Navigating Rising Star for Title I District & Schoolwide Plans

Dr. Lilibeth Gumia
and
Marie Nolen
What will we learn?

- How to Create and Submit Title I District and Schoolwide plans in Rising Star
- How the District Reviews, Approves, and Submits its Plans in Rising Star
- How to Monitor and Update Plans (as needed)
District Title I Plans in Rising Star

- Submission of a Title I District Plan is required by the No Child Left Behind Act (NCLB), Section 1101 et seq. The specifics of the plan are defined in Section 1112.
- Currently, all districts requesting Title I federal funding must have an approved Title I District Plan (Local Educational Agency Plan) on file in the Interactive Illinois Record Card (e-Plan system) at http://iirc.niu.edu/.
- Many of the current Title I plans are from 2008 and have not been revisited since then.
- Plans created in 2008 may not align with what is articulated in a district’s current Title I application. Therefore, ISBE recommends every district periodically reviews its Plan and update as needed.
- In an ongoing effort to have one continuous improvement plan, ISBE is migrating the Title I District Plan requirement from the e-Plan system to the Rising Star system.
- ISBE and the district’s local board must approve its Title I Plan.
Where do we start?
**Myiirc Log In**

**Step 1**
Start here with the Myiirc access code provided to you to register your personal login.

**Step 2**
After registering log in here.
Landing Page

Welcome to Rising Star Data-Informed continuous improvement planning on the Illinois Interactive Report Card

Returning Users
Access Rising Star now

New Users
Take the required pre-recorded training webinars before accessing Rising Star

Need Help?
Melissa Perez
Rising Star on IIRC Help Desk
melissamperez@niu.edu
815.753.9629

Rising Star Announcements

3/11/2014  Meeting Agenda and Minutes Enhancements
2/11/2014  Title I Submission Enhancement
10/19/2013 2013 Report Card data is available

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Illinois State Board of Education

Title Grants Division

SAMPLE District - Rising Star
District Continuous Improvement Plan

Number of indicators: 11

Filter Indicators by Type:
- DTI - District Title I Plan
- SS - SMARTStart
- SP - SMARTPlan
- SC - SMARTCore
- SD - SMARTData
- SR - SMARTRestructuringPlan
- RTI - Response to Intervention
- ELL - English Language Learners
- CL - Conditions for Learning
- HQT - Highly Qualified Teacher
- RT3 - RaceToTheTop 3
- DTI - District Title I Plan

Filter Indicators by Section:
- --Select--

- IAO9 - The superintendent and each defendant. (1125)
Title I Expectations: Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Evan Start.

- IAO2 - The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119)
RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships. Title I Expectations: Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)

- ID10 - The school leadership team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1115)
District Level Dashboard

[Diagram of the District Level Dashboard interface]

Title Grants Division
### Resources

- **AMAO Resources**
- **Continuous Improvement Plan Resources**
- **Highly Qualified Teachers (HQT) Resources**
- **Performance Evaluation Reform Act (PERA) Implementation Guidance**
- **RTTT3 Resources**
- **Single School Districts**
- **Title I Resources**
  - District Title I Indicators Crosswalk
- **5 Essential Survey**
District Level Dashboard
Step 1 - District Data: Contact Information

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

District Information:
- **District Name:** SAMPLE DISTRICT
- **City/State/Zip:** Dekalb, IL, 60115
- **Superintendent:** Dr. Harvey Smith
- **District Phone:** 8157530000

Please enter your Rising Star leadership team members (Process Manager, Capacity Builder(s), Primary RTTT3 contact, Technology Plan User and Improvement Team Member) contact information.

**Add new Team Member**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rising Star Team Role</th>
<th>Phone</th>
<th>Email</th>
<th>Title/Position</th>
<th>Actions</th>
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<tbody>
<tr>
<td>shrikr kompella</td>
<td>District Superintendent Designee</td>
<td>8158198158</td>
<td><a href="mailto:skompella1@niu.edu">skompella1@niu.edu</a></td>
<td>Paraprofessional</td>
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<td>manasa reddy</td>
<td>District Process Manager</td>
<td>56767777777</td>
<td><a href="mailto:test@niu.edu">test@niu.edu</a></td>
<td>District Staff</td>
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<tr>
<td>naveen kumar</td>
<td>RTTT3 Internal Contact</td>
<td>666666666666</td>
<td><a href="mailto:test1@niu.edu">test1@niu.edu</a></td>
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Please enter School Board member contact information.

**Add new Board Member**

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Step 1- District Data: Report Card Data

District Data — Report Card Data

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

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

% Meets+Exceeds Trends (These are district level results. Subgroups with fewer than 10 students will not be reported.)

ACCESS Results

IAA Results

AYP/AMAO Deficiencies

The following deficiencies have been identified in the most recent AYP Report for your district.

No deficiencies have been identified in your most recent AYP report.

The following deficiencies have been identified in the most recent AMAO Report for your district.

AMAO Report is not yet available for posting.

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 Integrated Plan while the district remains in status. The district should set forth other targets for improvement derived from and supported by data analysis to ensure that the district continues to meet state targets.
Step 1- District Data: Local Assessments

This section prompts a description and analysis of local assessment data that the district considers relevant to building and implementing effective strategies for improved teaching and learning. Data included in this section must be used in the development of tasks and activities in the Create Plan (Step 3). Data that do not link directly to tasks and activities should not be included. Data used to develop the action plan must be available to ISBE and the local community upon request.

What do the Local Assessment data tell you about student performance in your district? If appropriate, the district will consider grade-level and subgroup performance.

What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.
Step 2- Assess Indicators

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

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

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

In Step 2-Assess Indicators, the improvement team will be asked to determine levels of development for indicators of effective practice. To guide and inform their assessment of the indicators, teams are encouraged to consult their Step 1 Data Analysis reporting. The district’s Step 1 - Data Analysis reporting will be especially relevant when assessing indicators IA07, IA09, IA12, and ID10. For that reason, the Step 2 assessment screens for these four indicators will display the Step 1 data analysis link so teams may consult their data analysis reporting easily when assessing indicators IA07, IA09, IA12, and ID10.

Step 2 - Assess Indicators

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

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

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

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

District Continuous Improvement Plan Indicators

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<th>Category</th>
<th>Section</th>
<th>Assessed</th>
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<td>District Vision and Direction</td>
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<td>District and School Improvement Processes</td>
<td>18 of 20</td>
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<td>District Allocation of Resources for School Improvement</td>
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<td>District Support for School Improvement and Student Achievement</td>
<td>11 of 14</td>
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<td>Teacher and Leader Effectiveness and Supports</td>
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<tr>
<td></td>
<td>Total Assessed</td>
<td>45 of 50</td>
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### Step 2- Assess Indicators

#### District and School Improvement Processes

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

#### Filter Indicators by Type:

- **DTI - District Title I Plan**

<table>
<thead>
<tr>
<th>Code</th>
<th>Indicator</th>
<th>Indicator Type</th>
<th>Wise Ways</th>
<th>RTTT3 Expectations</th>
<th>Actions</th>
<th>Status</th>
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<td>IAO2</td>
<td>The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)</td>
<td>SC,RT3,DTI</td>
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<td>IAO3</td>
<td>The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)</td>
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<td>IAO7</td>
<td>The district sets district, school, and student subgroup achievement targets. (7)</td>
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<td>![Icon]</td>
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<tr>
<td>ID10</td>
<td>The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses this data to make decisions about school improvement and professional development needs.</td>
<td>SP,SD,DTI</td>
<td>![Icon]</td>
<td>![Icon]</td>
<td>![Icon]</td>
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</table>
Step 2 - Assess Indicators (Edit screen)

Title Expectations: Describe how the district will use funds under Title 1 to support preschool programs such as Early Reading First, Head Start, and Even Start.

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

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

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

4. Please describe the current level of development or implementation. * required field
### Step 3 - Create a Plan

#### Illinois State Board of Education

**Title Grants Division**

<table>
<thead>
<tr>
<th>Code</th>
<th>Key</th>
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**Notes:**
- **Index Score:** Priority score x opportunity score
- **Tasks:** Number of tasks associated with the indicator
Step 3- Create a Plan (Cont.)

Create Plan - District Support for School Improvement and Student Achievement

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

**D7** The district will monitor to ensure the intended curriculum is implemented with fidelity. (3.326)

RTI expectations: The district will establish (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.

Title 1 expectations: 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).

**Step 2 - Assessment information**

Level of Development/implementation: Partial Development/implementation

Current Level Description: Reading instructional team in all schools have developed draft of grade-level items to be tested across all elem buildings fall 2012.

**Step 3 - Create Plan**

1. Assign a team member to manage and monitor the task work toward this objective. **[Select One]**

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

District will have new local assessment system the focuses on CCSS and growth.

Establish a date by which the description above will be a reality: 01/23/2014

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

**Add New Task**
District Level Dashboard

- District Archive
  - District Continuous Improvement Plan
    - Planning Tools, Resources & Reports
      - Indicators & WiseWays®
      - Meeting Agenda Setup
      - Worksheets
      - Continuous Improvement Forum
      - Resources
      - Reports
      - Print to PDF
    - Step 1 - District Data
      - Contact Information
      - Report Card Data
      - Local Assessments
  - School Continuous Improvement Plans
    - Step 2 - Assess Indicators
      - Overview
      - District Vision and Direction
      - District and School Improvement Processes
      - District Allocation of Resources for School Improvement
      - District Support for School Improvement and Student Achievement
      - Teacher and Leader Effectiveness and Supports
    - Step 3 - Create Plan
      - Overview
      - District Vision and Direction
      - District and School Improvement Processes
      - District Allocation of Resources for School Improvement
      - District Support for School Improvement and Student Achievement
      - Teacher and Leader Effectiveness and Supports
      - Budget Summary
    - Step 4 - Monitor Plan
      - Monitoring Process

- Compliance & Submission
  - Continuous Improvement Plan Submissions

- District Archive (Retired Plans)
### Continuous Improvement Plan Submission Dates

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Part E

Criteria: Coordination with Other Education Services Describe how the district will coordinate and integrate services provided with other education services such as:
1. Early 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.

Guidance: 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?
1. 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?
2. How does the district ensure that its educational programs are not duplicating services for students and/or fragmenting an individual student's instructional program?

District Response:

ISBE Response

Part F

Criteria: Poverty Criteria Describe the poverty criteria that will be used to select school attendance areas. (See Section 1113)

Guidance: 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]?

District Response:

ISBE Response

Part I

Criteria: 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.

Guidance: Does the plan include a description of the district's process or policies(s) that ensure migratory children and formerly migratory children who
## District Level Submissions and Forms screen

### Continuous Improvement Plan Submissions

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Title I Local board action

Title I District Local Board Action

**Directions:** Print and provide to your local board for approval this form AND the below, number 1 and 2;

1. the District Level Comprehensive Plan Report (report found in the Reports link on the Planning Tools and Resources tile)
2. the completed Title I District Wide Plan Indicators form (which allows planners to address those Parts, E, F, I, L, N, O not covered by the existing Rising Star indicators)

Once the local school board reviews to approve the above mentioned District Comprehensive Plan Report and the completed Title I District Wide Plan Indicators form, go to your Rising Star district dashboard, Compliance and Submission tile, and click on the Continuous Improvement Plan Submissions. On the following screen, look at column two under Required Forms, click on the District Title I Plan Local Board Action form. Have both the superintendent and board president agree to the assurances by typing in their full names and choosing a submit date from the pop up calendar next to their name. This will **then be reported to ISBE**. (You may print down the PDF version of the District Title I Plan Local Board Action and then file the signed paper copy of this form with your records. This form version does not need to be sent to ISBE.)

**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:

- A. inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- B. provide technical assistance and support to schoolwide programs.
- C. work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- D. fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116 (h) consistent with section 1111(b)(8)(D).

**B. SUPERINTENDENT'S CERTIFICATION**

By submitting the plan on behalf of the district/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the Title I improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

<table>
<thead>
<tr>
<th>Superintendent Signature*</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board President Signature*</td>
<td>Test</td>
</tr>
</tbody>
</table>

| 6/19/2013 | 6/19/2013 |

Save your work
Dear Dr. Harvey Smith,

Thank you for submitting your Title I District Plan. It will be reviewed shortly by your Principal Consultant who will either return it with feedback or approve it.

Your confirmation number is 888888888800017392. Please print this and keep for your records.

If you have any questions or concerns, please contact your Principal Consultant at 217-524-4832.

Sincerely,

Melina Wright
Division Administrator / Federal Liaison
Title Grants Administration Division
Center for Innovation and Improvement
Illinois State Board of Education

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Date: 4/4/2014 10:06:08 AM

CENTRAL STICKNEY SD 110
5001 S LONG AVE
CHICAGO IL 60638 1733

Re: Title I Plan Approval
Date of Approval: 4/4/2014 10:06:08 AM

Dear Sir/Madam,

Thank you for submitting your Title I District Plan. We are sorry to inform you that your plan is not approved. If you have any questions or concerns, please contact your Principal Consultant at 217-524-4832.

Sincerely,

Melina Wright
Division Administrator / Federal Liaison
Title Grants Administration Division
Center for Innovation and Improvement
Illinois State Board of Education

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Step 4 - Monitor Plan

- Rising Star makes it easy to update the tasks as the school moves toward full implementation.

- On-going Reporting of Progress.

BE VERY DESCRIPTIVE!
### Monitor Plan - Overview

#### Objective D7

- **Description:** The district will monitor to ensure the intended curriculum is implemented with fidelity. RT3 Expectations: The district will establish (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, English, and Science.
- **Key Code:** D7
- **Indicator Type:** DTI - District Title I Plan
- **Assigned to:** srilak kompella
- **Target Date:** 01/23/2014
- **Tasks:** 3
- **% Tasks Completed:** 100%
- **Objective Status:**

#### Objective D9

- **Description:** The district curriculum will encompass a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. RT3 Expectations: For districts serving grades 9-12, the district will establish two or more programs of study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.
- **Key Code:** D9
- **Indicator Type:** SC, RT3, DTI
- **Assigned to:**
- **Target Date:** 03/14/2012
- **Tasks:** 0
- **% Tasks Completed:**
- **Objective Status:**

#### Objective IA02

- **Description:** The district will build partnerships with community organizations in district and school improvement planning and will maintain regular communication with them. RT3 Expectations: The district will use school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations.
- **Key Code:** IA02
- **Indicator Type:** SC, RT3, DTI
- **Assigned to:** Dr. Harvey Smith
- **Target Date:** 07/25/2012
- **Tasks:** 1
- **% Tasks Completed:** 100%
- **Objective Status:**

---

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

Step 4 - Monitor Plan

The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326)

RT3 Expectations: The district will establish (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.

Title I Expectations: 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).

<table>
<thead>
<tr>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC, SP, RT3, DTI</td>
</tr>
</tbody>
</table>

<< Back to all indicators

Step 2 - Assessment Information

<table>
<thead>
<tr>
<th>Level of Development</th>
<th>Partial Development/Implementation</th>
</tr>
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<tbody>
<tr>
<td>Index:</td>
<td>6</td>
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<tr>
<td>Priority Score:</td>
<td>3</td>
</tr>
<tr>
<td>Opportunity Score:</td>
<td>2</td>
</tr>
</tbody>
</table>

Current level of development or implementation: Reading instructional team in elem schools have developed draft of grade-level items to be tested across all elem buildings fall 2012.

Step 3 - Plan Information

Assigned To: srikar kompella

How it will look when fully met:
District will have new local assessment system the focuses on CCSS and growth.

Step 4 - Monitor Plan

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Assigned To</th>
<th>Target Date</th>
<th>Completed Date</th>
<th>Actions</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>06/29/2012</td>
<td>07/15/2013</td>
<td>Edit</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>09/17/2013</td>
<td>08/12/2013</td>
<td>Edit</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>06/03/2014</td>
<td>08/19/2013</td>
<td>Edit</td>
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</tbody>
</table>
Questions and/or Comments
The purpose of a schoolwide program is to improve the academic achievement of all students in the school particularly the lowest achieving students.

Schoolwide programs are optional and are intended to provide flexibility for serving students in eligible school buildings by combining certain federal, state, and local revenues.

School districts may only operate schoolwide programs in Title I, Part A buildings that have been identified in the district NCLB Consolidated application and have a local school board-approved schoolwide plan.

Schools with at least 40% poverty are eligible to operate a schoolwide program.

A school identified as priority or focus school may operate a schoolwide program regardless of the school’s poverty level.
BECOMING SCHOOLWIDE

• As of July 1, 2013, schools planning to implement a Schoolwide program are required to submit their plan in Rising Star.
• Schools that have an existing schoolwide plan are strongly encouraged to transition their plan to the Rising Star platform.
• Prior to implementing a schoolwide program, buildings must have:
  o engaged in a thorough planning process,
  o conducted a comprehensive needs assessment of the entire school and,
  o used data from the needs assessment to develop a comprehensive plan containing the required ten components [ESEA 1114(b); 34 CFR 200.27]. These three steps generally take at least one year.
• After being approved, the school must then conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.
The 10 Components of a Schoolwide Program

- Comprehensive Needs Assessment – ID01, ID02, ID010
- Schoolwide Reform Strategies – CL9
- Instruction by Highly Qualified Teachers – IA14
- High Quality and On-Going Professional Development – IF08
- Strategies to Attract High-quality Highly Qualified Teachers to High-need Schools – IA14
- Strategies to Increase Parental Involvement – IIIB06
- Measures to Include Teachers in Decision-Making – ID07
- Effective, Timely Additional Assistance Provided to Students Experiencing Difficulty – IIIA07, IID11
- Assisting Pre-School Children in the Transition to Elementary School – TL2
- Coordination and Integration of Federal, State, and Local Services and Programs – CL1, CL2
School Level Dashboard
<table>
<thead>
<tr>
<th>Key Code</th>
<th>Indicator</th>
<th>Indicator Type</th>
<th>Wise Ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID01</td>
<td>A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) <strong>Title I Expectations: Conduct a comprehensive needs assessment.</strong></td>
<td>SS,SD,SW</td>
<td></td>
</tr>
<tr>
<td>ID02</td>
<td>All teams have written statements of purpose and guidelines for their operation. (1013) <strong>Title I Expectations: Conduct a comprehensive needs assessment - Clarify the Vision for Reform.</strong></td>
<td>SW</td>
<td></td>
</tr>
<tr>
<td>ID07</td>
<td>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) <strong>Title I Expectations: Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</strong></td>
<td>SS,SW</td>
<td></td>
</tr>
<tr>
<td>ID10</td>
<td>The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) <strong>Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.</strong></td>
<td>SS,SW</td>
<td></td>
</tr>
<tr>
<td>IA14</td>
<td>The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) <strong>Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.</strong></td>
<td>ELL,SP,HQT,SW</td>
<td></td>
</tr>
<tr>
<td>IF08</td>
<td>Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) <strong>Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.</strong></td>
<td>SP,SW</td>
<td></td>
</tr>
</tbody>
</table>
School Level Dashboard

Planning Tools, Resources & Reports
- Indicators & WiseWays
- Meeting Agenda Setting
- Worksheets
- Continuous Improvement Forum
- Resources
- Indicators in Action
- Reports
- Print to PDF

District Archive

Step 1 - School Data
- Contact Information
- Report Card Data
- Local Assessments

Step 2 - Assess Indicators
- Overview
- Leadership
- Professional Development
- Aligned Instruction-Curriculum
- Instruction
- Assessments
- Conditions for Learning
- Community and Family Engagement

Step 3 - Create Plan
- Overview
- Leadership
- Professional Development
- Aligned Instruction-Curriculum
- Instruction
- Assessments
- Conditions for Learning
- Community and Family Engagement
- Budget Summary

Step 4 - Monitor Plan
- Monitoring Process
Schoolwide Title I Resources

- SchoolWide Expectations & Explanations
- SchoolWide Guidance
- SchoolWide Indicators
School Level Dashboard

District Archive

Rising Star District Dashboard
SAMPLE DISTRICT

Select a school: SAMPLE ELEMENTARY SCHOOL

SAMPLE ELEMENTARY SCHOOL: School Continuous Improvement Plan

Planning Tools, Resources & Reports
- Indicators & WiseWays
- Meeting Agenda Setup
- Worksheets
- Continuous Improvement Forum
- Resources
- Indicators in Action
- Reports
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- Budget Summary

Step 4 - Monitor Plan
- Monitoring Process

Continuous Improvement Plan Submissions
Schoolwide Plan Submission

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<th>Report Title</th>
<th>Electronic Report Form</th>
<th>Current View</th>
<th>Submit Due Date</th>
<th>Submit Action</th>
<th>Submissions Archive</th>
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<td>School Title I Plan Local Board Action Form</td>
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<td></td>
<td>View Submissions</td>
</tr>
</tbody>
</table>
Local Board Approval/Assurance Form

Schoolwide Plans - Local Board Approval Required

**Directions:** Print and provide to your local board for approval this form AND the below;

1. the *School Level Comprehensive Plan Report* (report found in the Reports link on the Planning Tools and Resources tile)

Once the local school board reviews to approve the above mentioned *School Level Comprehensive Plan Report*, go to your Rising Star school dashboard, Compliance and Submission tile, and click on the Continuous Improvement Plan Submissions. On the following screen, look at column two under Required Forms, click on the *Schoolwide Plans Title I Plan Local Board Action* form. Have the superintendent, the principal, and board president agree to the assurances by typing in their full names and choosing a submit date from the pop up calendar next to their name. (You may print down the PDF version of the *Schoolwide Plans Title I Plan Local Board Action* form and then file the signed paper copy of this form with your records. This form version *does not need to be sent to ISBE.*)

**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:

- Has determined that the school serves an eligible attendance area or is a participating school under section 1113 of the ESEA and
- That for the initial year of the schoolwide program—
  - The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or
  - Not less than 40 percent of the children enrolled in the school are from low-income families.
- Has developed a comprehensive plan for reforming the total instructional program in the school that—
  - describes how the school will implement the components described in paragraph (1) - the components of the schoolwide program;
  - describes how the school will use resources under this part and from other sources to implement those components;
  - keep on file a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program; and
  - describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).
- Developed a comprehensive plan shall be
  - (i) developed during a one-year period, unless —
    - the local educational agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or
    - the school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
  - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such
Questions and/or Comments
Thank you!

Questions/concerns, please contact:

Marie Nolen – ISBE Chicago office
mnolen@isbe.net

or

Lilibeth Gumia – ISBE Springfield office
lgumia@isbe.net