FY 2027 School/District Improvement

New to School Improvement Status: Information for Districts and Schools

November 4, 2026 & November 5, 2026

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Explain the Statewide System of Success

Discuss how the Statewide System of Success can build the capacity of school leaders to implement and sustain effective school improvement practices

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What is School Improvement Status?

Status	Description
Targeted Support and Improvement (TSI)	Schools whose overall performance is not Comprehensive, but where one or more student groups are Comprehensive.
Comprehensive Support and Improvement (CSI)	Schools where the overall school profile is Comprehensive, or schools that have completed a full four-year Targeted grant cycle and one or more of the original student groups still has a Comprehensive profile.
Intensive Support and Improvement (ISI)	Schools that have completed a full four-year Comprehensive grant cycle, but their overall school profile remains Comprehensive.

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What is Continuous School Improvement?



Collaborative process through which staff and education partners identify strengths and opportunities for growth of the entire school program.



Use the information as a basis for making deliberate, positive, cohesive, and observable changes in measurable student outcomes.

Statewide Framework for Success



ILLINOIS PRINCIPALS ASSOCIATION IPA

IASA

ILLINOIS ASSOCIATION OF REGIONAL SUPERINTENDENTS OF SCHOOLS ROE|ISC IARSS

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IASB Illinois Association of School Boards

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Goals for the Planning Year:

- Identify & Plan



School Leadership Team



Build a Community Engagement Group



Conduct a school level needs assessment



Conduct a root cause analysis

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Goals for the Planning Year:

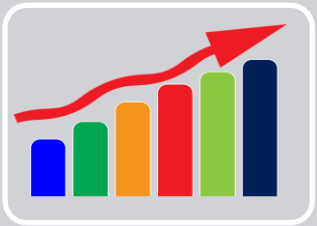
- Identify & Plan



SMART Goals



Key activities, milestones, timetables, funding sources, people responsible



Local assessment(s) to measure academic progress



Monitor plan

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Requirements for All Schools in Improvement Status

Targeted
Comprehensive
Intensive

- Complete the Illinois Quality Framework Supporting Rubric
- Use additional data to complete a school level needs assessment
- Identify resource inequities
- The School Improvement Plan includes at least 2 academic student goals
- Evidence-based practices are selected
- The School Improvement Plan is approved by the local board of education

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Additional Requirements for Comprehensive & Intensive Schools

Comprehensive Support and Improvement

- All previous requirements plus,
- School-level needs assessment with AIR
- The School Improvement Plan is approved by the local board of education and by ISBE
- The School Improvement Plan is monitored by the LEA and ISBE

Intensive Support and Improvement

- All previous requirements plus,
- MORE RIGOROUS school-level needs assessment with AIR
- Local school board training provided by ISBE and IASB
- Required use of ISBE's template for the school improvement plan

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Supports for Schools in Targeted Improvement Status

Targeted

- Title I, Part A, Section 1003 School Improvement Grant Funds
- On-demand Learning Series + resources from the School/District Improvement website
- Technical Assistance from the School Improvement Helpline
- Support from the Dept. Lead for School & District Improvement
- Regional Launch meetings that will take place in multiple locations across IL to help outline school improvement work

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Supports for Comprehensive Schools

Comprehensive

- Title I, Part A, Section 1003 School Improvement Grant Funds
- On-demand Learning Series + resources from the School/District Improvement website
- Assigned School Improvement Coordinator
- School-level needs assessment supported by AIR

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Supports for Intensive Schools

Intensive

- Title I, Part A, Section 1003 School Improvement Grant Funds
- On-demand Learning Series + resources from the School/District Improvement website
- Assigned School Improvement Coordinator
- More rigorous school-level needs assessment supported by AIR

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What is the School Improvement Grant and what can I spend my grant dollars on?



Build the capacity of school leaders to implement and sustain effective school improvement practices.



Comprehensive and Intensive funds will be utilized to pay for the school-level needs assessment (or a more rigorous school-level needs assessment) conducted by the American Institutes for Research (AIR).



Targeted, Comprehensive and Intensive schools might spend grant dollars on compensating staff to work on school improvement plans, reviewing data, conducting vertical and horizontal curriculum articulation activities, paying for a learning partner, releasing staff for collaborative planning time and various curriculum materials and supplies.

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ESSA Requirement for Resource Allocation Reviews

The Every Student Succeeds Act requires State Education Agencies to conduct Resource Allocation Reviews (RARs) with districts that operate a significant number of schools identified for school improvement status via the Illinois Accountability System (§1111(d)(3)(A)(ii)).

These RARs provide an opportunity for district and school leaders to collaboratively explore current resource allocation practices with ISBE's support.

ISBE selects districts based on the number and percentage of schools in a district that are identified for Intensive, Comprehensive, or Targeted support.

Standards of Effective Resource Allocation

An effective resource allocation system will have the following properties:

- **Equitable**: Provides resources based on the needs of students and schools such that those with higher needs receive additional resources.
- **Transparent**: Provides resources through a simple, well-defined, and clearly documented process such that stakeholders understand how resources are allocated to schools and how resource levels are differentiated.
- **Engages stakeholders**: Allows for input in the budgeting and planning process from various education stakeholders, such as school site leaders and staff, parents, and community members.
- **Aligns with district goals and priorities**: Integrates and aligns with planning and school improvement processes, focuses on improving student outcomes, and offers flexibility to be responsive to new or shifting goals and priorities.

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RAR Structure

Before

- Intro webinar & call – program goals, participants, timelines
- Collect and review evidence of practice
- Share data report and protocol with district leadership

During

- District-led discussion of evidence and data
- RAR participants evaluate current practice relative to standards

After

- ISBE schedules a debrief with district leadership
- ISBE shares a post-RAR report and connects districts to technical assistance aligned with areas of need

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2026-2027 RAR Timeline

Notification (December 1-15)

--ISBE selects districts for RARs. Districts are notified of selection via email.

--Districts watch a 6-minute intro webinar and schedule 30-minute calls with ISBE staff

Preparation (January 2027)

--District and ISBE staff complete an intro call

--District staff deliver requested materials to ISBE

--ISBE prepares a RAR report for the district

Resource Review (February-March 2027)

--District staff and school leaders participate in a RAR

--ISBE schedules a debrief with district leadership; ISBE shares a post-RAR report along with a resource bank to guide improvements

Follow Up (6 months-1 year later)

--ISBE staff will follow back up with district to gather feedback, assess district changes, and improve the RAR program

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RAR Self-Guided Toolkit & Dashboard

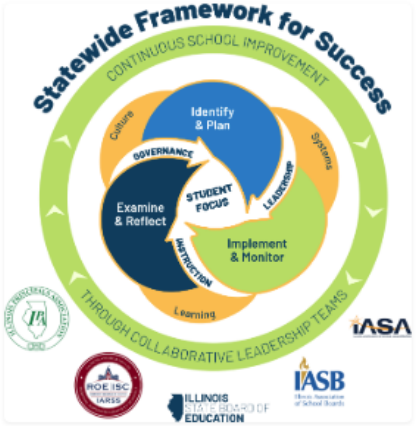
- ISBE has published the RAR Self-Guided Toolkit to support districts completing a self-led Resource Allocation Review (RAR).
- Districts interested in self-led RARs or resource allocation patterns more broadly can also now explore ISBE's **RAR Dashboard**. The dashboard contains visuals intended to spark inquiry and discussion pertaining to resource distribution and equity.
- The toolkit, dashboard, and supporting materials can all be found on the ISBE Resource Allocation Reviews page.
- ?s – email Luke Corry at lcorry@isbe.net or Isabel Monaghen at imonagha@isbe.net

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Where can I find more information and support documents?

Improvement & Innovation

School and District Improvement



The Illinois State Board of Education has partnered with four other statewide organizations – Illinois Association of Regional Superintendents of Schools, the Illinois Association of School Boards, the Illinois Principals Association, and the Illinois Association of School Administrators – to align on a unified model and common language for supporting continuous school improvement in all schools. The new model, called the **Statewide Framework for Success** supports all districts in engaging in best practices for continuous improvement.

This collaborative effort brings together the five major organizations that schools turn to for guidance and support. We're harnessing our collective expertise to bring intentional focus to effective, evidence-based, and data-informed school improvement practices in **every school.**

Resources

- Statewide Framework for Success and Common Language
- FAQ for Statewide Framework for Success
- Levels of Statewide System of Success

Statewide System of Success Tiered Support Levels by Organization

Every student deserves to be in a school that is always striving for continuous success - one that uses best practices and a proven model of continuous improvement. The **Statewide Framework for Success** offers resources for schools along the entire spectrum of school performance, including a level of support that is completely free for any school or district.

Download the complete list of resources available to support school improvement in your school/district or click below to view the resources offered by each organization.

- Level 1 - Universal Support: free of charge to all schools and districts
- Level 2 - Collaborative Growth Support: may require membership or fee
- Level 3 - Specialized Support: may require membership or fee

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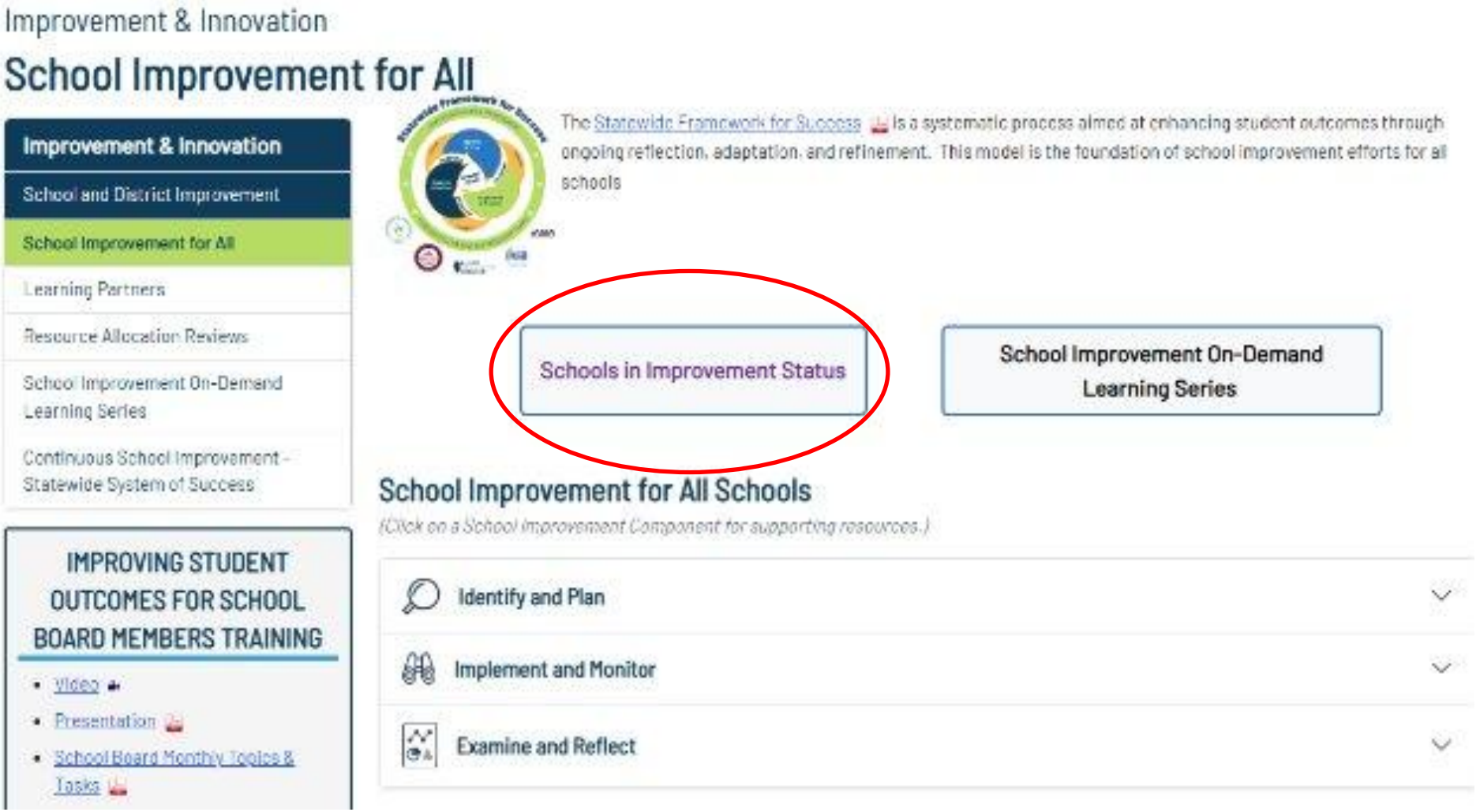
Illinois Association of Regional Superintendents of Schools

Illinois Association of School Boards (IASB)

Illinois Principals Association (IPA)

Illinois Association of School Administrators (IASA)

Click "Schools in Improvement Status"

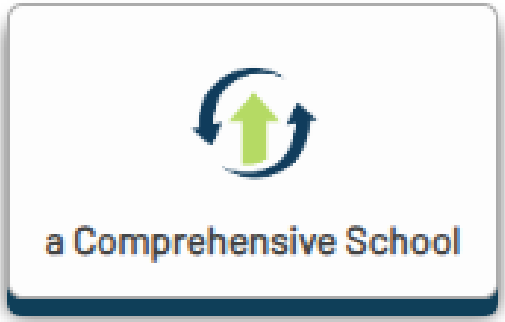


Select the resources you need....

Here you can select school improvement resources tailored to your school improvement status.

I am looking for school improvement resources for ...

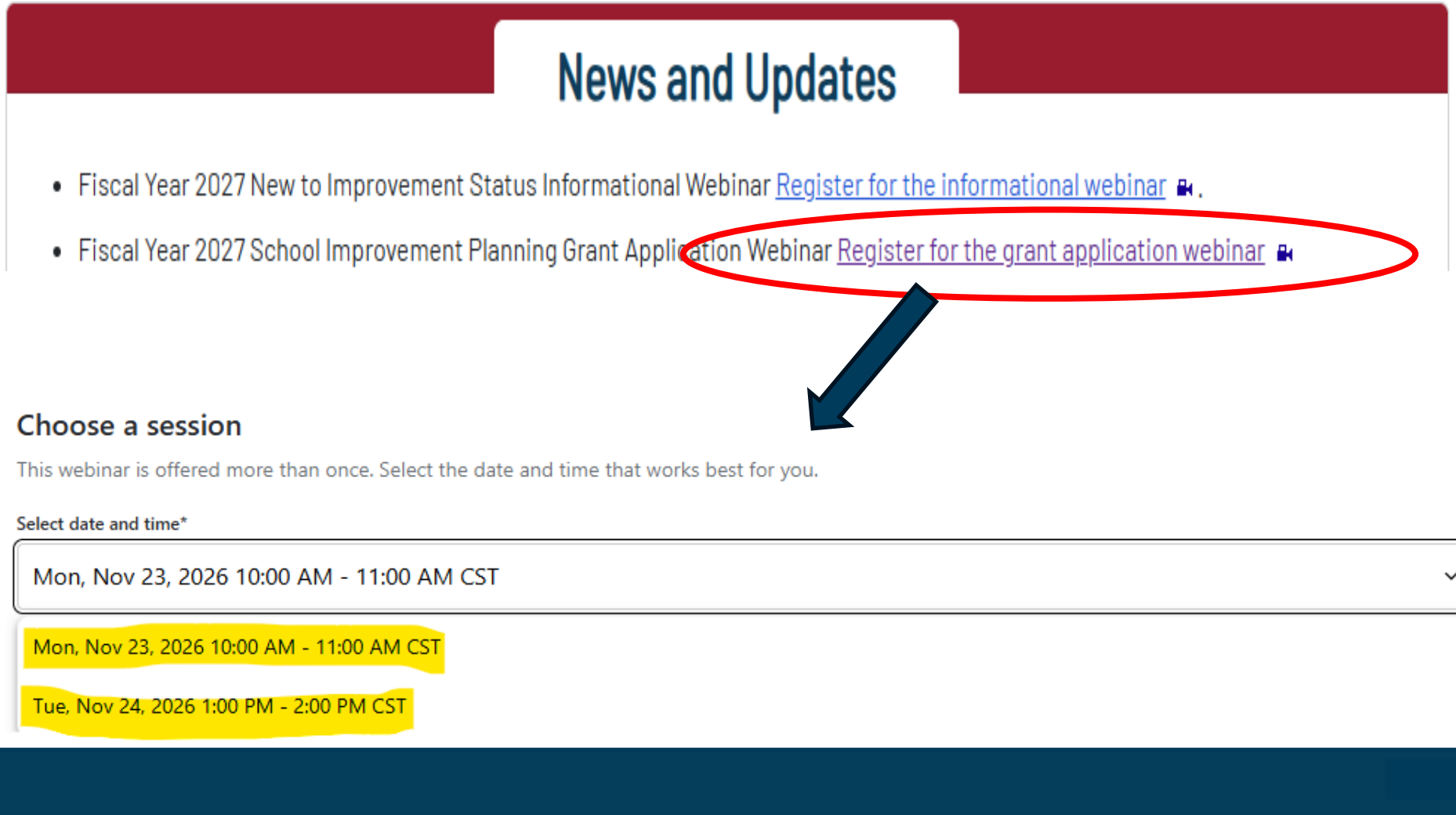






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Upcoming Webinar



What are your next steps?

Attend the FY 27 School Improvement Planning Grant Application Webinar on Nov. 23 (10-11 am) OR Nov. 24 (1-2pm).

Access the online getting-started checklists for schools in Targeted, Comprehensive, and Intensive status.

Access the Monthly Topics & Tasks and Year in the Life of School Improvement documents.

Watch On-Demand Learning Series, that contains short videos to assist with school improvement efforts.

Schools in Comprehensive and Intensive status can expect an email from AIR (ILNA@air.org) to initiate the school level needs assessment process.

Schools in Comprehensive or Intensive status can expect an email from your assigned School/District Improvement Coordinator to schedule an initial meeting. Schools in Targeted status can expect an email from the Dept. Lead.

School Improvement Helpline



schoolimprovement@isbe.net

(217) 524-1817

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Questions & Answers

schoolimprovement@isbe.net

(217) 524-1817



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