

Illinois e-Plans

School Improvement e-Plan Guide

Overview

The Illinois State Board of Education encourages any Illinois school desiring to organize its school improvement plan around state and federal requirements to use the School Improvement e-Plan Template. The use of the template is required for schools in school improvement status and academic watch status to incorporate the contents of a revised school improvement plan as required by Public Law 107-110, the *No Child Left Behind Act of 2001*, Section 1101 et seq., (here referred to as "NCLB") and Section 2-3.25d of the School Code, 105 ILCS 5/2-3.25d.

The template and this accompanying guide are to be used together to ensure that users include all requirements of state and federal law for revised school improvement plans.

The template includes:

- I. Data and Analysis
- II. Action Plan
- III. Plan Development, Review, and Implementation
- IV. Board Approval and Assurances

Users may find the School Improvement Plan Review Checklist useful in plan revision and peer review. This checklist is available at http://www.isbe.state.il.us/CSR/pdf/43-56_SIP_review_checklist.pdf and at Illinois e-Plans at http://iirc.niu.edu/pdf/SIP_Review_Checklist.pdf.

Submission of School Improvement Plans

Section 2-3.25d of the School Code requires each district to revise the school improvement plans of any of its schools that are placed on academic early warning ("AEW") or academic watch status ("AWS"). Schools must submit revised school improvement plans to the district no later than three months after receiving formal notification of the school's AYP status. (NCLB, Section 1116(b)(3)(A)). The district's peer review team must review the plans, work with the school as necessary, and approve the plans. (NCLB, Section 1116(b)(3)(E)).

Revised school improvement plans must be approved by the district's peer review team and subsequently by the local board, no later than 45 days after the school submitted the plan to the district. (NCLB, Section 1116(b)(3)(E)).

For schools placed on initial AWS after a fourth annual calculation, revised school improvement plans must be approved by the district's peer review team and the local school board. ISBE will review school improvement plans posted in **Illinois e-Plans** at the Interactive Illinois Report Card (IIRC) website. (105 ILCS 5/2-3.25d)

Technical Assistance

For assistance in developing, submitting, or implementing a revised school improvement plan, please contact your Regional System of Support Provider (RESPRO) or call Federal Grants and Programs, at 217/524-4832.

Approval Process

The school must submit the school improvement plan for district approval within three months after the school's formal notification of AYP status. The district's peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan. School improvement plans for schools that are in academic early warning or academic watch status must also be reviewed by ISBE.

ISBE shall review and monitor plans incorporating the information as instructed below by checking plans at the Interactive Illinois Report Card site.

Instructions

District and School Information

Available information about the district and school will populate this section in the School Improvement e-Plan Template at the IIRC website; school staff may complete or correct information.

Section I Data and Analysis

This section prompts an analysis of the data deemed relevant by the school and the analysis of data that leads to an action plan that will have "the greatest likelihood of ensuring" that all groups will make AYP. (NCLB, Section 1116) Include a discussion of data analysis relevant to the action plan as indicated below.

A. Data Collection and Information

1. AYP Information from the School Report Card, Assessment Data, Basic School Information, and Educator data will populate screens for this section when using the School Improvement e-Plan Template. These screens will prompt an analysis of these data and the identification of factors contributing to these results.

2. **Summary of Other Data (optional):** Summaries of additional data analyzed in this plan leading directly to the strategies and activities in the action plan are prompted in this section. If used to develop the action plan, the data must be made available to ISBE and the local community upon request. These screens will prompt an analysis of these data and the identification of factors contributing to these results. The information and data may include:

- a. local assessment data;
- b. information and data about the attributes and challenges of the school and community that have affected student learning;
- c. educator qualifications and professional growth and development data; and/or
- d. parent involvement data.

B. Data Analysis Summary

This screen will provide the summary of the conclusions and factors contributing to results from the data screens. Identify key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan. –

Key factors may include but need not be limited to those:

1. based on analysis of assessment data;
2. in the school and community that affect student learning;
3. concerning educator qualifications and professional growth; and
4. related to parent involvement affecting student performance.

Section II Action Plan

Complete an objective page for each key factor identified in the analysis above. Be sure to include an action item for each area of deficiency as indicated by a "No" on the AYP report of your school. All areas of deficiency must be addressed, though multiple areas of deficiency may be addressed by one objective. The areas of deficiency must be clearly indicated. Please complete as many objective pages as are needed to cover the deficiency areas to ensure that the strategies adopted have the greatest likelihood of ensuring that all groups will make AYP. The School Improvement e-Plan Template will prompt the review of all areas of deficiency before the plan can be submitted.

- A. Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan. The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the school from making adequate progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State's target. The objective should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated.

Examples:

While our current achievement in reading for the grade 3 low income subgroup is 30% meeting/exceeding for ISAT, this subgroup will make AYP of at least 55% in 2007 and 62.5% in 2008 or Safe Harbor.

The low income participation rate in mathematics, currently at 84%, will be raised to at least 95% of the students participating in the 2007 and 2008 ISAT.

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in academic status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

- B. State the student strategies and activities to be implemented that logically support the objective and respond to the key factors identified in Section I. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.
- C. State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified in academic status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

- D. State the parent involvement strategies and activities that will promote effective parent involvement for the objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school. NCLB, Section 1116(b)(3)(A)(vi) and (viii). A parent involvement policy is required of all schools receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school's Title I parent involvement policy.

Define timelines and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.

- E. 1. Describe how school personnel will monitor the effectiveness of the strategies and activities.
2. Designate the name and role of the person (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Section III Plan Development, Review, and Implementation

- A. 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.
- B. Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan. (The names of the school improvement team or plan developers may be identified here.)
- C. Describe in detail 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>)
- D. List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. (If applicable, School Support Teams are assigned to schools in academic status to provide "sustained and intensive support" for these schools to make adequate yearly progress. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006* at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.)
- E. Describe in detail 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 include.
- F. 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.) Identify corrective actions taken by the district if applicable.

Corrective actions taken by a district for a Title I school that failed to meet AYP for a fourth annual calculation should be aligned with the strategies and activities of this plan. The district must take at least one of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv):

- i. Replace the school staff who are relevant to the failure to make AYP;
- ii. Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP;
- iii. Significantly decrease management authority at the school level;
- iv. Appoint an outside expert to advise the school on its progress toward making AYP, based on its school plan;
- v. Extend the school year or school day for the school; or
- vi. Restructure the internal organizational structure of the schools.

For further description of corrective action status see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006* at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>)

- G. 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 the district fails to do so.

Section IV Board Approval and Assurances

- A. Identify the approval date of the local board.
- B. Include the signature of the district superintendent to certify that:
 1. strategies and activities have been founded on scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
 2. 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).
 3. the plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
 4. 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.)

By submitting the plan on behalf of the district, 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 board. By clicking "Submit," the plan shall be deemed to be executed by the superintendent on behalf of the district.

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School Improvement e-Plan Template

DISTRICT AND SCHOOL INFORMATION

RCDT Code Number _____
District Name _____
District Address _____
City/State/Zip _____
Contact Person _____
Email _____
Start Date FY 07 _____

School Name _____
Principal _____
School Address _____
City/State/Zip _____
Telephone # _____ Ext. _____
Email _____
End Date FY 08 _____

I. DATA AND ANALYSIS

A. Data Collection and Information

1. School Assessment and AYP Data
2. Summary of Other Data (optional)

(e.g., information and data about the attributes and challenges of the school and community that have affected student learning; local assessment data; educator qualifications and professional growth and development data; and parent involvement data)

B. Data Analysis Summary

II. ACTION PLAN

OBJECTIVES FOR CONTINUOUS AND SUBSTANTIAL PROGRESS (COPY AS NEEDED)

| | | |
|---|----------|-------------|
| A. OBJECTIVE | | |
| B. Student Strategies and Activities for this Objective | TIMELINE | BUDGET |
| | | Fund source |
| C. Professional Development Strategies and Activities for this Objective | | |
| D. Parent Involvement Strategies and Activities for this Objective | | |
| E. 1.Process for Monitoring the Effectiveness of the Strategies and Activities for this Objective | | |
| 2.Person(s) Overseeing the Strategies and Activities for this Objective | | |

III. PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

A. Description of Parent Notification of Academic Status

B. Description of Stakeholder Involvement

C. Description of the Peer Review Process

D. School Support Team (If applicable. School Support Teams are assigned to schools in academic status to provide “sustained and intensive support” for these schools to make adequate yearly progress. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006* at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Name:

Title:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

E. Description of the Teacher Mentoring Process

F. Description of the District's Responsibilities

G. Description of the State's Responsibilities

IV. BOARD APPROVAL AND ASSURANCES

A. DATE APPROVED by Local Board _____
(month/day/year)

B. ASSURANCES

1. Strategies and activities have been founded on scientifically based research as required by Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. 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).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. 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.)

Signature of LEA Superintendent