

**ILLINOIS STATE BOARD OF EDUCATION**



# **RESOURCE MANUAL**

**2010-2011**

**District Improvement Plans**

**School Improvement Plans**

**Restructuring Plans**

**Title I District Plans**

100 North First Street <> Springfield, Illinois 62777-0001  
[http://www.isbe.net/sos/pdf/improvement\\_manual.pdf](http://www.isbe.net/sos/pdf/improvement_manual.pdf)

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# Frequently Asked Questions

## IMPROVEMENT PLANNING <> 2010-2011

### Overview

A [Resource Manual](http://www.isbe.net/sos/pdf/improvement_manual.pdf) ([http://www.isbe.net/sos/pdf/improvement\\_manual.pdf](http://www.isbe.net/sos/pdf/improvement_manual.pdf)) has been developed to provide detailed directions on the actions required to be taken by Illinois districts and schools that have been identified as being in academic status as defined by [Public Law 107-110, the No Child Left Behind Act of 2001](#), [Section 1101, Section 2-3.25d of the School Code](#), [105 ILCS 5/2-3.25d](#), and [Section 1.85 School and District Improvement Plans; Restructuring Plans of the Illinois Administrative Code](#). The information should be shared with all district and school representatives involved in the preparation of district improvement plans, school improvement plans, and/or restructuring plans, as well as those developing Title I district plans.

#### Response to Intervention (RtI) Plan → Use the District Improvement Plan (DIP)

All Illinois districts were required to complete a **Response to Intervention (RtI) plan** by January 1, 2009. Districts are to incorporate the RtI objectives and activities that address the required components in the **District Improvement Plan (DIP)** template at the Interactive Illinois Report Card website (<http://iirc.niu.edu>). The RtI expectations are defined in [Section 226.130 of the Illinois Administrative Code](#) and details regarding the RtI plan components are available on the ISBE website at [http://www.isbe.net/RtI\\_plan/default.htm](http://www.isbe.net/RtI_plan/default.htm) under the Resources section. Subsequent revisions to a district improvement plan may identify RtI implementation.

### Is my district or school required to submit a plan?

To determine if your district and/or school is required to submit a plan based on the 2010 Report Card Data, please review the chart below and consider the following questions.

Is the district or school in academic status?	Yes	Yes	No
Does the district or school have a locally approved current improvement plan submitted at the IIRC?	Yes	No	No
	↓	↓	↓
	No Plan Required	Plan Required	No Plan Required

### Is the district or school in academic status? How do I find out?

- The [ISBE e-Report Card Public Site](http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx) (<http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>) provides access to district and individual schools report cards, as well as other data. If the district and/or school is in academic status, the **Adequate Yearly Progress (AYP) Information Page** of the District and/or School Report Card provides the state academic status and the federal improvement status for those districts and schools receiving Title I funds.

- School Improvement Status and District Improvement Status charts are also posted at ISBE's **Data Analysis and Progress Reporting** site:  
<http://www.isbe.net/research/htmls/improvement.htm>.

### Is my district or school required to have an improvement plan in the Interactive Illinois Report Card (IIRC) e-Plans templates?

- Districts and schools in academic status must always have a current two-year improvement plan posted at IIRC [see [Section 1.85\(d\) of the Illinois Administrative Code](#)]. This means that any district or school new to or remaining in status based on 2010 assessment data must have either a 2009-2011 improvement plan or have a 2010-2012 improvement plan. A current plan is one that is approved by the local board, has been submitted to ISBE via the IIRC, and is being implemented.

If a district or school is in academic status and has a locally approved current improvement plan submitted at the IIRC, then no plan is due during the 2010-2011 school year.

Illinois districts and schools in **academic early warning** or **district or school improvement** or **academic watch** or **corrective action status** or **restructuring implementation** must submit a revised improvement plan as required by [Public Law 107-110, the No Child Left Behind Act of 2001, section 1101 et seq.](#), and [Section 2-3.25d of the School Code, 105 ILCS 5/2-3.25d](#).

Revisions are then required at the expiration of the two-year plan while the district or school remains in academic status. Districts are required to submit restructuring plans on behalf of schools after the fifth calculation of not making **Adequate Yearly Progress** (<http://isbe.net/ayp/default.htm>).

- If a district or school is in academic status and does not have a locally approved current improvement plan submitted at the IIRC, a plan is due. See posted deadlines for the specific required plans.
- If a district or school is not in academic status, no improvement plan is required. However, districts and schools are encouraged to use the e-Plans for improvement planning. The IIRC multi-year data analysis and standardized format is very useful for planning.

### My district or school is not funded with Title I dollars. Is an improvement plan required?

Any district or school in academic status that does or does not receive Title I funds is required to have a current improvement plan. Federal and state laws include improvement planning requirements for districts and schools.

### How can I find out if my district or school has a current plan?

District and school planners with user names and passwords should check the IIRC (<http://iirc.niu.edu/>) by searching under District or School to see if improvement plans have been submitted and, if so, for which planning year. Directions to access e-plan templates are available in the Resource Manual. Restructuring plans are available within the District e-plans site.

If you do not have the user name and password for your district/school to access the district and school IIRC templates, email Gail Buoy at [gbuoy@isbe.net](mailto:gbuoy@isbe.net) for user names and passwords. Please

provide the district’s full name, [region-county-district-type code \(RCDT\)](#), district number, as well as your name and position in the email request.

The local board approval date and submission date are listed. Districts and schools in academic status must have submitted a locally board approved plan for 2010 (the plan spans 2009-2011) or for 2010 (the plan spans 2010-2012). To determine the time span for a submitted improvement plan, review the implementation dates of the strategies and activities listed in Section II – The Action Plan.

Strategies and activities must span two years to meet requirements. Plans that were submitted in the 2009 IIRC templates that include strategies and activities that span the 2009-2011 school year are considered current. Plans based on 2010 data will have a June 30, 2012, expiration date.

**My district or school in academic status has an e-Plan for 2009-2011 in the IIRC.  
Am I required to update this plan based on the 2010 assessment results?**

A locally board approved plan submitted for ISBE review at the IIRC for 2009-2011 may be updated to reflect 2010 assessment results; however, a whole scale revision is not intended or required. Note: if you do make significant changes to the plan, you should submit the plan again to your local board. Also, if you make updates to your plan, label the new strategies, activities, or information with the current date so that plan users know what has been updated.

**When is the district or school plan due?**

**Academic Status**

**NOTE: The initial date that ISBE releases district and school assessment results via the Illinois Web Application Security ([IWAS](#)) serves as the official notification of district and school status related to district, school, and restructuring plans.**

The federal and state status is printed on the **Report Card Adequate Yearly Progress (AYP) page**.

Based on the 2010 data, the timeline for the submission of required improvement plans on the Interactive Illinois Report Card (IIRC) site (<http://iirc.niu.edu>) follows:

Type of Plan	Explanation	Time Period from release of data on IWAS
<a href="#">District Improvement Plan</a>	A district improvement plan is due if the district report card indicates the district is in academic status and/or the current district improvement plan has expired.	90 days
<a href="#">School Improvement Plan</a>	A school improvement plan is due if the school report card indicates the school is in academic status and/or the current school improvement plan has expired. This deadline also applies for single school districts.	135 days
<a href="#">Restructuring Plan</a>	District must write restructuring plans for any school listed as AW2, AW3, AW4, or AW5 (see Status Chart) that does not have an ISBE reviewed restructuring plan.	6 months

**Special Education:**

Special Education submission deadlines will be coordinated with the Focused Monitoring Team Leader and submission dates will not always coincide. However, other planning requirements are generally the same as the academic status plans.

**I have my 2010 assessment results and know that my district or school is in academic status. How do I get started on my improvement plan?**

Districts and schools in status should work with their Regional Office of Education (ROE) or Intermediate Service Center (ISC) for technical assistance with the development, submission, and implementation of these plans. A directory of the state's ROEs and ISCs is available at <http://www.iarss.org/directory/state-map.html>.

No new improvement plans work should be entered into the 2009 IIRC template. **New plans should be entered into the 2010 IIRC template.**

**I've checked the IIRC but do not see a 2010 IIRC template: can you help me find it?**

Templates for 2010 improvement plans will be loaded at the IIRC as soon as 2010 assessment data are final.

In the meantime, you may start planning based on your data and use the **Word version templates.**

- The District Improvement Plan template is available at [http://www.isbe.net/sos/pdf/improvement\\_manual.pdf](http://www.isbe.net/sos/pdf/improvement_manual.pdf). This template is to be used by district and single-school districts.
- The School Improvement Plan template is available at [http://www.isbe.net/sos/word/eplan\\_school\\_template.doc](http://www.isbe.net/sos/word/eplan_school_template.doc).

Once the 2010 IIRC templates are available, you can paste the Word document information into the IIRC template sections.

**How does the district and/or school prepare and submit a plan?**

**All plans are submitted via the Interactive Illinois Report Card (IIRC) <http://iirc.niu.edu/>. New plans are to be submitted into the 2010 IIRC appropriate plan template.**

If you are a single school district, you will use the "Single School District" template available at the IIRC when you access the "district" main menu. The deadline for submission is the same as for other schools in status. Note: if you have changes in the number of schools in your district, please follow the directions at CDS Codes: Guidelines and Procedures for Changes (see [http://www.isbe.net/research/pdfs/cds\\_codes.pdf](http://www.isbe.net/research/pdfs/cds_codes.pdf)).

Updated, detailed planning guides and monitoring prompts on how to prepare district improvement, school improvement, and restructuring plans can be found at the IIRC login page for improvement plans (<http://iirc.niu.edu>) and on the ISBE website at [http://www.isbe.net/sos/htmls/improvement\\_process.htm](http://www.isbe.net/sos/htmls/improvement_process.htm) (Section 1.20 Operational Requirements of the Illinois Administrative Code). Districts and schools will be required to submit plans to bring them into compliance.

**IIRC Access:** If you do not have the user name and password for your district/school to access the district and school IIRC templates, email Gail Buoy at [gbuoy@isbe.net](mailto:gbuoy@isbe.net) for user names and passwords. Please provide the district's full name, region-county-district-type code (RCDT), and district number in your email request.

### Will ISBE review this plan and how?

**Districts and schools are to implement their plans after receiving local school board approval and must then submit the plan to ISBE via the IIRC site.**

ISBE staff will oversee the review of all plans using the 2010-2011 monitoring prompts which are available at [http://www.isbe.net/sos/htmls/improvement\\_process.htm](http://www.isbe.net/sos/htmls/improvement_process.htm).

The ISBE responses will be provided in the “Monitoring” sections of the district/school’s IIRC template.

### What if a district or school fails to submit a required plan?

ISBE will take action for districts that are delinquent in submitting district, school, or restructuring plans as required by law. ISBE will freeze the Title I funds for Title I funded districts delinquent in these plans. Further, ISBE will recommend that recognition be "pending" for all such districts and schools -- whether they receive Title I funds or not. This action can lead to a district or school losing its recognition.

### What technical assistance is available?

Technical assistance with the development, submission, and implementation of these plans is available through the **Regional Offices of Education and the Intermediate Service Centers**.

- **Directory:** <http://www.iarss.org/directory/state-map.html>
- **Statewide Professional Development Activities:**  
<http://www.iarss.org/inservice/wsdb.asp?Area=-1>

**ISBE has also developed web-based resources for district and school plan developers.** These are accessible at [http://www.isbe.net/sos/htmls/improvement\\_process.htm](http://www.isbe.net/sos/htmls/improvement_process.htm). Examples of presentations include the following:

- [Tips for Improvement Planning: Lessons Learned](#) (webinar)
- [Developing School Improvement Plans #101](#) (PPT)

If you have questions about Illinois e-Plans templates or plan requirements, please contact Carol Diedrichsen ([cdiedric@isbe.net](mailto:cdiedric@isbe.net)) or Martha (Marti) Woelfle ([mwoelfle@isbe.net](mailto:mwoelfle@isbe.net)) or call the Innovation and Improvement Division at 217/524-4832.

## RESOURCES

**Federal Guidance - LEA and School Improvement Non-Regulatory Guidance** (*Revised*) July 21, 2006.

Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education.

**Center on Innovation and Improvement**

National center provides access to research-based resources on district and school improvement processes.

**What Works Clearinghouse**

U.S. Department of Education, Institute of Education Services that features educational resources demonstrating what works in education.

### **National High School Center**

National center serves as the central source of information and expertise on high school improvement for the [Regional Comprehensive Centers \(RCCs\)](#).

### **Illinois Principals Association/ISBE: School Showcase webinars**

Illinois middle and high schools that made significant academic improvement in 2009-2010. Handouts and other materials are available to download with each school's recording.



# DISTRICT IMPROVEMENT PLAN and RESOURCES 2010-2011

## **Academic Status:**

Submission of a **District Improvement Plan (DIP)** is required by federal and state regulations for districts that are in academic status. The plan must cover two fiscal years (e.g. FY 2011 - FY 2012) and must be revised every two years while the district remains in status.

Illinois districts in status that did not submit a district improvement plan last year must submit a district improvement plan as required by [Public Law 107-110, the No Child Left Behind Act of 2001, Section 1101 et seq.](#) and [Section 2-3.25d of the School Code, 105 ILCS 5/2-3.25d](#). Revisions are then required at the expiration of the two-year plan while the district remains in academic status. Districts are required to submit restructuring plans on behalf of schools after the fifth calculation of not making Adequate Yearly Progress.

## **Response to Intervention (Rtl):**

All Illinois districts were required to submit a Response to Intervention (Rtl) plan by January 1, 2009. Districts are to incorporate the Rtl objectives and activities that address the required components in the **District Improvement Plan (DIP)** template at the Interactive Illinois Report Card website (<http://iirc.niu.edu/>). The Rtl expectations are defined in [Section 226.130 of the Illinois Administrative Code](#) and details regarding the Rtl plan components are available on the ISBE website at [http://www.isbe.net/Rtl\\_plan/default.htm](http://www.isbe.net/Rtl_plan/default.htm).

## **Frequently Asked Questions: Improvement Planning 2010-2011**

This document addresses questions that relate to the federal and state improvement plan requirements and provides web links to related resources and technical assistance.

## **District Improvement Plan Guide**

The District Improvement Plan Guide includes instructions for completing the District Improvement Plan (DIP) template at the Interactive Illinois Report Card site (<http://iirc.niu.edu/>), provides guidance for plan developers. The template and this accompanying guide are to be used together to ensure that users include all requirements of federal and state law for revised district improvement plans. Plan developers will find these questions and the [District Improvement Plan Monitoring Prompt](#) useful in plan development, revision, and peer review.

## **District Improvement Plan Monitoring Prompt**

This checklist is used by the Illinois State Board of Education (ISBE) for DIP monitoring in compliance with NCLB, Section 1116, and state law. It addresses the requirements for DIPs in Illinois e-Plans as described in the [District Improvement Plan Guide](#). ISBE staff comments are intended to provide feedback on the plan to ensure that all groups will make Adequate Yearly Progress (AYP), meet Annual Measurable Achievement Objectives (AMAOS), and address the areas of special education compliance, if applicable.

## **Single School District Improvement Plan Monitoring Prompt**

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

## **District Improvement Plan Word Template**

This tool provides assistance to district representatives with the development and refinement of the plan. Once the local board approves the district plan, the contents can be "cut and pasted" into the district's IIRC e-Plan.

## **Federal and State Status for Districts**

The [Data Analysis & Progress Monitoring Division](#) provides the district and school improvement status charts.

## **Interactive Illinois Report Card**

ISBE requires that all plans be submitted via "e-Plans" on the [Interactive Illinois Report Card](#) site. This process streamlines and provides an interactive site where teams can work on plans at any time and store them on a secure server. The templates are loaded with the applicable district's Report Card data.

On the District Profile page, click on the link titled “Access the District Improvement e-Plan” located on the information banner across the top. The passwords are protected and are available to authorized personnel by contacting Gail Buoy, Grants and Programs, by email at [gbuoy@isbe.net](mailto:gbuoy@isbe.net) or sending an email to [eplans@niu.edu](mailto:eplans@niu.edu). Note: E-Plan passwords are not the same as the passwords for IIRC Student Data Services.

## RESOURCES

### Federal Guidance

**LEA and School Improvement Non-Regulatory Guidance** (*Revised*) July 21, 2006

Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education.

### Presentations to assist district/school personnel develop and refine improvement plans.

- [Tips for Improvement Planning: Lessons Learned](#) (webinar)
- [Developing School Improvement Plans #101](#) (Power Point)

### Professional Development Activities – Statewide Listing

Links to professional development offered by the [Regional Offices of Education](#), [Intermediate Service Centers](#), [ISBE](#), [IASA](#), [IPA](#), [IASBO](#), and [Illinois ASCD](#).

### Center on Innovation and Improvement

National center provides access to research-based resources on district and school improvement processes.

### What Works Clearinghouse

U.S. Department of Education, Institute of Education Services that features educational resources demonstrating what works in education.

### National High School Center

National center serves as the central source of information and expertise on high school improvement for the [Regional Comprehensive Centers \(RCCs\)](#).

# District Improvement Plan Guide

## Overview

The District Improvement Plan Guide includes instructions for completing the e-Plan District Improvement Plan (DIP) template at the Illinois Interactive Report Card site (<http://iirc.niu.edu>), provides guidance for plan developers and peer reviewers, and includes monitoring prompts ISBE will use in reviewing the plan. The template and this accompanying guide are to be used together to ensure that users include all requirements of federal and state law for revised district improvement plans. “Monitoring Prompts” appear in italics in this guide. Plan developers will find these questions and the District Improvement Plan Monitoring Prompt useful in plan development, revision, and peer review.

The District Improvement Plan Guide, District Improvement Plan Monitoring Prompt, as well as other key resources are available on the ISBE website.

Key Resources	Web Addresses
District Improvement Plan Guide	<a href="http://www.isbe.net/sos/pdf/dip_guide.pdf">http://www.isbe.net/sos/pdf/dip_guide.pdf</a>
District Improvement Plan Monitoring Prompt	<a href="http://www.isbe.net/sos/pdf/dip_monitoring.pdf">http://www.isbe.net/sos/pdf/dip_monitoring.pdf</a>
Single School Improvement Plan Monitoring Prompt	<a href="http://www.isbe.net/sos/pdf/dip_single_school.pdf">http://www.isbe.net/sos/pdf/dip_single_school.pdf</a>
District Improvement Plan Template (Word document for planning only)	<a href="http://www.isbe.net/sos/word/eplan_template_districts.doc">http://www.isbe.net/sos/word/eplan_template_districts.doc</a>
District Improvement Plan Template	<a href="http://iirc.niu.edu">http://iirc.niu.edu</a> (under “district”)
Illinois School Code	<a href="http://www.ilga.gov/legislation/ilcs/ilcs.asp">http://www.ilga.gov/legislation/ilcs/ilcs.asp</a>
NCLB Act	<a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
English Language Learners	<a href="http://www.isbe.net/bilingual/htmls/titleIII.htm">http://www.isbe.net/bilingual/htmls/titleIII.htm</a>
Parent Involvement	<a href="http://www.isbe.net/grants/html/parent.htm">http://www.isbe.net/grants/html/parent.htm</a>
Response to Intervention (RtI)	<a href="http://www.isbe.net/RtI_plan/default.htm">http://www.isbe.net/RtI_plan/default.htm</a>
Special Education Profiles	<a href="http://webprod1.isbe.net/LEAProfile/SearchCriteria1.aspx">http://webprod1.isbe.net/LEAProfile/SearchCriteria1.aspx</a>
Title I–Targeted Assistance and Schoolwide Programs	<a href="http://www.isbe.net/grants/html/title1.htm">http://www.isbe.net/grants/html/title1.htm</a>
Title III – AMAOs	<a href="http://www.isbe.net/bilingual/htmls/titleIII.htm">http://www.isbe.net/bilingual/htmls/titleIII.htm</a>

The District Improvement Plan template includes four sections:

- I. Data and Analysis (data automatically populated)
- II. Action Plan
- III. Plan Development, Review, and Implementation
- IV. Board Action

Plan developers are also encouraged to use the “roadmap” page after accessing the e-Plan at <http://iirc.niu.edu/> to travel easily between these sections.

**Note:**

**To be in compliance, plans for 2010 must be in the 2010 IIRC template. No new or revised plans based on 2010 data are to be submitted in the 2009 IIRC template: such plans will be out of compliance.**

## Districts Required to Submit District Improvement Plans via IIRC

**Academic Status:**

Illinois districts in district academic early warning or district improvement, or academic watch or corrective action status must use the District Improvement Plan Template at the Illinois Interactive

Report Card site (<http://iirc.niu.edu/>) to ensure the contents of the district improvement plan address the requirements defined by Public Law 107-110, the *No Child Left Behind Act of 2001, Section 1101* et seq., (herein referred to as "NCLB") and [Section 2-3.25d of the School Code, 105 ILCS 5/2-3.25d](#). Single school districts must use the Single School District Template that is available at the IIRC site under the "district" main menu.

### **Annual Measurable Achievement Objectives (AMAOs):**

Districts receiving funds under Title III of NCLB for the Language Instruction of Limited English Proficient must use this template if the district did not meet Annual Measurable Achievement Objectives (AMAOs) for two consecutive years as required by NCLB, Section 6842 (b)(2) and in providing information applicable for Title III.

Following are the three AMAOS performance criteria and targets for 2010:

1. **AMAOs 1 (Progress toward English Language Learning):** ELL students make progress if their 2010 ACCESS for ELLs proficiency levels reflect at least a 0.50 increase over their levels in 2009 in any of the four domains (listening, speaking, reading or writing) or if they make a 6.0 proficiency level in any of the four domains (listening, speaking, reading, or writing) in the second year (2010) of comparison, on ACCESS for ELLs®. The Illinois AMAOs-progress objective for the district/consortium shall be 91 percent of ELL students showing progress for the school year. A 95 percent "confidence interval" is applied to the calculation. This objective shall apply provided that the number of students in the cohort is no fewer than 45.
2. **AMAOs 2 (Attaining English Language Proficiency):** ELL students attain English language proficiency if they make at least a 4.8 overall composite proficiency level AND at least a 4.2 composite literacy (reading and writing) proficiency level on ACCESS for ELLs®. The Illinois AMAOs-proficiency objective for the district/consortium shall be 6 percent of the ELL students achieving proficiency for the school year. This objective shall apply provided that the number of students tested is no fewer than 45.
3. **AMAOs 3 (Adequate Yearly Progress for LEP subgroup):** The district/consortium must make Adequate Yearly Progress for the LEP subgroup served by programs funded under Title III. Calculations are based upon similar formulas used for **Title I Adequate Yearly Progress (AYP)**.

### **Special Education Focused Monitoring:**

Districts that are required to correct noncompliance through the Special Education Focused Monitoring process per the Individuals with Disabilities Act (IDEA), [20 U.S.C. 1400 (c)(1)] must use this template to incorporate the contents of a district improvement plan.

### **Response to Intervention (RtI):**

All Illinois districts were required to submit a Response to Intervention (RtI) plan by January 1, 2010. Districts are to incorporate the RtI objectives and activities that address the required components in the District Improvement Plan (DIP) template at the Interactive Illinois Report Card website (<http://iirc.niu.edu/>). The RtI expectations are defined in [Section 226.130 of the Illinois Administrative Code](#) and details regarding the RtI plan components are available on the ISBE website at [http://www.isbe.net/RtI\\_plan/default.htm](http://www.isbe.net/RtI_plan/default.htm) under the Resources section.

ISBE encourages the use of this template for other districts wanting to organize improvement planning around federal and state requirements.

## **Submission of District Improvement Plans**

Revised district improvement plans shall be submitted to ISBE with the approval of the local board three months after the district's receipt of notification regarding its status. [\[NCLB, 1116\(c\)\(7\)\(A\)\]](#). Special Education Focused Monitoring Improvement Plans shall be submitted to ISBE with the approval of the local board (board approval date) after the district's receipt of the final report.

**District improvement plans must be submitted in the 2010 District Improvement Plan template** via Illinois e-Plans at the Interactive Illinois Report Card (IIRC) website, <http://iirc.niu.edu/>. **Plans submitted in the 2009 template will not be in compliance.** Plans submitted via Illinois e-Plans shall be deemed to be executed by the superintendent on behalf of the district. ISBE will monitor district improvement plans posted in **Illinois e-Plans** at IIRC (105 ILCS 5/2-3.25d) and respond in the State's monitoring section of the district's e-Plan.

## **Technical Assistance**

### **District Improvement Plans:**

Technical assistance with the development, submission, and implementation of these plans is available through the **Regional Offices of Education and the Intermediate Services Centers** <http://www.iarss.org/directory/state-map.html> or call the **Innovation and Improvement Division** at 217/524-4832.

### **AMAOs:**

Contact the **English Language Learning Division** at 312/814-3850 for specific questions about Title III AMAOs.

### **Special Education:**

Contact your designated team leader in the **Special Education Services Division** at 217-782-5589 for specific questions regarding the district's Focused Monitoring.

### **Response to Intervention (RtI):**

Contact the **Curriculum and Instruction Division** at [rti@isbe.net](mailto:rti@isbe.net) or call 217-557-7323.

## Instructions for Completing the District Improvement Plan

### District and School Information

Available information about the district will populate this section in the District Improvement Plan Template at the IIRC website. Please complete or correct information as necessary.

Sections I and II of the template are discussed together to foster a strong connection between data analysis and the action plan.

<b>Section I –Data and Analysis</b>	<b>Section II – Action Plan</b>
<p>This section prompts an analysis of the data deemed relevant by the district or school that leads to an action plan that will have “the greatest likelihood of ensuring” that all groups will make AYP. (NCLB, Section 1116.)</p> <p>For Title III AMAOs, districts need to analyze data and provide specific reasons and factors preventing LEPs from meeting the AMAOS target 1 (progress), 2 (proficiency), and/or 3 (AYP for LEPs).</p> <p>For special education, findings that are cited in the Focused Monitoring Report should be included in the data analysis.</p> <p>Included in this section is a review of report card data and may include discussion of other data in such areas as local assessment data, information and data about the attributes and challenges of the school and community that have affected student learning, (i.e., educator qualifications, professional growth and development, student discipline control, parental involvement data, etc.).</p>	<p>The action plan must include an objective for each area of deficiency or special education finding of noncompliance as noted in the Data and Analysis section.</p> <p>Almost all objectives for required plans may be grouped into one of five areas:</p> <ul style="list-style-type: none"> <li>▪ Reading,</li> <li>▪ Mathematics,</li> <li>▪ Attendance,</li> <li>▪ Graduation Rate, or</li> <li>▪ Participation Rate.</li> </ul> <p>These are the only areas that can place a district into district improvement and result in a district not making AYP. A district may also choose to include objectives for other fundamental learning areas or to support tiered instruction and/or differentiated instruction. One objective may address multiple areas of deficiency. <u>Note:</u> Although the e-Plan template states that the objective is for AYP, special education focused monitoring objectives are also listed here.</p> <p>For Title III AMAOs, districts need to specify actions to be taken and implemented to meet the AMAOS targets mandated by Title III sanctions. Objectives for the Title III AMAOs should be listed under each deficiency area of AMAOS targets 1(progress), 2 (proficiency), and/or 3 (AYP for LEPs). Please note that required action plans for districts that did not meet AMAOs for 2 consecutive years are different from the action plans for districts that did not meet AMAOs for 4 consecutive years. (Title III Public Law 107-110 SEC. 3122 (b) Accountability) (Section 1.88).</p>

## Section I – Data and Analysis

### I-A: Report Card Data

AYP and Title III AMAOs information from the District Report Card, Assessment Data, Basic District Information, and Educator data will populate screens for this section.

For **special education**, districts should access the **District Special Education Profiles** at <http://webprod1.isbe.net/LEAProfile/SearchCriteria1.aspx>.

Each area that receives a “No” for not making AYP or AMAOs **must be addressed** in the action plan. The Report Card data screens in Part A will not require user input; the data presented is for review and analysis in preparing the district plan. Under the last item in Part A, compose a brief analysis of the data as presented in that section.

The “Report Card Data” template will prompt responses to the following questions:

- a) What do the District Report Card data tell you about student performance in your district? What areas of weakness are indicated by these data? What areas of strength are indicated?
- b) What factors are likely to have contributed to these results? Consider both external and internal factors to the district.
- c) Conclusions: What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### I-B: Local Assessment Data

This section prompts a description and analysis of local assessment data deemed relevant by the district leading directly to the strategies and activities in the action plan (Section II) that the district considers relevant to not making AYP or AMAOs. Data included in this section must be used in the development of the action plan as a part of the strategies and activities. Data that do not lead to the strategies and activities in this action plan are not expected nor desired. If used to develop the action plan, the data must be available to ISBE and the local community upon request.

Compose a brief analysis of the relevant data in responding to the following questions:

- a) What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are indicated?
- b) What factors are likely to have contributed to these results? Consider both external and internal factors to the district.
- c) Conclusions: What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### I-C: Other Data

In this section, provide a description of other data analyzed in the plan leading directly to the strategies and activities in the action plan (Section II). If used to develop the action plan, the data must be available to ISBE and the local community upon request.

The information screens prompt you for data and information on the attributes and challenges of the district and community that have affected student learning (Item 1); educator qualifications, staff capacity, professional growth and development data (Item 2); and parent involvement data (Item 3).

Compose a brief analysis of the relevant data in responding to the following questions:

- a) What do these data tell you?

- b) What factors are likely to have contributed to these results?
- c) Conclusions: What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### **I-C: Item 1 - Attributes and Challenges**

- a) **Data:** Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?
- b) **Factors:** In what ways, if any, have these attributes and challenges contributed to student performance results?
- c) **Conclusions:** What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### **I-C: Item 2 - Educator Qualifications, Staff Capacity, and Professional Development**

- a) **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?
- b) **Factors:** In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?
- c) **Conclusions:** What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### **I-C: Item 3 - Parent Involvement**

- a) **Data:** Briefly describe data on parent involvement. What do these data tell you?
- b) **Factors:** In what ways, if any, has parent involvement contributed to student performance results?
- c) **Conclusions:** What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### **I-D: Key Factors**

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors staff can change or influence and, in I-D, list these key factors that are within the district'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 (Section II).

Key factors that prevented the district from achieving AYP or AMAOs should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance. List the next steps for improvement that will address the key factors.



## Section II – Action Plan

This section prompts the selection of objectives, the strategies and activities necessary to achieve those objectives, and how progress will be monitored.

### OBJECTIVES

- The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State's target.
- Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP and AMAOS and special education compliance 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 district from making adequate yearly progress or maintaining special education compliance.
- The objective should not be written to target performance that is less than Safe Harbor or AYP or AMAOS; areas of deficiency must be clearly indicated.

Check the areas of deficiency addressed by the objective in the box provided. Please complete as many objective pages as are needed to cover the deficiency areas to ensure that the strategies and activities adopted have the greatest likelihood of ensuring that all groups will make AYP and AMAOs.

The District Improvement Plan Template will prompt the review of all areas of deficiency before the plan can be submitted.

### Examples of Objectives

1. While our current achievement in reading for the grade 3 low-income subgroup is 50% meeting/exceeding for ISAT, this subgroup will make AYP of at least 85.0% in 2010 or Safe Harbor and 92.5% in 2011 or Safe Harbor.
2. The low income participation rate in mathematics, currently at 84%, will be raised to at least 95% of the students participating in the 2010 and 2011 ISAT.
3. While our current achievement in reading for grade 5 shows 42% of our students in the Meets/Exceeds categories, the fifth grade will make AYP of at least 85.0% in 2010 and 92.5% in 2011. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)
4. [Title III PROGRESS] In 2010, 88 percent of the district's ELL population made progress on ACCESS for ELLs® which is targeted to increase to 92% in 2011 and 93% in 2012.
5. [Title III PROFICIENCY] In 2010, 5 percent of the district's ELL students attained proficiency on ACCESS for ELLs®. The percentage of ELL students attaining proficiency in the district will increase to 8% in 2011 and to 9% in 2012.

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

## STRATEGIES AND ACTIVITIES

Please Note: All strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy or activity.

### **Section II-B: STUDENT STRATEGIES AND ACTIVITIES**

State the student strategies and activities to be implemented that logically support the objective and respond to the key factors identified in Section I-D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities must be measurable and clearly identify the expected outcome(s) (e.g., what will students be doing that demonstrates progress in achieving the objective? What instructional practices will staff engage in to support students?). The action plan pages must clearly identify the role of the various stakeholders involved, including when and how they will be expected to accomplish the listed strategy or activity.

### **Section II-C: PROFESSIONAL DEVELOPMENT STRATEGIES AND ACTIVITIES**

State the professional development strategies and activities necessary to accomplish the objective, especially in support of the strategies and activities for students identified in Section II-B. Professional development strategies and activities must support and directly address the academic achievement problems that caused the district to be identified in status or in special education compliance. 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. These strategies and activities must be measurable, and expected outcomes must be clear. Provide sufficient specificity to guide those implementing this plan.

### **Section II-D: PARENT INVOLVEMENT STRATEGIES AND ACTIVITIES**

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 district. [NCLB, Section 1116(b)(3)(A)(vi) and (viii)]. A parent involvement policy is required of all schools and districts receiving Title I funds and districts with transitional bilingual (TBE) programs.

If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the district's parent involvement policy. These strategies and activities must be measurable and expected outcomes must be clear. Provide sufficient specificity to guide those implementing this plan.

### **Section II-E MONITORING (for each objective)**

Describe the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

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

## Section III – Plan Development, Review, and Implementation

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

### Part A - STAKEHOLDER INVOLVEMENT

Describe specifically how stakeholders (including parents, district staff, and outside experts) have been consulted in the development of the plan. (The names and titles of the district improvement team or plan developers are identified here.)

### Part B - DISTRICT RESPONSIBILITIES

Specify the services and resources the district has provided to revise the plan and other services the district will provide toward implementation of strategies and activities. District responsibilities include providing schools technical assistance that must include data analysis, identification of the district's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, as well as analysis and revision of the district's budget ensuring that funds provided under Title I and Title III supplement, not supplant, non-federal funds, and ensuring that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I. (NCLB, Section 1116 and 1120A).

### Part C - STATE RESPONSIBILITIES

Specify the services and resources that ISBE, ROEs/ISCs, and other service providers have provided the district during the development and review of this plan and other services that will be provided during the implementation of the plan.

This may include ISBE technical assistance projects such as [Positive Behavior Interventions and Supports \(PBIS\)](#), [Children Have Opportunities to Inclusive Community Environments and Schools \(CHOICES\)](#), [Illinois Autism Training and Technical Assistance Project \(IATTAP\)](#), [Parent Educator Partnership \(PEP\)](#), [Illinois Service Resource Center \(ISRC\)](#), and [Transition Outreach Training for Adult Living \(TOTAL\)](#).

ISBE shall provide technical assistance to the district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. Such technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118 and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

## Section IV – Board Action

**Date Approved:** The approval date of the local board must be entered in the e-Plan.

### A. ASSURANCES

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 its schools 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 district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

## **B. SUPERINTENDENT'S CERTIFICATION**

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 school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page, the plan shall be deemed to be executed by the superintendent on behalf of the district.

### **ISBE Monitoring**

This part of the template will be completed by ISBE staff.

## DISTRICT IMPROVEMENT PLAN (DIP) MONITORING PROMPT

Note: The items marked with a [C] are compliance items the ISBE readers will review for those district improvement plans that are required to be submitted based on the district's academic status as reported in the 2010 Report Card. These district improvement plans are to span a two year period: 2010-2012.

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

#### ANALYSIS OF DATA

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

#### LOCAL ASSESSMENT DATA

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

#### OTHER DATA

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

#### IDENTIFICATION OF KEY FACTORS

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

#### CLARITY OF OBJECTIVES

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

## **ALIGNMENT OF STRATEGIES AND ACTIVITIES**

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

## **MONITORING**

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

## **PART 2 – Sections III and IV of the DIP Template**

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

#### **STAKEHOLDER INVOLVEMENT**

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

#### **DISTRICT RESPONSIBILITIES**

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

#### **STATE RESPONSIBILITIES**

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

#### **APPROVAL DATE OF LOCAL BOARD**

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

## SINGLE SCHOOL DISTRICT IMPROVEMENT PLAN MONITORING PROMPT

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

Note: The items marked with a [C] are compliance items the ISBE readers will review for those district improvement plans that are required to be submitted based on the district's academic status as reported in the 2010 Report Card. These district improvement plans are to span a two year period: 2010-2012.

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

#### ANALYSIS OF DATA

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

#### LOCAL ASSESSMENT DATA

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

#### OTHER DATA

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

#### IDENTIFICATION OF KEY FACTORS

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

#### CLARITY OF OBJECTIVES

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

Y  N  NA Do the objectives address the areas of special education compliance?

### **ALIGNMENT OF STRATEGIES AND ACTIVITIES**

Y  N Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Y  N Will the selected strategies and activities likely improve student learning and achievement? [C]

Y  N Are the strategies and activities measurable? [C]

Y  N Are the measures of progress for the strategies and activities clearly identified?

Y  N Are expectations for classroom behavior and practice related to the objectives clear? [C]

Y  N  NA Is professional development aligned with the strategies and activities for students? [C]

Y  N  NA Do the professional development strategies and activities directly address the factors that caused the district/school to be identified in status or special education non-compliance?

Y  N  NA Do the parent involvement strategies and activities clearly align with the strategies and activities for students? [C]

Y  N  NA Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?

Y  N Are timelines reasonable and resources coordinated to achieve the objectives? [C]

### **MONITORING**

Y  N Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]

Y  N Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

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

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

#### **PARENT NOTIFICATION**

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

#### **STAKEHOLDER INVOLVEMENT**

Y  N Does the plan describe how stakeholders have been consulted? [C]

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

#### **PEER REVIEW**

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



**TEACHER MENTORING PROCESS**

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

**DISTRICT RESPONSIBILITIES**

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

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

**STATE RESPONSIBILITIES**

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

**SCHOOL SUPPORT TEAM**

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

**APPROVAL DATE OF LOCAL BOARD**

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

# 2010 DISTRICT IMPROVEMENT PLAN e-Plan Template Worksheets

## “A Tool for Plan Developers”

[http://www.isbe.net/sos/word/eplan\\_template\\_districts.doc](http://www.isbe.net/sos/word/eplan_template_districts.doc)

Use the District Improvement Plan Guide to complete this Word document to ensure that your plan complies with federal and state laws. Text may be cut and pasted into the e-Plan templates. All parts of this template are required unless otherwise indicated.

- Complete and update these pages in response to 2010 assessment data.
- Review data measuring the success of strategies and activities from prior plan(s).

ISBE will provide feedback on your plan after local board approval and submission via the Interactive Illinois Report Card. Plans that have not complied with requirements will be returned for changes and resubmission.

### What comprises “compliance” for the District Improvement Plan?

- All required sections of the District Improvement Plan have been completed.  
*[Follow the directions in the District Improvement Plan Guide.]*
- Local board approval date is posted and saved in the IIRC template.
- The plan has been submitted via the Interactive Illinois Report Card site <http://iirc.niu.edu/>.

### Reminder:

To be in compliance, district and single school district improvement plans for 2010 must be submitted in the 2010 IIRC template. These improvement plans are to cover two years: 2010-2012.

### Section I-A Data & Analysis - Report Card Data

**Data** - What do your District Report Card data tell you about student performance in your district? What areas of weakness are indicated by these data? What areas of strength are indicated?

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

**Conclusions** – What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line template.)

## Section I-B Data & Analysis - Local Assessment Data

**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 district.

**Conclusions** – What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line template.)

## Section I-C Data & Analysis - Other Data

### Item 1 - Attributes and Challenges

**Data** – Briefly describe attributes and challenges of the district 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?  
(Responses will be carried forward to Part D in the on-line template.)

## Section I-C Data & Analysis - Other Data

### 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 and information 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?  
(Responses will be carried forward to Part D in the on-line template.)

**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?  
(Responses will be carried forward to Part D in the on-line template.)

## Section I-D Data & Analysis - Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize these separate factors that staff can change or influence and, in I-D, list these key factors that are within the district'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 (Section II). Key factors that prevented the district from achieving AYP or AMAOS should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance. List the next steps for improvement that will address the key factors.

**Summary Conclusions:** *(For Worksheets, you will need to type in the factors and conclusions about next steps from each section. On-line, these will populate automatically.)*

I-A. Report Card Data:
I-B. Local Assessment Data:
I-C Item 1. Attributes and challenges of the school and community that have affected student learning:
I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information:
I-C Item 3. Parent Involvement Data:

### Section I-D - Key Factors

From the factor pages (I-A, I-B, and I-C), 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?

### Section II-Action Plan

Each action plan must include objectives for each area of deficiency as noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a district into district improvement and result in a district not making AYP and/or AMAOS. A district may also choose to include objectives for other fundamental learning areas or to support tiered instruction and/or differentiated instruction. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.



You can add additional objectives at the end of this section, or go to the Roadmap, click on the “Manage Objectives” link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the district objectives on the following pages.

The following areas of deficiency have been identified from the most recent AYP Report for your district.

**This section will be automatically filled in by the e-Plan site.**

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

### **Section II-A Action Plan - Objectives**

Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP and/or AMAOs 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 district 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 objectives should not be written to target performance that is less than Safe Harbor or AYP and/or AMAOs; areas of deficiency must be clearly indicated. For examples click here (there is a live link on the e-Plan site).

Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives 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 and, if applicable, that the district will meet AMAOs. The District Improvement e-Plan will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

#### **Objective 1.**

**Short Title for this objective (under 20 words):**

**Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)**

This objective covers the following areas of AYP deficiency (check all that apply):

**The e-Plan site provides check boxes so that you can select which areas of deficiency the objective addresses.**

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

## Section II-B Action Plan - Strategies and Activities for Students

**Short Title for Objective 1:** (The short title will be carried forward in the e-Plans template.)

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I-D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

Note: All strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date		Fund Source	Amount
	<input type="text"/>	<input type="text"/>	Before School <input type="button" value="v"/>	Title I <input type="button" value="v"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School <input type="button" value="v"/>	Title I <input type="button" value="v"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School <input type="button" value="v"/>	Title I <input type="button" value="v"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School <input type="button" value="v"/>	Title I <input type="button" value="v"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School <input type="button" value="v"/>	Title I <input type="button" value="v"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School <input type="button" value="v"/>	Title I <input type="button" value="v"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School <input type="button" value="v"/>	Title I <input type="button" value="v"/>	<input type="text"/>

On the e-Plan site there will be buttons that allow users to add or delete activities from the list above.

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

### Short Title for Objective 1:

**Professional Development Strategies and Activities** - State the professional development strategies and activities necessary to accomplish this objective especially in support of the strategies and activities for students. Professional development strategies and activities should support and directly address the academic achievement problems that caused the district to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date		Fund Source	Amount
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>

On the e-Plan site there will be buttons that allow users to add or delete activities from the list above.

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

**Short Title for Objective 1:** (This is just a short title, no more than 20 words.)

**Parent Involvement Strategies and Activities** - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the district [NCLB, Section 1116(b)(3)(A)(vi) and (viii)]. A parent involvement policy is required of all schools and districts receiving Title I funds and districts with transitional bilingual (TBE) programs. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the district’s parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date		Fund Source	Amount
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School ▼	Title I ▼	<input type="text"/>

On the e-Plan site there will be buttons that allow users to add or delete activities from the list above.

## Section II-E Action Plan - Monitoring

### Short Title for Objective 1:

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

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Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title

The e-Plan site has a button to add additional objectives.

### Section III - Development, Review and Implementation

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

#### A. Stakeholder Involvement

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

##### Description

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##### Names and Titles of District Planners

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#### B. District Responsibilities

**District Responsibilities** - Specify the services and resources the district has provided to revise the plan and other services the district will provide toward implementation of strategies and activities. District responsibilities include providing technical assistance to the schools, including data analysis, identification of the district'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 district's budget to ensure funds provided under Title I and Title III supplement, not supplant, non-federal funds, and ensure the services provided with these funds are comparable with the services in schools that are not receiving funds under Title I (see NCLB, Section 1116 and 1120A).

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### C. State Responsibilities

**State Responsibilities** - Specify the services and resources that ISBE, ROE/ISCS, and other service providers have provided the district 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 district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. The technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

### Section IV-A Local Board Action

**DATE APPROVED by Local Board:**

#### A. ASSURANCES

1. 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).
2. Technical assistance provided by the district serving its 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 district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

#### B. SUPERINTENDENT'S CERTIFICATION

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 school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.



## Interactive Illinois Report Card (IIRC)

IIRC - Front Page: <http://iirc.niu.edu/>

### Accessing District Improvement Plans

- ⊙ Click on “District” ⊙ and search by entering the name and/or name and # of the district.
- ⊙ Click on the name of the district when the options are provided.
- ⊙ From Main Report Card page – click on “[Login to e-Plans for this District.](#)”
- ⊙ Enter Username and Password –  
  
If needed for the district, contact Gail Buoy at [gbuoy@isbe.net](mailto:gbuoy@isbe.net). Send her an email with name and title of person, email address, phone number, and name and # of school district to be issued the username and password.
- ⊙ Select plans from the District menu tabs.

There are two views for reading the Improvement Plans:

- **PDF version** for printing the full plan or individual pages.
- **Edit:** access to each section of the template and ISBE monitoring

#### **District Information:**

The district representatives will enter their information in the following sections of the District Improvement Plan.

- **Preliminary Information – District and School (if applicable) Contact Information**
- **Section I: Data & Analysis**
- **Section II: Action Plan**
- **Section III: Development, Review, and Implementation**
- **Section IV: Board Action and “Submit Plan”**

# SCHOOL IMPROVEMENT PLAN and RESOURCES

## 2010-2011

Submission of a **School Improvement Plan (SIP)** is required by federal and state regulations for schools that are in academic status. The plan must cover two fiscal years (e.g. FY 2010 to FY 2012) and must be revised every two years while the school remains in status.

Illinois schools in status that did not submit a school improvement plan last year must submit an improvement plan as required by [Public Law 107-110, the No Child Left Behind Act of 2001, section 1101 et seq.](#), and [Section 2-3.25d of the School Code, 105 ILCS 5/2-3.25d](#). Revisions are then required at the expiration of the two-year plan while the school remains in academic status. Districts are required to submit restructuring plans on behalf of schools after the fifth calculation of not making Adequate Yearly Progress.

A School Improvement Plan is optional for schools that are not in academic status.

### Frequently Asked Questions: Improvement Planning 2010-2011

This document addresses questions that relate to the federal and state improvement plan requirements and provides web links to related resources and technical assistance.

### School Improvement Plan Guide

The School Improvement Plan Guide includes instructions for completing the School Improvement Plan (SIP) template at the Illinois Interactive Report Card site (<http://iirc.niu.edu>), provides guidance for plan developers and peer reviewers, and ISBE's review of the plan. The [template](#) and this accompanying guide are to be used together to ensure that users include all requirements of federal and state law for revised school improvement plans. Plan developers will find these questions and the School Improvement Plan Monitoring Prompt useful in plan development, revision, and peer review.

### School Improvement Monitoring Prompt

This checklist is used by the Illinois State Board of Education (ISBE) for SIP monitoring in compliance with NCLB, Section 1116, and state law. It addresses the requirements for SIPs in Illinois e-Plans as described in the [School Improvement Plan Guide](#). ISBE staff comments are intended to provide feedback on the plan to ensure that all groups will make Adequate Yearly Progress (AYP).

### Single School District Improvement Plan Monitoring Prompt

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

### School Improvement Plan "Word" Template

This tool provides assistance to school representatives with the development and refinement of the plan. Once the local board approves the school plan, the contents can be "cut and pasted" into the school's 2009 IIRC e-Plan.

### Federal and State Status for Schools

The [Data Analysis & Progress Monitoring Division](#) provides the district and school improvement status charts.

### Illinois Interactive Report Card

ISBE requires that all plans be submitted via "e-Plans" on the [Illinois Interactive Report Card](#) site. This process streamlines and provides an interactive site where teams can work on plans at any time and store them on a secure server. The templates are loaded with the applicable school's Report Card data. 2010 data will be posted following release of the 2010 Report Card.

On the School Profile page, click on the link titled "Access the School Improvement e-Plan" located on the information banner across the top. The passwords are protected and are available to authorized personnel by contacting Gail Buoy, Innovation and Improvement Division, by email at [gbuoy@isbe.net](mailto:gbuoy@isbe.net) or send an email to [eplans@niu.edu](mailto:eplans@niu.edu). Note: E-Plan passwords are not the same as the passwords for IIRC Student Data Services.

## RESOURCES

### Federal Guidance

[LEA and School Improvement Non-Regulatory Guidance \(Revised\) July 21, 2006](#)

Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education.

## **Presentations to assist district/school personnel develop and refine improvement plans.**

- [Tips for Improvement Planning: Lessons Learned](#) (webinar)
- [Developing School Improvement Plans #101](#) (Power Point)

## **Professional Development Activities – Illinois Statewide Listing**

Links to professional development offered by the [Regional Offices of Education](#), [Intermediate Service Centers](#), [ISBE](#), [IASA](#), [IPA](#), [IASBO](#), and [Illinois ASCD](#).

## **Illinois Principals Association/ISBE: School Showcase webinars**

Illinois middle and high schools that made significant academic improvement in 2009-2010. Handouts and other materials are available to download with each school's recording.

## **Center on Innovation and Improvement**

National center provides access to research-based resources on district and school improvement processes.

## **What Works Clearinghouse**

U.S. Department of Education, Institute of Education Services features educational resources demonstrating what works in education.

## **National High School Center**

National center serves as the central source of information and expertise on high school improvement for the [Regional Comprehensive Centers \(RCCs\)](#).

# Illinois e-Plans

## School Improvement Plan Guide

### Overview

The [School Improvement Plan Guide](#) includes instructions for completing the e-Plan School Improvement Plan (SIP) template at the Illinois Interactive Report Card site (<http://iirc.niu.edu>), provides guidance for plan developers and peer reviewers and ISBE will use in reviewing the plan. The use of the template is required for schools in academic early warning (AEW) or school improvement, academic watch (AWS) or corrective action, and restructuring implementation status. The [template](#) and this accompanying guide are to be used together to ensure that users include all requirements of federal and state law for revised school improvement plans. Plan developers will find these questions and the [School Improvement Plan Monitoring Prompt](#) useful in plan development, revision, and peer review.

The [School Improvement Plan Guide](#), [School Improvement Plan Monitoring Prompt](#), as well as other key resources are available on the ISBE website.

Key Resources	Web Addresses
School Improvement Plan Guide	<a href="http://www.isbe.net/sos/pdf/sip_guide.pdf">http://www.isbe.net/sos/pdf/sip_guide.pdf</a>
School Improvement Plan Monitoring Prompt	<a href="http://www.isbe.net/sos/pdf/sip_monitoring.pdf">http://www.isbe.net/sos/pdf/sip_monitoring.pdf</a>
Single School Improvement Plan Monitoring Prompt	<a href="http://www.isbe.net/sos/pdf/dip_monitoring.pdf">http://www.isbe.net/sos/pdf/dip_monitoring.pdf</a>
School Improvement Plan Template (Word document for planning only)	<a href="http://www.isbe.net/sos/word/eplan_school_template.doc">http://www.isbe.net/sos/word/eplan_school_template.doc</a>
School Improvement Plan Template	<a href="http://iirc.niu.edu">http://iirc.niu.edu</a> (under "school")
LEA and School Improvement: Non-Regulatory Guidance	<a href="http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc">http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc</a>
Illinois School Code	<a href="http://www.ilga.gov/legislation/ilcs/ilcs.asp">http://www.ilga.gov/legislation/ilcs/ilcs.asp</a>
NCLB Act	<a href="http://www2.ed.gov/policy/elsec/leg/esea02/index.html">http://www2.ed.gov/policy/elsec/leg/esea02/index.html</a>
English Language Learners	<a href="http://www.isbe.net/bilingual/htmls/title111.htm">http://www.isbe.net/bilingual/htmls/title111.htm</a>
Parent Involvement	<a href="http://www.isbe.net/grants/html/parent.htm">http://www.isbe.net/grants/html/parent.htm</a>
Title I–Targeted Assistance and Schoolwide Programs	<a href="http://www.isbe.net/grants/html/title1.htm">http://www.isbe.net/grants/html/title1.htm</a>

The School Improvement Plan template includes four sections:

- I. Data and Analysis (data automatically populated)
- II. Action Plan
- III. Plan Development, Review, and Implementation
- IV. Board Action

Plan developers are also encouraged to use the "road map" page after accessing the e-Plan at <http://iirc.niu.edu/> to travel easily between sections.

**Note: No new or revised plans based on 2010 data are to be submitted in the 2009 IIRC templates: such plans will be out of compliance. To be in compliance, plans for 2010 must be in the 2010 IIRC templates.**

## Schools Required to Submit School Improvement Plans via IIRC

Section 2-3.25d of the School Code requires each district to revise the school improvement plans of each of its schools that are placed on academic early warning (AEW) or school improvement, academic watch (AWS) or corrective action, or restructuring implementation status or whose plan has expired.

### Submission of School Improvement Plans

Each school must submit its revised school improvement plans to the district no later than three months after receiving formal notification of its Adequate Yearly Progress (AYP) status. [[NCLB, Section 1116 \(b\)\(3\)\(A\)](#)]. The district peer review team must review the plan, work with the school as necessary, and submit it to the local board of education. Forty-five days are allowed for peer review, local board approval, and submission at the Interactive Illinois Report Card (IIRC) website. [[NCLB, Section 1116 \(b\)\(3\)\(E\)](#)]. ISBE will monitor school improvement plans posted in Illinois e-Plans at IIRC. (105 ILCS 5/2-3.25d).

Illinois schools in school academic early warning (AEW) or school improvement, or academic watch (AWS) or corrective action, and restructuring implementation status **must use the 2010 School Improvement Plan Template** at the Illinois Interactive Report Card site - <http://iirc.niu.edu/> - to ensure the contents of the school improvement plan addressed the requirements defined by Public Law 107-110, the [No Child Left Behind Act of 2001, Section 1101 et seq.](#), (herein referred to as "NCLB") and [Section 2-3.25d of the School Code, 105 ILCS 5/2-3.25d](#). Single school districts in academic status must use the Single School District template that is available at the IIRC site under the "district" main menu.

ISBE encourages the use of this template for other schools wanting to organize improvement planning around federal and state requirements.

### Technical Assistance

#### School Improvement Plans:

Technical assistance with the development, submission, and implementation of these plans is available through the **Regional Offices of Education and the Intermediate Services Centers** <http://www.iarss.org/directory/state-map.html> or call the **Innovation and Improvement Division** at 217/524-4832.

## Instructions for Completing the School Improvement Plan

### District and School Information

Available information about the district and school will populate this section in the School Improvement Plan Template at the IIRC website. Please complete or correct information as necessary.

Sections I and II of the template are discussed together to foster a strong connection between data analysis and the action plan.

<b>Section I – Data and Analysis</b>	<b>Section II – Action Plan</b>
<p>This section prompts an analysis of the data deemed relevant by the school that leads to an action plan that will have “the greatest likelihood of ensuring” that all groups will make AYP. (NCLB, Section 1116.)</p> <p>Included in this section is a review of report card data and may include discussion of other optional data in such areas as local assessment data, information and data about the attributes and challenges of the school and community that have affected student learning, (i.e., educator qualifications, professional growth and development, student discipline control, parental involvement data, etc.).</p>	<p>The action plan must include an objective for each area of deficiency as noted in the Data and Analysis section.</p> <p>Almost all objectives for required plans may be grouped into one of five areas:</p> <ul style="list-style-type: none"> <li>▪ Reading,</li> <li>▪ Mathematics,</li> <li>▪ Attendance,</li> <li>▪ Graduation Rate, or</li> <li>▪ Participation Rate.</li> </ul> <p>These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. One objective may address multiple areas of deficiency.</p>

## Section I – Data and Analysis

### I-A: Report Card Data

AYP information from the School Report Card, Assessment Data, Basic School Information, and Educator data will populate screens for this section.

Each area that receives a “No” for not making AYP must be addressed in the action plan. The Report Card data screens in Part A will not require user input; the data presented is for review and analysis in preparing the school plan. Under the last item in Part A, compose a brief analysis of the data as presented in that section.

The “Report Card Data” template will prompt responses to the following questions:

- a) 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?
- b) What factors are likely to have contributed to these results? Consider both external and internal factors to the school.
- c) Conclusions: What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

#### Note

**Optional data may not be “optional” if required in support of the selection of objectives, strategies, and activities in the school improvement plan. These data may be necessary in order to provide the most accurate picture possible of student progress.**

### **I-B: Local Assessment Data (Optional)**

This section prompts a description and analysis of local assessment data deemed relevant by the school leading directly to the strategies and activities in the action plan (Section II) which the school considers relevant to not making AYP. Data included in this section must be used in the development of the action plan as a part of the strategies and activities. Data that do not lead to the strategies and activities in this action plan are not expected nor desired. If used to develop the action plan, the data must be available to ISBE and the local community upon request.

Compose a brief analysis of the relevant data in responding to the following questions:

- a) What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?
- b) What factors are likely to have contributed to these results? Consider both external and internal factors to the school.
- c) Conclusions: What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### **I-C: Other Data (Optional)**

In this section, provide a description of other data analyzed in the plan leading directly to the strategies and activities in the action plan (Section II). If used to develop the action plan, the data must be available to ISBE and the local community upon request.

The information screens prompt you for data and information on the attributes and challenges of the school and community that have affected student learning (Item 1); educator qualifications, staff capacity, professional growth and development data (Item 2); and parent involvement data (Item 3).

Compose a brief analysis of the relevant data in responding to the following questions:

- a) What do these data tell you?
- b) What factors are likely to have contributed to these results?
- c) Conclusions: What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### **I-C: Item 1 - Attributes and Challenges**

- a) 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?
- b) Factors:** In what ways, if any, have these attributes and challenges contributed to student performance results?
- c) Conclusions:** What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### **I-C: Item 2 - Educator Qualifications, Staff Capacity, and Professional Development**

- a) **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 and information tell you?
- b) **Factors:** In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?
- c) **Conclusions:** What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### **I-C: Item 3 - Parent Involvement**

- a) **Data:** Briefly describe data on parent involvement. What do these data tell you?
- b) **Factors:** In what ways, if any, has parent involvement contributed to student performance results?
- c) **Conclusions:** What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

### **I-D: Key Factors**

This section prompts a review of the collection of factors from data analysis (I-A, I-B, and I-C) and the next steps that have been carried forward from the data screens. Prioritize the factors staff can change or influence and, in I-D, list the 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 (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the school and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance. List the next steps for improvement that will address the key factors.

## **Section II – Action Plan**

This section prompts the selection of objectives, the strategies and activities necessary to achieve those objectives, and how progress will be monitored.

### **OBJECTIVES**

- 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 yearly 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.

Check the areas of deficiency addressed by the objective in the box provided. Please complete as many objectives as are needed to cover the deficiency areas to ensure that the strategies and activities adopted have the greatest likelihood of ensuring that all groups will make AYP.



The School Improvement Plan e-Plan will prompt the review of all areas of deficiency before the plan can be submitted.

### Examples of Objectives

1. While our current achievement in reading for the grade 3 low-income subgroup is 60% meeting/exceeding for ISAT, this subgroup will [make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor](#).
2. The low-income participation rate in mathematics, currently at 84%, will be raised to at least 95% of the students participating in the 2011 and 2012 ISAT.
3. While our current achievement in reading for grade 5 shows 42% of our students in the Meets/Exceeds categories, the fifth grade will make AYP of at least 85.0% in 2011 and 92.5% in 2012. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

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 the school remains in 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.

## STRATEGIES AND ACTIVITIES

**Please Note:** All strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development activity, and parent involvement strategy or activity.

### Section II-B: STUDENT STRATEGIES AND ACTIVITIES

State the student strategies and activities for students to be implemented that logically support the objective and respond to the key factors identified in Section I-D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable and clearly identify the expected outcome(s) (e.g., what will students be doing that demonstrates progress in achieving the objective? What instructional practices will staff engage in to support students?) The action plan pages must clearly identify the role of the various stakeholders involved, including when and how they will be expected to accomplish the listed strategy or activity.

### Section II-C: PROFESSIONAL DEVELOPMENT STRATEGIES AND ACTIVITIES

State the professional development strategies and activities necessary to accomplish the objective, especially in support of the strategies and activities for students identified in Section II.B. Professional development strategies and activities must support and directly address the academic achievement problems that caused the school to be identified in status or in special education compliance. 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. These strategies and activities must be measurable, and expected outcomes must be clear. Provide sufficient specificity to guide those implementing this plan.

### Section II-D: PARENT INVOLVEMENT STRATEGIES AND ACTIVITIES

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, including schools that receive Title I funds](#).

If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school's parent involvement policy. These strategies and activities must be measurable and expected outcomes must be clear. Provide sufficient specificity to guide those implementing this plan.

### **Section II-E MONITORING (for each objective)**

Describe the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

1. Describe the process and measures of success for the identified objective. (How will school personnel monitor the effectiveness of the strategies and activities?)
2. 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.

## **Section III – Plan Development, Review, and Implementation**

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

### **Part A – 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.)**

### **Part B - STAKEHOLDER INVOLVEMENT**

Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. (The names and titles of the school improvement team or plan developers are identified here.)

### **Part C – PEER REVIEW PROCESS**

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, ROE/ISC staff, university faculty, consultants, et al., or combinations thereof. ROE/ISC 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>.

### **Part D – 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.

## **Part E – DISTRICT RESPONSIBILITIES**

1. 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 that 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, as well as analysis and revision of the school's budget (NCLB, Section 1116).
2. Identify the corrective actions or restructuring options taken by the district for Title I schools.

**Corrective actions** taken by a district for a Title I school that failed to meet AYP 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):

- Required implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;
- Replacement of the principal;
- Restructuring the internal organization of the school; or
- Appointment of an outside expert to advise the school.

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

- Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/27 A);
- Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Entering into a contract with an entity such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Implementing any other major restructuring of the school's governance that makes fundamental reform in:
  - i. governance and management, and/or
  - ii. financing and material resources, and/or
  - iii. staffing.

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>.

## **Part F - STATE RESPONSIBILITIES**

Specify the services and resources that ISBE, ROEs/ISCs, 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.

## **Part G – SCHOOL SUPPORT TEAM**

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or ROEs/ISCs consultant) of the School Support Team. If applicable, School Support

Teams are assigned to schools in corrective action to provide “sustained and intensive support” for those schools to make adequate yearly progress. The school support team is not the same as the school planning team.

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>.

## Section IV – Board Action

**Date Approved:** The approval date of the local board must be entered in the e-Plan.

### 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 on 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 its 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 assessment 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 plan completion from the *Submit Your Plan* page, the plan shall be deemed to be executed by the superintendent on behalf of the school.

### ISBE Monitoring

This part of the template will be completed by ISBE staff.

## SCHOOL IMPROVEMENT PLAN (SIP) MONITORING PROMPT

Note: The items marked with a [C] are compliance items the ISBE readers will review for those school improvement plans that are required to be submitted based on the school's academic status as reported in the 2010 Report Card. These plans are to span a two year period: 2010-2012.

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

#### ANALYSIS OF DATA

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

**Note: Optional data may not be "optional" if required in support of the selection of objectives, strategies, and activities in the school improvement plan. These data may be necessary in order to provide the most accurate picture possible of student progress.**

#### LOCAL ASSESSMENT DATA (OPTIONAL)

- Y  N  NA    If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
- Y  N  NA    Do these local assessment results add clarity to the state assessment data?
- Y  N  NA    Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

#### OTHER DATA (OPTIONAL)

- Y  N  NA    If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
- Y  N  NA    Do the other data add clarity to the state assessment data?
- Y  N  NA    Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

#### IDENTIFICATION OF KEY FACTORS

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

#### CLARITY OF OBJECTIVES

- Y     N    Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]
- Y  N  NA    Do the objectives address all areas of AYP deficiency? [C]

## ALIGNMENT OF STRATEGIES AND ACTIVITIES

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

## MONITORING

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

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

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

#### PARENT NOTIFICATION

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

#### STAKEHOLDER INVOLVEMENT

- Y  N Does the plan describe how stakeholders have been consulted? [C]
- Y  N Does the 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? [C]

#### PEER REVIEW

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

**TEACHER MENTORING PROCESS**

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

**DISTRICT RESPONSIBILITIES**

- Y     N    Is it clear what support the district will provide to ensure the success of the plan? [C]
- Y  N  NA    If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

**STATE RESPONSIBILITIES**

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

**SCHOOL SUPPORT TEAM**

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

**APPROVAL DATE OF LOCAL BOARD**

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

# 2010 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

## “A Tool for Plan Developers”

[http://www.isbe.net/sos/word/eplan\\_school\\_template.doc](http://www.isbe.net/sos/word/eplan_school_template.doc)

**This Word document will lead plan developers in completing improvement plans in compliance with federal and state laws. All parts of this template are required unless otherwise indicated. Some items are required for Title I funded schools only.**

**Directions: Complete and update these pages in response to 2010 assessment data with the assistance of your area ROE/ISC. Review data measuring the success of strategies and activities from prior plan(s). [What practices resulted in improved student achievement?]**

**ISBE will provide feedback on your 2010 plan after local board approval and submission via the Interactive Illinois Report Card at <http://iirc.niu.edu>. Plans that have not complied with requirements will be returned for changes and resubmission.**

What comprises “compliance” for these plans?

- All required sections completed. [Follow the directions in the [School Improvement Plan Guide](#).]
- Local board approval date saved in the template
- Plan submitted via the Interactive Illinois Report Card site <http://iirc.niu.edu/>

Note: Non-Title I funded schools are exempt from Section III Parent notification. These schools do not need to address this item at all. Further, non-Title I funded schools are not subject to corrective actions as prompted in Section III-District Responsibilities. This means that these schools must respond to the district responsibilities part but are not required to identify the district corrective actions.



## Section I-A Data & Analysis - Report Card Data

**Data** - What do your 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?

**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?  
(Responses will be carried forward to Part D in the on-line templates.)

### 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?  
(Responses will be carried forward to Part D in the on-line templates.)

**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?  
(Responses will be carried forward to Part D in the on-line templates.)

**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 and information 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?  
(Responses will be carried forward to Part D in the on-line templates.)

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

**Data** – Briefly describe data on parental involvement. What do these data tell you?

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

**Conclusions** – What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line template.)

## Section I-D Data & Analysis - Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors that staff can change or influence and, in I-D, list these 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 (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance.

**Summary Conclusions:** *(For Worksheets, you will need to type in the factors and conclusions about next steps from each section. On-line, these will populate automatically.)*

<b>I-A. Report Card Data:</b>
<b>I-B. Local Assessment Data:</b>
<b>I-C Item 1. Attributes and challenges of the school and community that have affected student learning:</b>
<b>I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information:</b>
<b>I-C Item 3. Parent Involvement Data:</b>

### Section I-D - Key Factors

**From the factor pages (I-A, I-B, and I-C), identify key factors that are within the district'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?**

## Section II-Action Plan

Each action plan must include an objective for each area of deficiency noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.

You can add additional objectives at the end of this section, or go to the Roadmap, click on the “Manage Objectives” link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the school objectives on the following pages.

**The following areas of deficiency have been identified from the most recent AYP Report for your school:**

IIRC will list these automatically for schools

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 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.

### Section II-A Action Plan - Objectives

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 district 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 objectives should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated. Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives 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 will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

#### Objective 1.

**Short title for this objective** (under 20 words):

**Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)**

**This objective covers the following areas of AYP deficiency (check all that apply):**

***IIRC populates:***

- 
- 
- 

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 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.

### **Section II-B Action Plan - Strategies and Activities for Students**

**Short title for Objective 1:**

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.



**Section II-B Action Plan - Strategies and Activities for Students (continued)**

**Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.**

	Timeline			Budget	
Strategies and Activities	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		

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

### Short title for Objective 1:

**Professional Development Strategies and Activities** - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

	Timeline			Budget	
Strategies and Activities	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
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			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		

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

### Short title for Objective 1:

**Parent Involvement Strategies and Activities** - State the parent involvement strategies and activities that will promote effective parental involvement for this 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 and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school’s parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
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			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		

## Section II-E Action Plan - Monitoring

### Short title for Objective 1:

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success for this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title

## Section III - 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)*

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

**Stakeholder Involvement** - Describe specifically how stakeholders (including parents, school staff, and outside experts) 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.

**Description**

**Names and Titles of School Planners**

**Section III - 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, university faculty, consultants, et al., or combinations thereof. ROE/ISC staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and 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>.

Description of peer review process including participants and date(s) of peer review:

**Section III - 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.

**Section III - Development, Review and Implementation**  
**E. District's 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 AYP for a fourth annual calculation (Corrective Action Status) 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). (Check all that apply.)

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;

- Replacement of the principal;
- Restructuring the internal organization of the school; or
- Appointment of an outside expert to advise the school.

**Restructuring Options** (allowed in Illinois) selected by a district for a Title I school that failed to meet AYP for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following options in such a school. (Check all that apply.)

- Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Replacing all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make AYP;
- Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Implementing any other major restructuring of the school’s governance that makes fundamental reform in:
  - i. governance and management, and/or
  - ii. financing and material resources, and/or
  - iii. staffing.

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>

### **Section III - Development, Review and Implementation**

#### **F. State Responsibilities**

**State Responsibilities** - Specify the services and resources that ISBE, ROE/ISCs, 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 - Development, Review and Implementation  
Part G. School Support Team**

**School Support Team** – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or ROE/ISC consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide “sustained and intensive support” for those 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>. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools in academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	<b>Name</b>	<b>Role</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		

**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 on 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 its 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 assessment 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 plan completion from the **Submit Your Plan** page, the plan shall be deemed to be executed by the superintendent on behalf of the school.



## Interactive Illinois Report Card (IIRC)

IIRC - Front Page: <http://iirc.niu.edu/>

### Accessing School Improvement Plans

- ⊙ Click on “School” ⊙ and search by entering the name and/or name and # of the district.
- ⊙ Click on the name of the school when the options are provided.
- ⊙ From Main Report Card page – click on “[Login to e-Plans for this School.](#)”
- ⊙ Enter Username and Password –

If needed for the school and/or district, contact Gail Buoy at [gbuoy@isbe.net](mailto:gbuoy@isbe.net). Send her an email with name and title of person, email address, phone number, and name and # of school district and school to be issued the username and password.

### Select the School Improvement Plan

There are two views for reading the School Improvement Plans:

- **PDF version** for printing the full plan or individual pages.
- **Edit:** access to each section of the template and ISBE monitoring

### School Improvement Plan Information:

The school representatives will enter their information in the following sections.

- **Preliminary Information – District and School Contact Information**
- **Section I: Data & Analysis**
- **Section II: Action Plan**
- **Section III: Development, Review, and Implementation**
- **Section IV: Board Action and “Submit Plan”**

## RESTRUCTURING PLAN and RESOURCES 2010-2011

### **Submission of a Restructuring Plan is required by federal and state regulations for schools that are in federal restructuring status or state academic status level AW2 or beyond.**

The plan may be a multi-year plan that will be implemented should the school fail to make AYP again.

Illinois districts and schools in status must submit an improvement plan as required by [Public Law 107-110, the No Child Left Behind Act of 2001, section 1101 et seq.](#), and [Section 2-3.25d of the School Code, 105 ILCS 5/2-3.25d](#). Revisions are then required at the expiration of the two-year plan while the district or school remains in academic status. Districts are required to develop restructuring plans on behalf of their schools in restructuring planning status after the fifth calculation of not making Adequate Yearly Progress. This is true for schools in status under federal or state requirements.

Under NCLB ([USDE, LEA and School Improvement: Non-Regulatory Guidance, rev. July 21, 2006](#)), when a school is in restructuring status, the district must take intensive and far-reaching interventions to revamp completely the operation and governance of that school. Restructuring means a major reorganization of a school's governance structure arrangement by a district that:

- ♦ Makes fundamental reforms, such as significant changes in the school's staffing and governance, to make student academic achievement in the school;
- ♦ Has substantial promise to improve student achievement and enable the school to make adequate yearly progress (AYP) as defined by the State's accountability system; and
- ♦ Is consistent with State law.

Implementing restructuring is an option a district may choose prior to being required to do so.

### **Frequently Asked Questions: Improvement Planning 2010-2011**

This document addresses questions that relate to the federal and state improvement plan requirements and provides web links to related resources and technical assistance.

### **Restructuring Plan Guide**

The Restructuring Plan Guide includes instructions for completing the Restructuring Plan template at the Illinois Interactive Report Card site (<http://iirc.niu.edu>), provides guidance for plan developers, and includes monitoring prompts that ISBE will use in reviewing the plan. The template and this accompanying guide are to be used together to ensure that users include all requirements of federal and state law for revised plans. Plan developers will find these questions and the [Restructuring Plan Monitoring Prompt](#) useful in plan development and revision.

### **Restructuring Plan Monitoring Prompt**

This checklist is used by the Illinois State Board of Education (ISBE) for monitoring in compliance with NCLB, Section 1116 and state law. It addresses the requirements for restructuring in Illinois e-Plans as described in the [Restructuring Plan Guide](#). ISBE staff comments are intended to provide feedback on the plan to ensure that all groups will make Adequate Yearly Progress (AYP).

### **Federal and State Status for Districts**

The [Data Analysis & Progress Monitoring Division](#) provides the district and school improvement status charts.

### **Illinois Interactive Report Card**

ISBE requires that all plans be submitted via "e-Plans" on the [Illinois Interactive Report Card](#) site. This process streamlines and provides an interactive site where teams can work on plans at any time and store them on a secure server. The templates are loaded with the applicable school's Report Card data. 2010 data will be posted following release of the 2010 Report Card.

On the **District Profile page**, click on the link titled "Access the District Improvement e-Plan" located on the information banner across the top. **Restructuring templates are at the district's main menu**. The passwords are protected and are available to authorized personnel by contacting Gail Buoy, Innovation and Improvement Division, by email at

[gbooy@isbe.net](mailto:gbooy@isbe.net) or sending an email to [eplans@niu.edu](mailto:eplans@niu.edu). Note: E-Plan passwords are not the same as the passwords for IIRC Student Data Services.

## RESOURCES

### **Federal Guidance: LEA and School Improvement Non-Regulatory Guidance** (*Revised*) July 21, 2006.

Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education.

### **Presentations to assist district/school personnel develop and refine improvement plans.**

- **Guidance for Restructuring – Broad Strokes**

Webinar provides details regarding the district's responsibilities in relation to restructuring, the options that are to be considered, and plan preparation.

- **Tips for Improvement Planning: Lessons Learned** (webinar)

### **Center on Innovation and Improvement**

National center provides access to research-based resources on district and school improvement processes. **Restructuring and turnaround resources are accessible at <http://www.centerii.org/restructuring/>.**

### **Professional Development Activities – Statewide Listing**

Links to professional development offered by the [Regional Offices of Education](#), [Intermediate Service Centers](#), [ISBE](#), [IASA](#), [IPA](#), [IASBO](#), and [Illinois ASCD](#).

### **What Works Clearinghouse**

U.S. Department of Education, Institute of Education Services features educational resources demonstrating what works in education.

### **National High School Center**

National center serves as the central source of information and expertise on high school improvement for the [Regional Comprehensive Centers \(RCCs\)](#).

# Illinois e-Plans

## Restructuring Plan Guide

### Overview

Under [NCLB \(USDE, LEA and School Improvement: Non-Regulatory Guidance, rev. July 21, 2006\)](#) and [state law](#), **when a school is in federal restructuring status or at state level academic watch 2 status (AW2)**, the district must take intensive and far-reaching interventions to revamp completely the operation and governance of that school.

Restructuring means a major reorganization of a school's governance structure arrangement by a district that:

- Makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school;
- Has substantial promise to improve student academic achievement and enable the school to make adequate yearly progress (AYP) as defined by the State's accountability system; and
- Is consistent with State law.

For example, typical restructuring plans in Illinois include elements such as extending the school day or year, reorganizing instructional delivery and support for students into smaller learning communities, and/or building capacity of staff as professional learning communities. Plans must be customized to meet the needs of the individual school and district.

### Submission of Restructuring Plans

**Restructuring plans must be submitted to ISBE via the [IIRC e-plan system](#) within six months of the school's formal notification of AYP status delivered via the IWAS system.**

ISBE staff will review and monitor restructuring plans in documented consultation with district staff about the appropriateness of the plan for the school.

In selecting an option for school restructuring, district and school planners should consider what has occurred in a school that has brought it to restructuring.

The restructuring plan should take into account the actions initiated in prior years. The actions required under the restructuring plan need to be deeper, broader, or more targeted to meet identified needs.

Each school restructuring plan shall be reviewed and monitored by ISBE to determine whether the plan demonstrates that:

1. The proposed changes are based on data, documented needs and characteristics of the students served, and/or scientifically based practices that are appropriate in light of the school's inability to make AYP; and
2. The proposed changes are sufficient in extent or scope to promote increased achievement for all the students in the school and have substantial promise of enabling the school to make AYP.

**The Restructuring Plan Template at <http://iirc.niu.edu/> must be used by Illinois districts to create a restructuring plan for schools not making adequate yearly progress (AYP) for a fifth annual calculation** 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 federal and state law for restructuring plans. “Monitoring Prompts” that appear in italics in this guide are questions ISBE readers will use in monitoring this plan. Plan developers will find these questions and the [Restructuring Plan Monitoring Prompt](#) useful in plan development. The [Restructuring Plan Guide](#) and the [Restructuring Monitoring Prompt](#) are available on the ISBE website. Restructuring templates for individual schools are located within the District Plan templates on the IIRC e-Plan system at <http://iirc.niu.edu/>.

The Restructuring Plan template includes:

- I. Data and Analysis (automatically populated)
- II. Plan Activities
- III. Board Action

Districts must also submit revised school improvement plans via the Illinois e-Plans system. (See **the Illinois Interactive Report Card site at <http://iirc.niu.edu/>** unless the school has an approved school improvement plan for the current year. The district, however, may choose to revise and submit the school improvement plan in light of school restructuring.

A school with an expired school improvement plan should continue revising its plan on a two-year cycle as long as the school remains in status. School improvement plans should align with restructuring plans.

**Note: To be in compliance, plans for 2010 must be in the 2010 IIRC templates. No new or revised plans based on 2010 data are to be submitted in the 2009 IIRC templates: such plans will be out of compliance.**

Key Resources	Web Addresses
Restructuring Plan Guide	<a href="http://www.isbe.net/sos/pdf/restructuring_template.pdf">http://www.isbe.net/sos/pdf/restructuring_template.pdf</a>
Restructuring Monitoring Prompt	<a href="http://www.isbe.net/sos/pdf/restructuring_prompt.pdf">http://www.isbe.net/sos/pdf/restructuring_prompt.pdf</a>
Restructuring Plan Template	<a href="http://iirc.niu.edu">http://iirc.niu.edu</a> (under “district”)
NCLB Act	<a href="http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111">http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111</a>
Illinois School Code: Section 1.85	<a href="http://www.ilga.gov/commission/jcar/admincode/023/023000010A0085OR.html">http://www.ilga.gov/commission/jcar/admincode/023/023000010A0085OR.html</a>
Federal Guidance: LEA and School Improvement	<a href="http://www2.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf">http://www2.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf</a>
English Language Learners	<a href="http://www.isbe.net/bilingual/htmls/titleIII.htm">http://www.isbe.net/bilingual/htmls/titleIII.htm</a>
Parent Involvement	<a href="http://www.isbe.net/grants/html/parent.htm">http://www.isbe.net/grants/html/parent.htm</a>
Special Education Profiles	<a href="http://webprod1.isbe.net/LEAProfile/SearchCriteria1.aspx">http://webprod1.isbe.net/LEAProfile/SearchCriteria1.aspx</a>
Title I–Targeted Assistance and Schoolwide Programs	<a href="http://www.isbe.net/grants/html/title1.htm">http://www.isbe.net/grants/html/title1.htm</a>

### Technical Assistance

Technical assistance with the development, submission, and implementation of restructuring plans is available through the **Regional Offices of Education and the Intermediate Services Centers** <http://www.iarss.org/directory/state-map.html> or call the **Innovation and Improvement Division** at 217/524-4832.

## RESOURCES

**Federal Guidance: LEA and School Improvement Non-Regulatory Guidance** (*Revised*) July 21, 2006

Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education.

## **Presentations to assist district/school personnel develop and refine improvement plans.**

- **[Guidance for Restructuring – Broad Strokes](#)**  
Webinar provides details regarding the district's responsibilities in relation to restructuring, the options that are to be considered, and plan preparation.
- **[Tips for Improvement Planning: Lessons Learned](#)** (webinar)

## **Center on Innovation and Improvement**

National center provides access to research-based resources on district and school improvement processes. **Restructuring and turnaround resources are accessible at <http://www.centerii.org/restructuring/>.**

**Choosing an Option School Restructuring Under No Child Left Behind: What Works When? A Guide for Education Leaders** (100 pages) at <http://www.centerforsri.org/files/RestructuringGuide.pdf>.

**Handbook on Restructuring and Substantial School Improvement**, 2008, Center on Innovation & Improvement at <http://www.centerii.org/handbook/>.

## **What Works Clearinghouse**

U.S. Department of Education, Institute of Education Services that features educational resources demonstrating what works in education.

## **National High School Center**

National center serves as the central source of information and expertise on high school improvement for the [Regional Comprehensive Centers \(RCCs\)](#).

## **Professional Development Activities – Statewide Listing**

Links to professional development offered by the [Regional Offices of Education, Intermediate Service Centers, ISBE, IASA, IPA, IASBO, and Illinois ASCD](#).

## **Illinois Principals Association/ISBE: School Showcase webinars**

Illinois middle and high schools that made significant academic improvement in 2009-2010. Handouts and other materials are available to download with each school's recording.

## Instructions for Completing the Restructuring Plan

### **District and School Information:**

Available information about the district and school will populate this section in the Restructuring e-Plan Template at the IIRC website (<http://iirc.niu.edu/>); district staff may complete or correct information.

### **Section I. Data and Analysis**

AYP Information from the School Report Card, Assessment Data, Basic School Information, and Educator data will populate screens for this section.

### **Section II. Plan Activities**

#### **Part A. Restructuring Options**

Identify which option(s) the district will initiate with an affected school that does not make AYP for a sixth calculation. Each school restructuring plan must indicate that the district is initiating one or more of the following actions in the affected school:

1. reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/ 27A-5];
2. replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
3. entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
4. implementing any other major restructuring of the school's governance that makes fundamental reform in:
  - iv. governance and management, and/or
  - v. financing and material resources, and/or
  - vi. staffing.

### **Section II. Plan Activities**

#### **Part B. Plan Description**

Describe the plan for restructuring the school discussing the rationale for option(s) selected, improvement actions prior to restructuring, progress in achieving AYP, timeline, measures for success and monitoring process.

### **Section III. Board Action**

**LOCAL BOARD APPROVAL:** Identify the approval date of the local board.

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the information provided in the plan is true and correct and that the restructuring 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.

## **ISBE MONITORING**

Consultation with district staff may include the following topics. Inclusion of these topics in the restructuring plan description is required.

### **Monitoring Prompts:**

- Does the plan describe an option for restructuring allowed in the law?
- Does the district make the case that the option selected is appropriate for the school?
- Does the plan explain corrective actions (Title I funded schools) or other district improvement strategies implemented at the school that will remain in place or be a part of the restructuring plan?
- Do state assessment data indicate that the school is showing progress from corrective actions?
- Is the continuation of these actions warranted or reasonable?
- Does the plan provide a timeline for implementing the restructuring option and the corrective actions that precede it?
- Does the plan identify the measures for success associated with the district's actions and restructuring strategy?
- What benchmarks of success are planned to monitor progress of this plan and who is responsible for overseeing the implementation and monitoring of this plan?



## RESTRUCTURING PLAN MONITORING PROMPT

This tool is for ISBE monitoring in compliance with NCLB, Section 1116 and state law. (see [http://www.isbe.net/sos/pdf/restructuring\\_prompt.pdf](http://www.isbe.net/sos/pdf/restructuring_prompt.pdf)) It addresses the requirements for plans as prompted in Illinois e-Plans and described in the e-Plan Guides. Please use the [Restructuring Plan Guide](#) as a reference when completing the restructuring plan and for more detailed descriptions of these sections.

**Suggestions for plan developers:** The primary responsibility for developing restructuring plans rests with the local board. To that end, consider:

- Has district staff identified option(s) that are reasonable in the context of this school? Do assessment data and corrective actions taken in the school warrant the selection of these options?
- How might district staff monitor this plan to ensure successful implementation?
- How might district staff reduce barriers to successful implementation of this plan?

### Section I. Data and Analysis (automatically populated)

### Section II. Plan Activities

#### Part A. Restructuring Options [Please (X) those that apply.]

This section identifies the actions the district is initiating in the affected school:

1. reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/27-1-5],
2. replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP, or
3. entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school, or
4. implementing any other major restructuring of the school's governance that makes fundamental reform in:
  - i. governance and management, and/or
  - ii. financing and material resources, and/or
  - iii. staffing.

#### Part B. Restructuring Description

This section explains how the restructuring actions will be applied to the school in the event that the school fails to make AYP for the sixth consecutive calculation.

- Y    N   Does the plan describe an option for restructuring allowed in the law?
- Y    N   Does the district make the case that the option selected is appropriate for the school?
- Y    N   Does the plan explain corrective actions (Title I funded schools) or other district improvement strategies implemented at the school that will remain in place or be a part of the restructuring plan?
- Y    N   Do state assessment data indicate that the school is showing progress from corrective actions? Is the continuation of these actions warranted or reasonable?
- Y    N   Does the plan provide a timeline for implementing the restructuring option and the corrective actions that precede it?
- Y    N   Does the plan identify the measures for success associated with the district's actions and restructuring strategy?

- Y     N    What benchmarks of success are planned to monitor progress of this plan and who is responsible for overseeing the implementation and monitoring of this plan?

**Section III. Board Approval**

- Y     N    This section includes the certification of local board approval and provides ISBE staff the opportunity to reflect on the school improvement plan overall.

## Interactive Illinois Report Card (IIRC)

IIRC - Front Page: <http://iirc.niu.edu/>

### Accessing Restructuring Plans

- ⊙ Click on “District” ⊙ and search by entering the name and/or name and # of the district.
- ⊙ Click on the name of the district when the options are provided.
- ⊙ From Main Report Card page – click on “[Login to e-Plans for this District.](#)”
- ⊙ Enter Username and Password –

If needed for the district, contact Gail Buoy at [gbuoy@isbe.net](mailto:gbuoy@isbe.net). Send her an email with name and title of person, email address, phone number, and name and # of school district to be issued the username and password.

Select the Restructuring tab from the District e-Plan Main menu.

Then select the school for which the restructuring plan will be entered in the IIRC.

There are two views for reading the Plans:

- **PDF version** for printing the full plan or individual pages.
- **Edit:** access to each section of the template and ISBE monitoring

**District Information:** The district representatives will enter their information in the following sections of the Restructuring Plan.

- **Preliminary Information – School Contact Information**
- **Section I: Data & Analysis**
  - Part A – Report Card Data
- **Section II: Plan Activities**
  - Part A – Restructuring Options
  - Part B – Plan Description
- **Section III: Board Action and “Submit Plan”**

ISBE will respond in the “ISBE Monitoring section, which is best read in the PDF format.

# TITLE I DISTRICT PLAN and RESOURCES

Submission of a **Title I District Plan** is required by the *No Child Left Behind Act of 2001, Section 1112, et.seq.*

**All districts requesting Title I federal funding must have an approved Title I District Plan on file in Illinois e-Plans at <http://iirc.niu.edu/>.**

Title I funds may not be released until the Title I District Plan is on file and verified as being complete by the Illinois State Board of Education.

## Title I Plan Guide

The Title I District Plan Guide includes instructions for completing the Title I District Plan template at the Illinois Interactive Report Card site (<http://iirc.niu.edu>). The template, the accompanying guide, and checklist are to be used together to ensure that users include all requirements of federal and state law, [Section 1112 of the NCLB](#), in the Title I local educational plans. *Section I – Program Description* must clearly describe the program components and align with district policies. *Section II – Board Approval and Certification and Assurances* provides for confirmation by the district superintendent that the district has policies and procedures in place that address the referenced sections of federal and state law.

## Title I District Plan Checklist

The checklist is provided to facilitate district and school planners with the development of a [Title I District Plan](#) that meets federal law ([Section 1112](#)). The list provides a summary of the sixteen plan sections (Section A to Section P) and related web-based resources. All districts requesting Title I funds must have an approved Title I District Plan that aligns with their NCLB/Title I funded programs on file at the [Interactive Illinois Report Card site](#).

## Title I District Plan Template

This tool provides assistance to district representatives with the development and refinement of the plan. Once the local board approves the district plan, the contents can be “cut and pasted” into the district’s IIRC e-Plan.

## Illinois Title I District e-Plan (Updated 7/10)

Presentation provides detailed descriptions on how to develop and complete the Title I e-Plan as required by the NCLB Act: [Section 1112](#).

## Interactive Illinois Report Card

ISBE requires that all plans be submitted via “e-Plans” on the [Interactive Illinois Report Card](#) site. This process streamlines and provides an interactive site where teams can work on plans at any time and store them on a secure server.

On the District Profile page, click on the link titled “Access Plans” located on the information banner, then click on “Title I District Plan” to access the Title I e-Plan templates. The passwords are protected and are available to authorized personnel by contacting Gail Buoy, Innovation and Improvement Division, by email at [gbuoy@isbe.net](mailto:gbuoy@isbe.net) or sending an email to [eplans@niu.edu](mailto:eplans@niu.edu). Note: E-Plan passwords are not the same as the passwords for IIRC Student Data Services.

## RESOURCES

### E-Bulletins

These bulletins contain guidance and technical assistance for districts to meet the requirements of ESEA. They address issues of concern for superintendents, Title I directors and other educators and professionals working with schools in Illinois. The bulletins will be updated as needed and should be referenced when questions of compliance under are raised.

### Professional Development Activities – Statewide Listing

Links to professional development offered by the Regional Offices of Education, Intermediate Service Centers, ISBE, IASA, IPA, IASBO, and Illinois ASCD.

### Center on Innovation and Improvement

National center provides access to research-based resources on district and school improvement processes.

### What Works Clearinghouse

U.S. Department of Education, Institute of Education Services featuring educational resources demonstrating what works in education.

### National High School Center

National center serves as the central source of information and expertise on high school improvement for the [Regional Comprehensive Centers \(RCCs\)](#).

# Illinois e-Plans

## Title I District Plan Guide

### Overview

Submission of a Title I District Plan is required by the No Child Left Behind Act ([NCLB](#)), [Section 1101 et seq.](#), (here referred to as “NCLB”). The specifics of the plan are defined in [Section 1112](#).

**All districts requesting Title I federal funding must have an approved Title I District Plan (*Local Educational Agency Plan*) on file in Illinois e-Plans (<http://iirc.niu.edu/>).** The use of the online e-Plan is required so that ISBE and federal auditors may monitor these plans.

Title I District e-Plans must be developed in consultation with teachers, principals, administrators, parents of children in the schools served under Title I, and other appropriate school personnel, including those involved with other programs defined under the NCLB act. Coordination of services should take into account other Title programs, the Individuals with Disabilities Education Act (IDEA), Perkins Vocational and Technical Act, Homeless Assistance Act, and other Acts as appropriate. These plans will remain in effect for the duration of the district’s participation in Title I programs. The district must periodically review and, if necessary, revise its plan.

The Title I Plan Guide and other key resources are available on the following websites.

Key Resources	Web Addresses
Title I District Plan Guide	<a href="http://www.isbe.net/sos/pdf/title1_guide.pdf">http://www.isbe.net/sos/pdf/title1_guide.pdf</a>
Title I District Plan Template	<a href="http://www.isbe.net/sos/word/TitleI_template.doc">http://www.isbe.net/sos/word/TitleI_template.doc</a>
Title I District Plan Checklist	<a href="http://www.isbe.net/sos/pdf/title1_checklist.pdf">http://www.isbe.net/sos/pdf/title1_checklist.pdf</a>
NCLB Act: Section 1112	<a href="http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html">http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html</a>
Interactive Illinois Report Card	<a href="http://iirc.niu.edu/">http://iirc.niu.edu/</a>
E-Bulletins: NCLB – Title I Topics	<a href="http://www.isbe.net/e-bulletins/default.htm">http://www.isbe.net/e-bulletins/default.htm</a>
English Language Learners	<a href="http://www.isbe.net/bilingual/htmls/titleIII.htm">http://www.isbe.net/bilingual/htmls/titleIII.htm</a>
Parent Involvement	<a href="http://www.isbe.net/grants/html/parent.htm">http://www.isbe.net/grants/html/parent.htm</a>
Title I–Targeted Assistance and Schoolwide Programs	<a href="http://www.isbe.net/grants/html/title1.htm">http://www.isbe.net/grants/html/title1.htm</a>

The Title I District Plan template includes:

- \* District Information
- Section I: Program Description (16 components)
- Section II: Board Approval and Certification and Assurances

The template, this [guide](#), and the [checklist](#) are to be used together to ensure that users include all the requirements of state and federal law. Plan developers are also encouraged to use the “road map” page after accessing the e-Plan at <http://iirc.niu.edu/> to travel between the sections of the template. The plan is listed under the “district” plans; therefore, be certain to select “district” on the home page of the IIRC.

### Districts Required to Submit Title I Plans via IIRC Submission of e-Plans

All districts requesting Title I federal funding must have an approved Title I District Plan (*Local Educational Agency Plan*) on file in Illinois e-Plans at the Interactive Illinois Report Card (IIRC) website (<http://iirc.niu.edu/>). Title I District Plans submitted via **Illinois e-Plans** shall be deemed to be executed by the superintendent on behalf of the district. ISBE will review the Title I District Plans posted in Illinois e-Plans at IIRC and respond in the State’s monitoring section of the district’s Title I e-Plan.

## Technical Assistance

For assistance in developing and submitting a Title I District Plan, please call the Innovation & Improvement Division, at 217/524-4832.

### Instructions for Completing the Title I District Plan

The descriptions should be specific and written so that the users of the plan (district and school personnel, parents, external service providers, as well as ISBE and federal auditors) are able to understand, implement, and monitor the district's Title I plan.

#### District Information

Information about the district is already listed in this section; district staff may complete any missing information or make corrections as necessary.

RCDT Code Number:

Superintendent:

District Name:

Telephone #:

District Address:

City/State/Zip:

Email:

Is this for a Title III district that did not meet AMAOS?

#### Section I: Program Description

##### Part A – Additional Academic Assessments

**Describe student academic assessments, if any, that are in addition to state academic assessments used:**

1. to determine the success of children in meeting standards and to provide information on the progress towards meeting standards. [See [Section 1111 \(b\)\(1\)\(D\)\(ii\)](#)]
2. to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet standards and do well in the local curriculum.
3. to determine what revisions are needed to projects so that such children meet state standards.
4. to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of instructional reading assessments. ([See Section 1208](#))

Monitoring Prompt:

- If assessments are listed, does the information for each assessment include the name of the assessment, acronym if applicable, purpose(s) of the assessment, grades assessed, time(s) of administration, and describe how the data are used?

## **Part B – Other Indicators**

**Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any. (See [Section 1111](#)).**

Monitoring Prompt:

- If listed, does the description provide detailed information on the identified indicators [i.e., type of indicator (graduation rates, attendance), grades and/or groups included in data collection]?

## **Part C – Educational Assistance to Students**

**Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.**

Monitoring Prompt:

- Are the types of educational assistance provided clearly defined, including academic area, district/school personnel's involvement, location and time of services (i.e., tutoring during the academic day and/or after school/summer school activities, length of service)?
- Does the description clearly define the process used to identify individual students in need of educational assistance?

## **Part D – Professional Development for Teachers and Principals**

**Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. [See Sections [1118](#) & [1119 \(h\)](#)]**

Monitoring Prompt:

- Is the professional development for teachers and principals, and others determined through a coordinated process that aligns with the requirements of Title I and Title II?
- How are teachers involved in the process of determining the professional development opportunities?
- Is the professional development monitored and evaluated to determine if the training improves instructional practices and student learning?

## **Part E – Coordination with Other Education Services**

**Describe how the district will coordinate and integrate services provided with other education services such as:**

1. Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Monitoring Prompt:

- If Item 1 is applicable, how does the district coordinate and integrate its services so that participants in the local preschool programs are transitioned into the local elementary school program?
- Does the description provide a clear explanation as to how the listed educational programs are coordinated and integrated to meet the needs of individual students?
- How does the district ensure that its educational programs are not duplicating services for students and/or fragmenting an individual student's instructional program?

## **Part F – Poverty Criteria**

**Describe the poverty criteria that will be used to select school attendance areas.** ([See Section 1113](#))

Monitoring Prompt:

- Does the plan identify the poverty criteria used by the district [i.e., a) most recent census data, b) the number of children eligible for free and reduced priced lunches, c) the number children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act or d) the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators]?

## **Part G – Children in Need of Services**

**Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services.** ([See Section 1115](#))

Monitoring Prompt:

- Does the plan describe what processes teachers use to identify the eligible children most in need of services (i.e., those who are failing, or most at risk of failing, to meet the State's standards on the basis of multiple, educationally related, objective criteria; economically disadvantaged children, children with disabilities, migrant children or limited English proficient children, homeless children, neglected or delinquent children attending a community day program, and those who attended preschool programs listed in Section E-Part 1)?
- How do teachers consult with parents, administrators, and other school personnel during the identification process?

Note: Children from preschool through grade 2 shall be selected solely on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures [see [Section 1115 \(b\) \(1\) \(B\)](#)]

## **Part H – Programs and Educational Services**

**Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.** (See Sections [1114](#) & [1115](#))



Monitoring Prompt:

- Does the description of the schoolwide and/or targeted assistance programs provide detailed information on the services provided through Title I funding for eligible children (i.e., name of schools providing Title I schoolwide or targeted assistance program(s), type of services and grades served, content (reading and/or mathematics), time and length of services (classroom, pull out, before/after school, summer school, extended year)?
- Does the district provide Title I services to children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs? If yes, does the plan include a detailed description of these services?

**Part I – Services for Migratory Children**

**Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.**

Monitoring Prompt:

- Does the plan include a description of the district's process or policies(s) that ensure migratory children and formerly migratory children who are eligible to receive Title I services are selected to receive the services on the same basis as other children? (Note: A summary of the district policy providing this assurance may be incorporated in the response.)

**Part J – Support for Preschool Programs**

**Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.**

Monitoring Prompt:

- If applicable, does the district clearly describe how Title I funds are used to support its preschool program(s), including a summary of the services and resources provided to the program(s)?

**Part K – District Actions for Schools Not Making AYP**

**Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP).** (See [Section 1116](#))

Monitoring Prompt:

- Does the district clearly describe the actions it will take to implement the improvement planning processes described in [Section 1116](#) should one or more of its schools not make AYP?

Note: Information on developing an improvement plan is available at ISBE's website:  
[http://www.isbe.net/sos/htmls/improvement\\_process.htm](http://www.isbe.net/sos/htmls/improvement_process.htm).

**Part L – School Choice and Supplemental Services**

**Describe how the district plans to implement, if necessary, public school choice and supplemental education services (SES).** (See [Section 1116](#))

Monitoring Prompt:

- Does the district clearly define the actions it would take to implement school choice **and** supplemental education services (SES)?

Note: Information on implementing school choice is available at <http://www.isbe.net/accountability/html/choice.htm> and information on implementing supplemental education services is available at <http://www.isbe.net/ses/default.htm>.

## **Part M – Highly Qualified Teachers**

**Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified.** (See [Section 1119](#))

Monitoring Prompt:

- Does the district provide a description of the steps and/or processes that are used by the district to ensure all teachers and paraprofessionals meet federal highly qualified requirements at the time of hiring **and** during their service with the district?

## **Part N – Services for Homeless Children**

**Describe the services the district provides to homeless children.** [See [Section 1113 \(c\)\(3\)\(A\)](#)]

Monitoring Prompt:

- Does the district describe the services it provides to homeless children (i.e., expedited evaluations, instructional support, counseling, school supplies, referral to other programs and services, etc.)?

Note: Information on providing services to homeless children can be found at <http://www.isbe.net/homeless/>.

## **Part O – Parent Involvement Strategies**

**Describe how the district implements effective parental involvement strategies.** (See [Section 1118 for specifics.](#))

Monitoring Prompt:

**Note:** An ISBE parental involvement e-bulletin was distributed on January 2009 and is posted at <http://www.isbe.net/e-bulletins/pdf/02-08.pdf>. This document provides specifics regarding parent involvement policies and the School-Parent Compact. The Parental Involvement Non-Regulatory Guidance for Title I, Part A is also available at [http://www.isbe.net/grants/pdf/parent\\_involvement\\_guide.pdf](http://www.isbe.net/grants/pdf/parent_involvement_guide.pdf).

- Does the district provide a detailed summary of its **written parental involvement policy** as defined by [Section 1118](#)? The summary should address each of the required components.

This policy must be incorporated into the Title I District Plan and the required components are defined in the NCLB law.

- A. involve parents in the joint development of the Title I District Plan ([Section 1112](#)) and the process of school review and improvement ([Section 1116](#)).

- B. provide coordinated, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and performance.
- C. build the schools' and parents' capacity for strong parental involvement.
- D. coordinate and integrate parental involvement strategies with preschool and parental involvement programs as listed in [Section 1118 \(a\)\(2\)](#).
- E. conduct an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools. (see this section for specifics).
- F. involve parents served under Title 1 in the served schools.

**Note:**

- If the school has a parental involvement policy that applies to all parents, the school may amend that policy, if necessary to meet the requirements of this section [[Section 1118 \(b\)\(2\)](#)].
  - If the district has a district-level parent involvement policy that applies to all parents, the district may amend, if necessary, the policy to meet the requirements of this section [[Section 1118 \(b\)\(3\)](#)].
- Does the district ensure that the schools served under Title I conduct an **annual meeting** for parents of participating children?
  - Do the district schools served under Title I develop with the parents a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will work in partnership [see [Section 1118 \(d\)](#)]?

**Part P – After School, Before School, and Summer School Programs**

**Describe how the district uses funds under Title I to support after school, before school, and summer school programs.**

Monitoring Prompt:

- If applicable, does the district provide the specifics of the program services (i.e., description of the program services, including content, time and length of program, identification of students to be served, instructional staff)?

**Section II. Board Approval and Certification and Assurances**

Include the signature of the district superintendent to certify that the local education agency assures the Illinois State Board of Education that the district will:

1. participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under NCLB Section 411(b)(2) of the National Education Statistics Act of 1994.
2. inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. provide technical assistance and support to schoolwide programs.
4. work in consultation with schools as the schools develop the schools' plans pursuant to NCLB, Section 1114, and assist schools as the schools implement such plans or undertake

- activities pursuant to NCLB, Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5. fulfill such agency's school improvement responsibilities under NCLB, Section 1116, including taking actions under paragraphs (7) and (8) of NCLB, Section 1116(b).
  6. provide services to eligible children attending private elementary schools and secondary schools in accordance with NCLB, Section 1120, and timely and meaningful consultation with private school officials regarding such services.
  7. take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
  8. in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under NCLB, Section 641A(a) of the Head Start Act.
  9. work in consultation with schools as the schools develop and implement their plans or activities under NCLB, Sections 1118 and 1119.
  10. comply with the requirements of NCLB, Section 1119, regarding the qualifications of teachers and paraprofessionals and professional development.
  11. inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
  12. coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under NCLB, Section 1116, if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
  13. ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
  14. use the results of the student academic assessments required under NCLB, Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in NCLB, Section 1111(b)(3) within 12 years from the baseline year described in NCLB, Section 1111(b)(2)(E)(ii).
  15. ensure that the results from the academic assessments required under NCLB, Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
  16. assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with NCLB, Section 1111(b)(8)(D).
  17. the district has a policy and procedure in place for the provision of public school choice; and

18. the principal of each school operating a Targeted Assistance (NCLB, Section 1114) or Schoolwide Program (NCLB, Section 1115) shall annually attest in writing as to whether such school is in compliance with the requirements of NCLB, Section 1119, Qualifications for Teachers and Paraprofessionals. Copies of these attestations shall be maintained at the school and at the main office of the district and shall be available to any member of the general public on request.

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 plan has been duly approved by the local school board.

### **Local Board Action**

The district must enter the date that the Title I plan was approved by the local school board before submitting the plan to ISBE via the IIRC.

### **ISBE Monitoring**

This part of the template will be completed by ISBE staff. The monitoring comments will be posted in the IIRC and the district personnel listed in the "District Information" section will receive an email notification of any monitoring updates.

## **Follow up to ISBE Monitoring or District revisions to the Title I plan**

### **District Responsibilities:**

**The district is responsible for providing any requested information or updates to the Title I plan and then must resubmit the plan for review after receiving the local school board's approval.**

## RESOURCES

**E – Bulletins:** <http://www.isbe.net/e-bulletins/default.htm>

These bulletins contain guidance and technical assistance for districts to meet the requirements of NCLB. They address issues of concern for superintendents, Title I directors and other educators and professionals working with schools in Illinois. The bulletins will be updated as needed and should be referenced when questions of compliance under NCLB are raised.

2009 Bulletins		
Number	Title	Date
<a href="#">05-09</a>	Providing Services to Eligible Private School Children – The Consultation Process	1/27/2009
<a href="#">04-09</a>	Equitable Participation Of Private School Students	1/27/2009
<a href="#">03-09</a>	Set-Aside Amounts Designated for Specific Purposes Under NCLB	1/27/09
<a href="#">02-09</a>	Supplement vs. Supplant Provisions	1/12/09
<a href="#">01-09</a>	Addressing Homeless Students with McKinney-Vento and Title I Funds	1/12/09

2008 Bulletins		
Number	Title	Date
<a href="#">04-08</a>	Schoolwide Programs and Targeted Assistance School Programs	12/8/08
<a href="#">03-08</a>	Title I Parent Involvement Notification Requirements	10/22/08
<a href="#">02-08</a>	District Parent Involvement Policies and School-Parent Compact	10/22/08
<a href="#">01-08</a>	SES & Choice Requirements for Title I schools	10/6/08

## Interactive Illinois Report Card (IIRC)

IIRC - Front Page: <http://iirc.niu.edu/>

### Accessing the Title I District Plan

- ⊙ Click on “District” ⊙ and search by entering the name and/or name and # of the district.
- ⊙ Click on the name of the district when the options are provided.
- ⊙ From Main Report Card page – click on “[Login to e-Plans for this District.](#)”
- ⊙ Enter Username and Password –

If needed for the district, contact Gail Buoy at [gbuoy@isbe.net](mailto:gbuoy@isbe.net). Send her an email with name and title of person, email address, phone number, and name and # of school district to be issued the username and password.

- ⊙ Select from the District e-Plans Dashboard – Title I Plan

The District e-Plans Dashboard provides access to all district and school plan templates and plans that have been entered into the Interactive Illinois Report Card site.

Plan Type					
Title I Plan	View	Edit	Plan Status	Board Approval	ISBE Monitoring
(only one plan available)	PDF	Enter Text	(date)	(date)	Approval/Not Approved (date)

There are two views for reading the plans:



(Envelope) **PDF version** for printing the full plan or individual pages.



(Pencil) **Edit: access to each section of the template and ISBE monitoring**

#### District Information:

The district representatives will enter their information in the following sections of the District Improvement Plan.

- **Preliminary Information: District Information**
- **Section I: Program Description (16 components)**
- **Section II: Board Approval and Certification and Assurances**
  - Local Board Approval Date
  - ISBE Monitoring

“Submit Plan”

