with focusing on cross-curricular instruction and maintaining a language arts curriculum that is aligned to the Illinois State Learning Standards.

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : While our current READING achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	The English Department will continue to teach the state standards and investigate new strategies to enhance the reading level of the high school students.	8/20/2007	6/30/2009	During School	Local Funds	
2	All junior students will complete the 20+ hours of the Keytrain computer program in preparations for the ACT/PSAE.	8/20/2007	6/30/2009	During School	Local Funds	
3	All curricular classes in PHS will emphasize reading and knowledge retention strategies.	8/20/2007	6/30/2009	During School	Local Funds	
4	PHS will continue to offer its evening ACT preparation courses in the spring semesters to enhance the students ability in the reading comprehension area.	8/20/2007	6/30/2009	After School	Local Funds	
5	PHS will continue to give specific ACT preparation instruction during language arts classes in the spring semesters.	8/20/2007	6/30/2009	During School	Local Funds	
6	PHS will continue to promote the use of the online ACT practice.	8/20/2007	6/30/2009	During School	Local Funds	
7	PHS will build a vocabulary list help guide their instruction in the respective discipline areas and improve reading comprehension	10/10/2008	5/15/2009	During School	Local Funds	

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 1 Title : While our current READING achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	PHS staff will have opportunities to attend professional development in their certification areas.	8/20/2007	6/30/2009	During School	Local Funds	
2	PHS staff will attend multiple in-service trainings during school improvement day activities and teachers' institutes.	8/20/2007	6/30/2009	During School	Local Funds	
3	PHS staff will have opportunities to attend professional development in research-based best practices for reading instruction.	8/20/2007	6/30/2009	During School	Local Funds	

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 1 Title : While our current READING achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	PCUSD #326 will continue to hold annual State of the Schools meetings for parents and community members.	8/20/2007	6/30/2009	After School	Local Funds	
2	The PHS Principal and Guidance Counselor will continue to send quarterly newsletters to all parents regarding strategies to remain active in their students' education.	8/20/2007	6/30/2009	During School	Local Funds	
3	PHS will continue to encourage all parents of PHS students to attend the fall and spring parent-teacher conferences.	8/20/2007	6/30/2009	After School	Local Funds	
4	PHS will regularly update its web page for enhanced parent and community communication.	8/20/2007	6/30/2009	During School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title : While our current READING achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

The PHS Principal will continuously monitor the efforts towards meeting this objective. Staff meetings, Building Leadership Team meetings, and individual departmental team meetings will take place regularly to determine progress and future strategies. Success will be measured by the local assessments, students' final exams, students' grades, and Keytrain assessments that are completed regularly.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Richard Thole	Principal
Diana Williams	Building Leadership Team Member
Mike Rinella	Building Leadership Team Member

Section II-A Action Plan - Objectives

Objective: 2

While our current MATH achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

Objective 2 Description:

The entire PHS staff will continue to maximize its efforts in incorporating math instruction into all classes while the PHS Math Department continues to enhance its quality instruction strategies with its new textbooks and newly designed curriculum that is aligned to the Illinois State Learning Standards. A Math Lab has been designed and implemented during the school day to maximize the math instruction to the students. The PHS graduation requirement for mathematics has been increased from 3 to 4 credits.

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : While our current MATH achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1 The PHS Math department will implement a Math Lab during the homeroom time to assist any/all students in need of more detailed math instruction and assistance.	8/20/2007	6/30/2009	During School	Local Funds	
2 All junior students will complete the 20+ hours of the Keytrain computer program in preparations for the ACT/PSAE.	8/20/2007	6/30/2009	During School	Local Funds	
3 PHS will continue to offer its evening ACT preparation courses in the spring semesters to enhance the students ability in mathematics.	8/20/2007	6/30/2009	After School	Local Funds	
4 PHS will continue to give specific ACT preparation instruction during mathematics classes in the spring semesters.	8/20/2007	6/30/2009	During School	Local Funds	
5 PHS will continue to promote the use of the online ACT practice mathematics tests for the students.	8/20/2007	6/30/2009	During School	Local Funds	
6 PHS and PGS teachers will conduct math articulation meetings on a regular basis to monitor curricular and assessment needs to enhance student preparation for high school.	11/7/2008	6/30/2009	During School	Local Funds	

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 2 Title : While our current MATH achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1 PHS staff will have opportunities to attend professional development in their certification areas, classroom management areas, and in other areas of student interest.	8/20/2007	6/30/2009	During School	Local Funds	
2 PHS staff will attend multiple in-service trainings during school improvement day activities and teachers' institutes.	8/20/2007	6/30/2009	During School	Local Funds	
3 PHS staff will have opportunities to attend professional development in research-based best practices for math instruction.	8/20/2007	6/30/2009	During School	Local Funds	

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 2 Title : While our current MATH achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	PCUSD #326 will continue to hold annual State of the Schools meetings for parents and community members.	8/20/2007	6/30/2009	After School	Local Funds	
2	The PHS Principal and Guidance Counselor will continue to send quarterly newsletters to all parents regarding strategies to remain active in their students' education.	8/20/2007	6/30/2009	During School	Local Funds	
3	PHS will continue to encourage all parents of PHS students to attend the fall and spring parent-teacher conferences.	8/20/2007	6/30/2009	After School	Local Funds	
4	PHS will regularly update its web page for enhanced parent and community communication.	8/20/2007	6/30/2009	During School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 2 Title : While our current MATH achievement level is 71.7% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

The PHS Principal will continuously monitor the efforts towards meeting this objective. Staff meetings, Building Leadership Team meetings, and individual departmental team meetings will take place regularly to determine progress and future strategies. Success will be measured by the local assessments, students' final exams, students' grades, and Keytrain assessments that are completed regularly.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Jim Colyott	Principal
Diana Williams	Building Leadership Team Member
Mike Rinella	Building Leadership Team Member

Section II-A Action Plan - Objectives

Objective: 3

While our current SCIENCE achievement level is 78.3% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better

Objective 3 Description:

The PHS Science Department continues to enhance its quality instruction strategies with its new textbook purchases and a newly designed 4-year curriculum that is aligned to the Illinois State Learning Standards. The PHS graduation requirement for science has been increased from 2 to 3 credits.

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Student Strategies and Activities

Objective 3 Title : While our current SCIENCE achievement level is 78.3% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better						
Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount	
1 Students will continue to be exposed to an innovative and comprehensive Science curriculum that has been redesigned to better emphasize the Illinois State Learning Standards.	8/20/2007	6/30/2009	During School	Local Funds		
2 All junior students will complete the 20+ hours of the Keytrain computer program in preparations for the ACT/PSAE.	8/20/2007	6/30/2009	During School	Local Funds		
3 PHS will continue to offer its evening ACT preparation courses in the spring semesters to enhance the students ability in science.	8/20/2007	6/30/2009	After School	Local Funds		
4 PHS will continue to give specific ACT preparation instruction during science classes in the spring semesters.	8/20/2007	6/30/2009	During School	Local Funds		
5 PHS will continue to promote the use of the online ACT practice science tests for the students.	8/20/2007	6/30/2009	During School	Local Funds		
6 PHS will build a vocabulary list help guide their instruction in the respective discipline areas and improve reading comprehension	10/7/2008	6/30/2008	During School	Local Funds		

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 3 Title : While our current SCIENCE achievement level is 78.3% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better						
Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount	
1 PHS staff will have opportunities to attend professional development in their certification areas, classroom management areas, and in other areas of student interest.	8/20/2007	6/30/2009	During School	Local Funds		
2 PHS staff will attend multiple in-service trainings during school improvement day activities and teachers' institutes.	8/20/2007	6/30/2009	During School	Local Funds		
3 PHS staff will have opportunities to attend professional development in research-based best practices for science instruction.	8/20/2007	6/30/2009	During School	Local Funds		

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 3 Title : While our current SCIENCE achievement level is 78.3% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better						
Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount	
1 PCUSD #326 will continue to hold annual State of the Schools meetings for parents and community members.	8/20/2007	6/30/2009	After School	Local Funds		
2 The PHS Principal and Guidance Counselor will continue to send quarterly newsletters to all parents regarding strategies to remain active in their students' education.	8/20/2007	6/30/2009	During School	Local Funds		
3 PHS will continue to encourage all parents of PHS students to attend the fall and spring parent-teacher conferences.	8/20/2007	6/30/2009	After School	Local Funds		
4 PHS will regularly update its web page for enhanced parent and community communication.	8/20/2007	6/30/2009	During School	Local Funds		

Section II-E Action Plan - Monitoring

Objective 3 Title : While our current SCIENCE achievement level is 78.3% meets/exceeds, the PHS staff will continue to stride to achieve 80% meets/exceed or better

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

The PHS Principal will continuously monitor the efforts towards meeting this objective. Staff meetings, Building Leadership Team meetings, and individual departmental team meetings will take place regularly to determine progress and future strategies. Success will be measured by the local assessments, students' final exams, students' grades, and Keytrain assessments that are completed regularly.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Rich Thole	Principal
Diana Williams	Building Leadership Team Member
Mike Rinella	Building Leadership Team Member

**Section III - Plan Development, Review and Implementation
Part A. Parent Notification***

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification - 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 the parents can understand. (**Requirement for Title I Schools only.*)

This School Improvement Plan has been developed collaboratively between the Principal and the PHS Building Leadership Team. PHS has notified the parents and community members of the school's academic status through monthly newsletters, quarterly reports, newspaper publicity on excellent performance, web page publications, and a quarterly newspaper that the district provides to all community members.

**Section III - Plan Development, Review and Implementation
Part B. Stakeholder Involvement**

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside exerts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

Community stakeholders consist of Superintendent, PHS Principal, Building Leadership Team members, Student Council members, and many members of the community that have participated in our Annual State of the Schools meetings and in the development of our District Strategic Plan.

	Name	Title
1		

**Section III - Plan Development, Review and Implementation
Part C. Peer Review Process**

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Describe the peer review process including participants and date(s) of peer review.

The District's review and approval process will be discussion of the School Improvement Plan by the PHS Staff, discussions of the plan with the District Superintendent, and the presentation of the plan to the District Board of Education.

Section III - Plan Development, Review and Implementation Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Upon employment, each novice teacher meets with the building principal regarding professional expectations, professional development opportunities, annual routine business of the school, purchase orders and budgeting, the scheduling of the classes, student behaviors, and other miscellaneous requirements of being a district teacher.

Each PHS non-tenured teacher is evaluated twice annually by the building principal. The first evaluation is completed by November 1st and the second completed by March 1st. Each evaluation consists of a pre-evaluation meeting, the actual observation, and the post-evaluation meeting.

PHS staff members complete a process of peer evaluation every two years to offer other professional suggestions and an opportunity to gather new instructional ideas.

During selected School Improvement Days throughout the year, teachers have the opportunity to work in departments as well as grade level meetings to discuss the current progress of the students, curricular information, and school based programs. Also, teachers are annually involved in the school improvement peer projects to assist in the development of the school improvement plan.

During staff meetings and building leadership team meetings, teachers are given input on all decisions made in PHS. Site based management has been established with all stakeholders having a voice in the structure of the school and programs.

Section III - Plan Development, Review and Implementation Part E. District Responsibilities

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

**Section III - Plan Development, Review and Implementation
Part F. State Responsibilities**

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

**Section III - Plan Development, Review and Implementation
Part G. School Support Team**

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board:

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6)).
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessments with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B.SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN	
ANALYSIS OF DATA	
	Have the areas of low achievement been clearly identified?
	Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?
	Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?
	Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities?
LOCAL ASSESSMENT DATA (OPTIONAL)	
	If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
	Do these local assessment results add clarity to the state assessment data?
	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?
OTHER DATA (OPTIONAL)	
	If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
	Do the other data add clarity to the state assessment data?
	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?
IDENTIFICATION OF KEY FACTORS	
	Have data or research been used to determine the key factors believed to cause low performance?
	Are the key factors within the district's capacity to change or control?
CLARITY OF OBJECTIVES	
	Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
	Do the objectives address all areas of AYP deficiency?
ALIGNMENT OF STRATEGIES AND ACTIVITIES	
	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
	Will the selected strategies and activities likely improve student learning and achievement?
	Are the strategies and activities measurable?
	Are the measures of progress for the strategies and activities clearly identified?
	Are expectations for classroom behavior and practice related to the objectives clear?
	Is professional development aligned with the strategies and activities for students?
	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
	Do the parent involvement strategies clearly align with the strategies and activities for students?
	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
	Are timelines reasonable and resources coordinated to achieve the objectives?
MONITORING	

	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?
PART I - COMMENTS	
PART II - SECTIONS III and IV OF THE PLAN	
PARENT NOTIFICATION	
	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)
STAKEHOLDER INVOLVEMENT	
	Does the plan describe how stakeholders have been consulted?
	Does the SIP 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?
PEER REVIEW	
	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?
TEACHER MENTORING PROCESS	
	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?
DISTRICT RESPONSIBILITIES	
	Is it clear what support the district will provide to ensure the success of the plan?
	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
STATE RESPONSIBILITIES	
	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
	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 school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
	The plan indicates the approval date of this plan.
PART II - COMMENTS	