Illinois Race to the Top 3: Preparing the Scope of Work
March 22, 2012
103 Participating LEAs (as of March 21, 2012)
Agenda

• Timeline Overview
• Scope of Work Overview
• Updates and New Information
• Budget
• Question and Answer #1
• Rising Star on CII
• Rising Star on IIRC
• Question and Answer #2
Presentation Team

- **David Osta**, Director of Policy & Program Implementation, RT3
- **Dr. Monique Chism**, Division Administrator, Innovation and Improvement
- **Linda Shay**, Principal Consultant, Teaching and Learning Services for All Children, Division of Innovation and Improvement
- **Jon Furr**, RT3 Consultant
- **Harvey Smith**, Illinois Interactive Report Card, Northern Illinois University
Participating LEA Timeline
Scopes of Work: Timeline - April

- March 30, 2012 (no later than 4pm): District deadline for submission of Scopes of Work
  - Districts failing to submit Scopes of Work by deadline are ineligible to serve as Participating LEAs
- April 2, 2012: Conditional approval of Scopes of Work (unless previously informed otherwise) and deadline for ISBE to submit executed Scopes of Work to U.S. Dept. of Education
- Month of April, 2012: Scopes of Work finalized in consultation with ISBE
### Scopes of Work: Timeline - Overall

<table>
<thead>
<tr>
<th>Stage</th>
<th>Scope of Work</th>
<th>Timeline</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Scope of Work</td>
<td>Now – March 30th</td>
<td>• Complete LEA Scope of Work</td>
</tr>
<tr>
<td></td>
<td>Development</td>
<td></td>
<td>• High level planning and budgeting for life of grant – till Dec. 2015</td>
</tr>
<tr>
<td></td>
<td>&amp; Preliminary</td>
<td></td>
<td>• Detailed planning and budgeting for activities during next 12-15 mos.</td>
</tr>
<tr>
<td></td>
<td>Approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 2</td>
<td>Scope of Work</td>
<td>April 2nd – April 30th</td>
<td>• Access additional ISBE resources and guidance</td>
</tr>
<tr>
<td></td>
<td>Revision &amp;</td>
<td></td>
<td>• Refine and revise Scope of Work incorporating feedback and new</td>
</tr>
<tr>
<td></td>
<td>Completion</td>
<td></td>
<td>information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Refine project level budgets for submission via ISBE eGrants</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Final Approval</td>
<td>Between mid-April – June 1st</td>
<td>• Finalize and submit Scope of Work including budget in eGrants</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Submission deadlines TBD - based on FY12 or FY 13 implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Final approval of Scope of Work and Budget from ISBE</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Implementation</td>
<td></td>
<td>• FY12 implementation - late April / early May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• FY13 implementation - July 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Begin Implementation!</td>
</tr>
</tbody>
</table>
Participating LEA Scope of Work
Scopes of Work: Definition and Purpose

1. Detailed work plans that include specific goals, activities, timelines, budgets, key personnel and annual targets for key performance measures

2. Participating LEA Scopes of Work **must** be aligned with State’s RTTT3 Plan

3. Monitored and updated for compliance throughout grant period

4. Integrated into District Continuous Improvement Plan (no separate RTTT3 Plan)

5. Roadmap for achieving RTTT3 Participating LEA Expectations
Scopes of Work: Structure

- Integration of RTTT3 planning and monitoring requirements into the District Continuous Improvement Plan to provide for ease of planning and reporting
- Participating LEA Expectations tied to Rising Star continuous improvement plan indicators
- New indicators to address Teacher and Leader Effectiveness areas of the Participating LEA Expectations
- Creation of plans to achieve the Participating LEA Expectations
Scopes of Work: Key Components

- **Participating LEA Assurances (5 total)**
  - Certifications and representations that must be acknowledged and accepted by the district superintendent
  - Incorporated into web-based Scope of Work system

- **Participating LEA Data Request**
  - State required submission to U.S. Dept. of Education
  - Baseline information and data to inform RTTT3 goals and performance measures

- **ISLE Readiness Survey**
  - Baseline information to inform ISBE's planning for ISLE implementation and integration supports for Participating LEAs
Scopes of Work: Key Components

RTTT3 Expectation Explanations

• RTTT3 Version of Wise Ways
• Provide additional detail and information about the RTTT3 Expectations
• Incorporated into web-based system for easy access and reference

For a copy visit:
http://www.isbe.net/racetothetop/PDF/phase3_dist_sow_expect_expl.pdf
Updates and New Information

- On-line Scope of Work available March 14th (IIIRC or CII)
- HPHM districts posted March 14th
- Updated allocations posted March 20th
- Updated FAQs posted March 20th
- Start date choice: FY12 or FY13
Budget

• By RTTT3 Expectation and by year

• Remember:
  – It is required that at least 10% of the Participating LEA's total allocation be set aside for indicator “D7”.
  – The 4 year total should equal your district total allocation.
  – Budgets should be based on ISBE allocation update to be posted on Monday, March 26th.
Frequently Asked Questions

• ISLE

• Programs of Study

• Peer Evaluation

• Other?
Questions and Answers
The Continuous Improvement Plan
A New Direction for Illinois
http://iirc.niu.edu
Features of the Integrated Plan

Yes to Continuous Improvement

No to Annual Submit’n’Forgit

Local Decision Making / Accountability

Incorporates Rising Star Features

Indicators of Effective Practice

Student Performance Trends

Wise-Ways® Research Briefs

Smart Start/Smart Plan / Smart Core / Conditions for Learning

School /District Assessment Information

Flexible, Process-Centered, Collaborative Team Engagement

Attention to school climate, instructional practice

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Overview - 1

Full Menu of Planning Tools

Indicators of Effective Practice/"Wise Ways"

Step 1 – District Data

Student Performance Metrics

Step 2 – Assess Indicators

Desired State / Evidence / Opportunity / Priority
Overview - 2

Step 3 – Create Plan
Objectives/Tasks/Activities

Step 4 – Monitor Plan
Continuous review of on-going progress

ISBE Monitoring and Review Process (coming soon)
Easy submission/self-reporting process
From “compliance” to “cooperative engagement”
MyIIIRC Log In - Here’s How to Register

Step 1 - With your access code from MyIIIRC, go here to register your personal login

Step 2 - Once Registered, log in here - easy and secure
MyIIRC Data Dashboard

With MyIIRC, you have access to many resources for educators. Mouse over the icons to see what is available. Click on the icons OR the blue tabs at the top to access the resource.

**Student Data**
- Assessments Results
  - Menu of assessments by year, grade, and subject.
- Student Summaries
  - Alphabetical list of all students, their assessments, and available reports.
- Rosters
  - Students arrayed by test, year of administration, grade, and subject.
- Reports & Charts
  - Click on any student's name to see reports on that student's performance.
- My Classes
  - Your students organized into classes or other groups that you choose.

**E-Plans**

**Public Report Card**

**Resources**

**Research**
Contact Information

* Required information - for District Continuous Improvement Plan only.

Please take a moment to review the information and make any necessary changes.

District Name: Pilot District
City/State/Zip: Any City, IL 60000
Superintendent: John Super
District Phone:

District Address:
RCDT Number:
Superintendent Email:
District Fax:

Process Manager
First Name:
Last Name:
Position:
Phone:
Fax:
Email:

Improvement Coach
First Name:
Last Name:
Position:
Phone:
Fax:
Email:
## District Improvement Team

The image shows a section of a software interface for managing a District Continuous Improvement Plan. Here are the key components:

### District Continuous Improvement Plan
- **Step 1: District Data**
- **Step 2: Assess Indicators**
- **Step 3: Create Plan**
- **Step 4: Monitor Plan**

### District Technology Plan
- **Technology Inventory**
- **Technology Report**

### Contact Information
- **District Improvement Team**

### District Improvement Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Phone</th>
<th>Email</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Admin</td>
<td>District Staff</td>
<td>3125555555</td>
<td><a href="mailto:jadmin@anydistrict.com">jadmin@anydistrict.com</a></td>
<td>Edit, Delete</td>
</tr>
</tbody>
</table>

The interface also includes options to add a new member and navigate through the districts and contact information.
District Dashboard

Full Integration of Technology Plan is coming

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## Planning Tools

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<td>Meeting Agenda Setup</td>
</tr>
<tr>
<td>Worksheets</td>
</tr>
<tr>
<td>Coaching Comments</td>
</tr>
<tr>
<td>Indicator Types</td>
</tr>
<tr>
<td>Indicator Guidance</td>
</tr>
<tr>
<td>Indicators in Action™ Videos</td>
</tr>
</tbody>
</table>

### Step 1 - District Data
- Contact Information
- District Improvement Team *
- Report Card Data **
- Local Assessments **
- Technology Data ***
  * Required for District Continuous Improvement Plan
  ** Required for District Continuous Improvement Plan and Technology Plan
  *** Required for Technology Plan

### Step 2 - Assess Indicators
- Overview
- District Vision and Direction
- District and School Improvement Processes
- District Allocation of Resources for School Improvement
- District Support for School Improvement and Student Achievement

### Step 3 - Create Plan
- Overview
- District Vision and Direction
- District and School Improvement Processes
- District Allocation of Resources for School Improvement
- District Support for School Improvement and Student Achievement
- Budget Summary

### Step 4 - Monitor Plan
- Monitoring Process

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Compliance Report Forms for Submission to ISBE

Under Construction

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# Planning Tools

## Indicators and Wise Ways

### District Continuous Improvement Plan

- **Step 1**: District Data
- **Step 2**: Assess Indicators
- **Step 3**: Create Plan
- **Step 4**: Monitor Plan

### District Technology Plan

- Technology Inventory
- Technology Report

### Indicators & WiseWays

- **Number of indicators**: 48

#### Filter Indicators by Type:

- **Select**

#### Filter Indicators by Section:

- **Select**

### Key Code

<table>
<thead>
<tr>
<th>Key Code</th>
<th>Indicator</th>
<th>Indicator Type</th>
<th>Wise Ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC02</td>
<td>The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)</td>
<td>SC</td>
<td></td>
</tr>
<tr>
<td>IA08</td>
<td>The school board and superintendent present a unified vision for school improvement. (1124)</td>
<td>SP</td>
<td></td>
</tr>
<tr>
<td>CI11</td>
<td>The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)</td>
<td>SP,ELL</td>
<td></td>
</tr>
<tr>
<td>IA09</td>
<td>The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)</td>
<td>SP, ELL</td>
<td></td>
</tr>
<tr>
<td>CI15</td>
<td>The district celebrates its and its schools' successes in improving student academic, physical, social, emotional, and behavioral development. (2322)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI12</td>
<td>The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI13</td>
<td>The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IA01</td>
<td>The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1117)</td>
<td>SC</td>
<td></td>
</tr>
<tr>
<td>IA02</td>
<td>The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them. (1118)</td>
<td>SC</td>
<td></td>
</tr>
<tr>
<td>IA03</td>
<td>The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119)</td>
<td>SC</td>
<td></td>
</tr>
<tr>
<td>ID01</td>
<td>A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)</td>
<td>SS</td>
<td></td>
</tr>
<tr>
<td>ID02</td>
<td>All teams have written statements of purpose and guidelines for their operation. (1153)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Planning Tools- Select Indicator Types

**Number of indicators:** 48

#### Filter Indicators by Type:
- **Select**
- **Select**
  - SS - SMARTStart
  - SP - SMARTPlan
  - SC - SMARTCore
  - SR - SMARTRestructuringPlan
  - RTI - Response to Intervention
  - ELL - English Language Learners
  - CL - Conditions for Learning

#### Filter Indicators by Section:
- **Select**

<table>
<thead>
<tr>
<th>Key Code</th>
<th>Description</th>
<th>Indicator Type</th>
<th>Wise Ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC02</td>
<td>The district develops and employs stakeholders (e.g., staff, parents, students)</td>
<td>SC</td>
<td></td>
</tr>
<tr>
<td>IA08</td>
<td>The school board is accountable for the district's plan. (1124)</td>
<td>SP</td>
<td></td>
</tr>
<tr>
<td>CII1</td>
<td>The district and school(s) have an aligned vision/mission statement that supports a learning environment. (2321)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CII5</td>
<td>The district celebrates its and its schools' successes in improving student academic, physical, social, emotional, and behavioral development. (2322)</td>
<td>SP, ELL</td>
<td></td>
</tr>
<tr>
<td>CII2</td>
<td>The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Step 1 - District Data

### Planning Tools
- Indicators & WiseWays®
- Meeting Agenda Setup
- Worksheets
- Coaching Comments
- Indicator Types
- Indicator Guidance
- Indicators in Action™ Videos

### Step 1 - District Data
- Contact Information
- District Improvement Team *
- Report Card Data **
- Local Assessments **
- Technology Data ***

* - Required for District Continuous Improvement Plan
** - Required for District Continuous Improvement Plan and Technology Plan
*** - Required for Technology Plan

### Compliance Report Forms for Submission to ISBE
Under Construction

### Step 2 - Assess Indicators
- Overview
- District Vision and Direction
- District and School Improvement Processes
- District Allocation of Resources for School Improvement
- District Support for School Improvement and Student Achievement

### Step 3 - Create Plan
- Overview
- District Vision and Direction
- District and School Improvement Processes
- District Allocation of Resources for School Improvement
- District Support for School Improvement and Student Achievement
- Budget Summary

### Step 4 - Monitor Plan
- Monitoring Process
District Report Card Data

Data Overview

The trend data below track Meets and Exceeds percents over the last six years in your district for all students and for Adequate Yearly Progress (AYP) subgroups. Also posted here are the current AYP and Annual Measurable Achievement Objectives (AMAO) reports for your district. Please review and consider these results as you prepare your Step 2 - Assess Indicators in the next section to support the district tasks you will describe in the Step 3 - Create Plan so that your District Continuous Improvement Plan will have the greatest likelihood of improving student achievement.

Percent (%) of Students Meeting and Exceeding State Standards - ISAT/PSAE

[Expand All]

ACCESS Results

IAA Results

AYP/AMAO Deficiencies

After reviewing the data you must complete the Report Card Data - Analysis Screen.
Step 2- Assess Indicators

Planning Tools
- Indicators & WiseWays®
- Meeting Agenda Setup
- Worksheets
- Coaching Comments
- Indicator Types
- Indicator Guidance
- Indicators in Action™ Videos

Step 1 - District Data
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Step 2 - Assess Indicators
- Overview
- District Vision and Direction
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Compliance Report Forms for Submission to ISBE

Under Construction

Step 3 - Create Plan
- Overview
- District Vision and Direction
- District and School Improvement Processes
- District Allocation of Resources for School Improvement
- District Support for School Improvement and Student Achievement
- Budget Summary

Step 4 - Monitor Plan
- Monitoring Process
Assess Indicators - Overview

In Step 2 - Assess Indicators the team will assess indicators from the district level subcategories; District Vision and Direction, District and School Improvement Processes, District Allocation of Resources for School Improvement, and District Support for School Improvement and Student Achievement.

Some indicators may be marked with SMARTStart (SS), SMARTPlan (SP), SMARTCore (SC), SMARTRestructuring (SR), Response to Intervention (RtI), Conditions for Learning (CL) and/or English Language Learners (ELL). Please see the guidance that suggests a sequence for indicator assessment.

The indicators each have a Wise Way® research brief that contains evidence on how the selected indicator looks when fully implemented. ISBE recommends that prior to assessing, the process manager forwards the Indicators to be assessed with the accompanying Wise Way® for each team member to read in preparation for the team meeting.

Step 2 - Assess Indicators

First, the system asks the team to assess indicators of effective practice by reading the corresponding Wise Way® research brief evidence and then evaluating the level of development/implementation of that practice as full implementation, partial development/implementation or no development/implementation.

Next, for each assessed indicator, the system asks the team to assign a Priority score (indicating importance) and Opportunity score (indicating ease for accomplishment) which results in an index score. The index score helps the team determine which indicators they will plan for in Step 3 - Create Plan.

Finally, the team is asked to present evidence that describes the current level of development or implementation for each assessed indicator.

The indicators assessed in Step 2 - Assess Indicators will be carried forward to Step 3 - Create Plan for further development.

<table>
<thead>
<tr>
<th>Category</th>
<th>Section</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Improvement</td>
<td>District Vision and Direction</td>
<td>3 of 5</td>
</tr>
<tr>
<td></td>
<td>District and School Improvement Processes</td>
<td>0 of 20</td>
</tr>
<tr>
<td></td>
<td>District Allocation of Resources for School Improvement</td>
<td>1 of 9</td>
</tr>
<tr>
<td></td>
<td>District Support for School Improvement and Student Achievement</td>
<td>0 of 14</td>
</tr>
</tbody>
</table>
Assess Indicators
District Vision and Direction

District Continuous Improvement Plan
District Technology Plan

Planning Tools | Compliance Forms | Step 1 District Data | Step 2 Assess Indicators | Step 3 Create Plan | Step 4 Monitor Plan

District Vision and Direction
District and School Improvement Processes
District Allocation of Resources for School Improvement
District Support for School Improvement and Student Achievement

Assess Indicators – District Vision and Direction

Click on “Assess” to evaluate an indicator. For indicators determined as full implementation, the team may go back and click “Edit” to make changes to the implementation level. Indicators assessed and determined to have partial or no development/implementation may not have implementation levels edited. Priority and Opportunity Scores as well as implementation descriptions may be edited for all assessed indicators. Please see the guidance that suggests a sequence for indicator assessment.

Filter Indicators: --Select--

<table>
<thead>
<tr>
<th>Key Code</th>
<th>Indicator</th>
<th>Type</th>
<th>Ways</th>
<th>Actions</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC02</td>
<td>The district plans to use SMARTStart and SMARTPlan (2320)</td>
<td>SC</td>
<td>Edit</td>
<td>Assessed</td>
<td></td>
</tr>
<tr>
<td>CI11</td>
<td>The district has developed a vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)</td>
<td>SC</td>
<td>Edit</td>
<td>Assessed</td>
<td></td>
</tr>
<tr>
<td>CI15</td>
<td>The district celebrates its and its schools’ successes in improving student academic, physical, social, emotional, and behavioral development. (2322)</td>
<td>SP</td>
<td>Edit</td>
<td>Assessed</td>
<td></td>
</tr>
<tr>
<td>IA08</td>
<td>The school board and superintendent present a unified vision for school improvement. (1124)</td>
<td>SP</td>
<td>Assess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IA09</td>
<td>The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)</td>
<td>SP, ELL</td>
<td>Assess</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assess Indicators
District Vision and Direction

IA08 The school board and superintendent present a unified vision for school improvement. (1124)

1. Choose your level of Development or Implementation for this Indicator. *required field
   - No development/Implementation
   - Partial Development/Implementation
   - Full Implementation

[Save Indicator]
Assess Indicators
District Vision and Direction

No Development/Implementation

IA08 The school board and superintendent present a unified vision for school improvement. (1124)

1. Choose your level of Development or Implementation for this indicator. * required field
   - No development/implementation
   - Partial Development/Implementation
   - Full Implementation
   - Not a Priority or Interest
   - Will include in plan

Save Indicator
Assess Indicators

District Vision and Direction

No Development/Implementation - Not a Priority or Interest

IA08 The school board and superintendent present a unified vision for school improvement. (1124)

1. Choose your level of Development or Implementation for this Indicator. *required field
   - No development/implementation
   - Partial Development/Implementation
   - Full Implementation
   - Not a Priority or interest
   - Will include in plan

2. Please explain why this indicator is not a Priority or Interest. *required field

Save Indicator
Assess Indicators
District Vision and Direction
No Development/Implementation-Will Include in Plan

IA08 The school board and superintendent present a unified vision for school improvement. (1124)

1. Choose your level of Development or Implementation for this Indicator. * required field
   - No development/Implementation
   - Partial Development/Implementation
   - Full Implementation
   - Not a Priority or Interest
   - Will include in plan

2. Priority Score: * required field
   - 3 - highest priority
   - 2 - medium priority
   - 1 - lowest priority

3. Opportunity Score: * required field
   - 3 - relatively easy to address
   - 2 - accomplished within current policy and budget conditions
   - 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. * required field

http://iirc.niu.edu
Assess Indicators
District Vision and Direction
Partial Development/Implementation

IA08 The school board and superintendent present a unified vision for school improvement. (1124)

1. Choose your level of Development or Implementation for this Indicator. * required field
   - No development/implementation
   - Partial Development/Implementation
   - Full implementation

2. Priority Score: * required field
   - 3 - highest priority
   - 2 - medium priority
   - 1 - lowest priority

3. Opportunity Score: * required field
   - 3 - relatively easy to address
   - 2 - accomplished within current policy and budget conditions
   - 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. * required field
Assess Indicators
District Vision and Direction
Full Implementation

IA08 The school board and superintendent present a unified vision for school improvement. (1124)

1. Choose your level of Development or Implementation for this indicator. * required field
   - No development/implementation
   - Partial Development/implementation
   - Full Implementation

2. Please provide evidence that this indicator has been fully and effectively implemented. Also, describe the continued work that will be necessary to sustain your efforts. * required field

Save Indicator
Step 3 - Create Plan

Planning Tools
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Compliance Report Forms for Submission to ISBE
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Step 3 - Create Plan
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- District Support for School Improvement and Student Achievement
- Budget Summary

Step 4 - Monitor Plan
- Monitoring Process
Create Plan - Overview

Step 3 - Create Plan - Overview

Step 3 - Create Plan allows the team to design a continuous improvement plan around those indicators evaluated as partial or no development/implementation. Generally, teams plan for those indicators which, through the index scores, were determined to be of high importance and opportunity.

The system automatically rephrases the indicator into an objective upon which the team designs tasks for achieving that objective. Tasks include duty details, persons responsible (a person outside the improvement team may be assigned) and target dates for completion. Be sure to assign a team member to oversee the work of the person who is responsible for that task and include budgeting information for each task.

*Note: Index Score = Priority Score x Opportunity Score

District Vision and Direction

District and School Improvement Processes

District Allocation of Resources for School Improvement

District Support for School Improvement and Student Achievement

[Expand All]
Create Plan
District Vision and Direction

The indicators chosen to include in the plan from Step 2 - Assess Indicators are now stated below as objectives. For each of the objectives the team creates as many tasks as necessary to bring the objective to full implementation.

- CC02 The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)

- CII1 The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)

- CII5 The district celebrates its and its schools' successes in improving student academic, physical, social, emotional, and behavioral development. (2322)
Create Plan
District Vision and Direction

CII5 The district celebrates its and its schools’ successes in improving student academic, physical, social, emotional, and behavioral development. (2322)

Level of Development/Implementation: Partial Development/Implementation

Current Level Description:

1. Assign a team member to manage and monitor the task work toward this objective: Melissa Perez

2. Describe how the objective will look when it is being fully implemented in the District. Also describe the information needed to provide evidence that this objective is fully met.

3. Establish a date by which the description above will be a reality: 01/31/2012

4. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

Add Task

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Assigned</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are no tasks created for this Objective
Create Plan- Add a Task

Objective: The district celebrates its and its schools’ successes in improving student academic, physical, social, emotional, and behavioral development. (2322)

Assign the person who will be responsible for completing this task (may be a team member or other person outside the team): *

--Select one--

Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date along with a timeline. Be sure to include any budget and funding sources.*

Start Date:  End Date:  Timeline:  Select

Please enter budget information below if it is applicable to this task.

Budget & Funding Sources ($)

District  Title I  Title II-D  Title III  State Funds  Grant Funds  Other Funds  Total

state revenue funds, local state aid, transportation funds

Save Task
Create Plan - Budget Summary

<table>
<thead>
<tr>
<th>Key Code</th>
<th>Indicator</th>
<th>District</th>
<th>Title I</th>
<th>Title II</th>
<th>Title III</th>
<th>Local Funds</th>
<th>State Funds</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC02</td>
<td>The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)</td>
<td>200</td>
<td>2,400</td>
<td>399</td>
<td>499</td>
<td>99</td>
<td>5,099</td>
<td>99</td>
<td>8,795</td>
</tr>
<tr>
<td>CII1</td>
<td>The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)</td>
<td>2,000</td>
<td>1,200</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3,200</td>
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<tr>
<td>IA04</td>
<td>The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (1120)</td>
<td>50,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>52,200</td>
<td>3,600</td>
<td>399</td>
<td>499</td>
<td>99</td>
<td>5,099</td>
<td>99</td>
<td>61,995</td>
</tr>
</tbody>
</table>
Step 4- Monitor Plan

Planning Tools
- Indicators & WiseWays®
- Meeting Agenda Setup
- Worksheets
- Coaching Comments
- Indicator Types
- Indicator Guidance
- Indicators in Action™ Videos

Step 1 - District Data
- Contact Information
- District Improvement Team *
- Report Card Data **
- Local Assessments **
- Technology Data ***
* - Required for District Continuous Improvement Plan
** - Required for District Continuous Improvement Plan and Technology Plan
*** - Required for Technology Plan

Step 2 - Assess Indicators
- Overview
- District Vision and Direction
- District and School Improvement Processes
- District Allocation of Resources for School Improvement
- District Support for School Improvement and Student Achievement

Compliance Report Forms for Submission to ISBE
Under Construction

Step 3 - Create Plan
- Overview
- District Vision and Direction
- District and School Improvement Processes
- District Allocation of Resources for School Improvement
- District Support for School Improvement and Student Achievement
- Budget Summary

Step 4 - Monitor Plan
- Monitoring Process

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Monitor Plan - Overview

Step 4 - Monitor Plan

Step 4 - Monitor Plan allows the team to monitor the progress of objective tasks. After the tasks are completed, the system prompts the team to judge whether the objective (indicator of effective practice) has been met. If met, the team must provide a status report describing evidence of completion levels. For objectives not fully implemented, the system prompts the team to develop additional targeted tasks that will hopefully lead to a fully met objective.

Objectives shown in Blue have tasks that are not complete.
Objectives shown in Green have all the tasks completed and the Objective has been met.
Objectives shown in Red indicate the team is undecided if an objective has been met and/or the team may need to plan for additional tasks to bring the objective to full implementation.

<table>
<thead>
<tr>
<th>Key Code</th>
<th>View Tasks</th>
<th>Objectives</th>
<th>Assigned to</th>
<th>Target date</th>
<th>Tasks</th>
<th>% Tasks Completed</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC02</td>
<td>View Tasks</td>
<td>The district develops and communicates its vision to ensure college and</td>
<td>Melissa Perez</td>
<td>12/28/2011</td>
<td>4</td>
<td>100%</td>
<td>01/23/2012 Objective Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>career readiness for all students to all stakeholders (e.g., school board,</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>primary caregivers, teachers, staff, and community). (2320)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CII1</td>
<td>View Tasks</td>
<td>The district and school(s) have an aligned vision/mission statement that</td>
<td>Melissa Perez</td>
<td>12/28/2011</td>
<td>3</td>
<td>100%</td>
<td>Undecided</td>
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<tr>
<td></td>
<td></td>
<td>supports a learning environment which is emotionally safe and conducive to</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>learning. (2321)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CII5</td>
<td>View Tasks</td>
<td>The district celebrates its and its schools' successes in improving</td>
<td>Melissa Perez</td>
<td>01/31/2012</td>
<td>0</td>
<td>0%</td>
<td>Need to add task.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>student academic, physical, social, emotional, and behavioral development. (2322)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IA04</td>
<td>View Tasks</td>
<td>The district provides incentives for staff who work effectively in hard-</td>
<td>Melissa Perez</td>
<td>05/31/2012</td>
<td>1</td>
<td>100%</td>
<td>Need to add task.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to-staff and restructured schools. (1120)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Flexible, self-managed, process-focused
Take Aways from Today’s Presentation

Districts define priorities, responsible for achieving priorities.
Continuous improvement through 
continuous engagement, 
team-building, shared success
Questions?

Thank you!