

# Progress Report

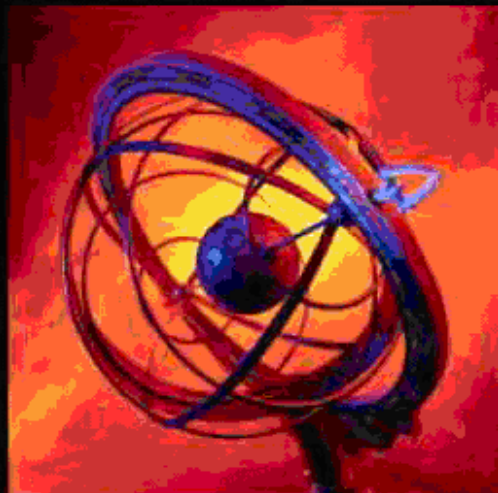
June 2007

*2005*

Illinois State Board of Education

## **Comprehensive Strategic Plan for Elementary and Secondary Education**

**as required by  
PA 93-1036  
(SB 3000)**



Rod R. Blagojevich, Governor  
Jesse H. Ruiz, Chairman  
Christopher Koch, State Superintendent



# Illinois State Board of Education

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www.isbe.net

Jesse H. Ruiz  
Chairman

Rod Blagojevich  
Governor

Christopher A. Koch, Ed.D.  
State Superintendent of Education

June 29, 2007

The Honorable Governor Rod R. Blagojevich  
The Honorable Members of the Illinois General Assembly  
State House  
Springfield, Illinois

Re: Illinois State Board of Education Comprehensive Strategic Plan – **June 2007 Report**

Dear Governor Blagojevich and Members of the General Assembly:

In 2005, pursuant to Public Act 93-1036, the Illinois State Board of Education developed and submitted a five-year Comprehensive Strategic Plan for Elementary and Secondary Education in Illinois. The Plan focuses on three primary goal areas: enhancing literacy; improving educator quality for all children; and expanding data-driven management and school support practices.

The Illinois State Board of Education monitors progress on the initiatives and evaluates the Plan on an annual basis, making needed changes and additions to ensure that it remains a meaningful plan to lead the education initiatives in Illinois. The enclosed report details progress on the initiatives in Phase I, II and III of the Plan.

As you know, there were no funds appropriated for implementation of the Strategic Plan in Fiscal Year (FY) 2006. In addition, for FY 2007 the State Board requested funding of \$4.4 million to implement the Plan. However, as the final FY 2007 appropriation in support of the Plan was \$500,000, many of the Phase III initiatives have been or will be delayed, eliminated or altered.

One measure not reflected within this report is the attitudinal shift among agency staff to better align everyday duties to the strategic plan. For example, this year, ISBE entered into a Memorandum of Understanding with the Office of the Governor and the Bill and Melinda Gates Foundation, the Illinois College and Work Readiness Project. This collaboration to develop and support State policies and programs that ensure Illinois students are prepared for college and work touches on all three of the Strategic Plan's primary goals.

The Board thanks you for your dedication to public education in Illinois. We look forward to working with you to as we implement our plan and its goals, each of which are focused on educational success for all students in Illinois.

Sincerely,

Handwritten signature of Jesse H. Ruiz in black ink.

Jesse H. Ruiz, Chairperson  
State Board of Education

Handwritten signature of Christopher A. Koch in black ink.

Christopher A. Koch, Ed.D.  
State Superintendent of Education

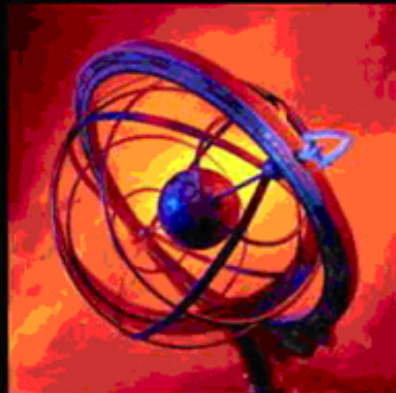
# Phase I Initiatives

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**as required by  
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# **Illinois State Board of Education Comprehensive Strategic Plan—Phase I Initiatives**

## **Goal One- Enhancing Literacy**

### **Review Statutory Provisions**

The Illinois State Board of Education (ISBE) is reviewing current statutory provisions with the purpose of revising current statewide professional development programs for teachers, paraprofessionals and administrators to ensure focus on 21<sup>st</sup> century literacy skills. This initiative is being conducted by the division of Teacher Certification.

In August of 2005, the Superintendent convened a work group to draft proposed applicable Illinois Administrative Rules. In September of the same year, an oral presentation was given to the State Teacher Certification Board. The following month, the work group reported to the IACTE, reviewed the draft Illinois Administrative Rules, and requested feed-back. Also in September and October of 2005, ISBE's Legal staff completed a review and comparison of statutory requirements for teacher professional development for Initial and Standard Certificate holders. In March 2006, ISBE's Legal staff provided the Teacher certification Streamlining Work Group (TCSWG) with an overview of the progress of the initiative and in May of 2006 the TCSWG held a meeting to discuss the overview and recommend potential changes.

### **Best Practices**

ISBE seeks to collect best practices targeting 21<sup>st</sup> century literacy skills acquisition at key transition points and have these best practices reviewed by the appropriate professional educators and disseminate those most recommended best practices. This initiative is being conducted by the division of Career and Technical Education.

In June of 2005, the rule-making process was completed. ISBE representatives joined the Successful Practices Network and regularly receive network information and updates. In November of 2005, a meeting with Curriculum and Instruction and Career Development Division Administrators led to the identification of key transition points and resources that focus on best practices of transition through professional organizations.

### **Spanish Language Arts Standards**

To complete and disseminate Spanish language arts standards to support Spanish-language students in accessing content knowledge and obtaining skills necessary for literacy is another initiative set forth by ISBE. The Division of English Language Learning is leading this initiative.

On September 30, 2005, ISBE started reviewing draft standards and developed final Spanish language arts standards through a consortium of states (WIDA). By October 31, 2005, the standards were translated into Spanish. On December 14, 2005, The Spanish Language Arts Standards were presented to the Board of Education for approval and adoption. These standards were posted on the ISBE website by December 31, 2005. The reproduction and dissemination of standards to all districts and Regional Offices of Education (ROEs) in Illinois occurred by January 31, 2006, as well as the introduction of the standards to the bilingual education community at the Bilingual State Conference. In early 2006 regional workshops on the standards for bilingual teachers and administrators were conducted.

### **Expand Parent Roles as Teachers**

ISBE supports ongoing efforts with local, regional, and statewide parent-teacher groups to expand the role of parents as their children's "first teachers". The division of Early Childhood is leading this initiative. Committees of the Illinois Early Learning Council in conjunction with ISBE identified effective models of parent involvement and education in early childhood programs from the fall of 2005 through the summer of 2006.

Through this initiative, ISBE offers workshops through Early Childhood professional development projects on topics in parent education to Early Childhood Block Grant, Even Start, Early Childhood Special Education, Head Start, and Child Care parent education for staff and parents of young children. Workshops have been offered on an on-going basis through the Early Childhood professional development projects, as well as through the Birth to Three Training and Technical Assistance Network that was funded in FY06.

On-line resources for parents and professionals working with young children through the Illinois Early Learning Project have also been offered. This project offers a wide array of resources to parents, including materials that are available in Spanish. In an effort to help disseminate information about the Illinois Early Learning Project to parent-teacher groups, libraries, Head Start, child care, school districts, faith-based groups, and parent education and ECBG programs, the University of Illinois staff of the Illinois Early Learning Project conducts awareness activities associated with IELP.

Part of this initiative includes presenting information on parents as teachers at state and regional early childhood conferences and administrator meetings. The Early Childhood staff has presented information about parent involvement in Early Childhood Block Grant programs at regional conferences and ECBG administrators' meeting, in conjunction with other ECBG information.

ISBE hoped to coordinate regional Parental Training forums across the state, but due to the Parental Training program being limited to level funding starting in FY06, training focus has shifted to the prevention initiative. ISBE also expected to disseminate information about the CPS Virtual Pre-Kindergarten, including information on how other

school districts and entities can access the program, but due to the status of the program changing, this activity was no longer appropriate.

ISBE funds Early Childhood Block Grant programs that include parent education on the role of parents and caregivers as their children's first teachers. Parent education and involvement is a required component of the Pre-Kindergarten and Preschool for All programs. Funding is provided in program budgets for parental involvement activities.

ISBE has provided technical assistance through the Early Childhood Mentor Network to newly-funded ECBG Pre-Kindergarten and Preschool for All programs on all required components, including parent education and involvement.

In conjunction with the Illinois Association of Early Childhood Teacher Educators, ISBE sought to explore possibilities for strengthening the parent education coursework component for Early Childhood Education degree candidates. However, this activity has not been accomplished because IAECTE is no longer an active group.

ISBE developed an Implementation Manual for all Early Childhood Block Grant programs from January through August of 2006. This manual contains all requirements and best-practice recommendations. The manual will be ready for distribution in the fall of 2007. This project was accomplished with existing staff, but took longer than anticipated because of the simultaneous implementation of Preschool for All.

By September of 2006, ISBE hoped to convene a Birth to Eight (years) ad hoc advisory committee of ISBE cross-agency division staff with parent programs, teachers, parent educators, parent-teacher group representatives, caregivers, parents of young children, and program and district administrators to provide input on two initiatives. The first was a "Spotlight on Parents" state-wide conference for teachers, parent educators, parents, and interested organizations featuring a variety of models for working with parents and special sessions for parents on their role as their children's first teachers. The second initiative was an Administrators' Academy on Parent Involvement/ Parents as Teachers, in conjunction with the ROEs. This advisory committee was unable to be accomplished due to limitations of staff and other pressing responsibilities.

In September of 2006, ISBE, in conjunction with the DCFS Strengthening Families Initiative, was to provide training on Illinois Early learning Standards to DCFS licensing representatives and foster care case workers. This was not accomplished due to staff limitations and other organizational issues. In addition to this initiative, ISBE and DCFS were also planning on providing training on how to work with children with disabilities and their families/ caregivers to SFI pilot sites. Because this would require additional professional and support staff and resources, it was unable to be accomplished. However, STARnet provides training on including children with disabilities in non-school based settings to child care center staff, including SFI sites. Training on the SFI model was also to be provided to Early Childhood Block Grant staff. This, too, was not accomplished because of staff limitations and other pressing responsibilities.

## **Birth to 8 Services**

ISBE, on an on-going basis, reviews recommendations of and works with the Illinois Early Learning Council to coordinate and integrate the continuum of birth to eight services, focusing on 21<sup>st</sup> century literacy skills. This initiative is carried out by the division of Early Childhood.

From October 2005 through June 2006, ISBE cross-agency division staff, Head Start, and DHS Child Care staff compared IELC recommendations with current ISBE, Head Start, and DHS practice in service delivery for children ages birth to five. This was accomplished through on-going meetings between the state administrators of the involved parties. During this time, ISBE had planned on surveying internal divisions to identify programs and services targeting children Pre-Kindergarten through grade 3. This, however, was not accomplished due to other pressing responsibilities for ISBE staff.

Due to a lack of staff and resources, ISBE was also not able to convene an internal cross-agency birth to eight team of representatives from programs providing funds for services to children age birth to eight years or to develop and complete a survey of ISBE-funded services available for children ages birth to eight years. ISBE also had planned on developing a resource document with information about a birth to eight continuum of services based on IELC recommendations and ISBE programs, services and funds. This would have been posted on ISBE's website and used as a resource in a variety of trainings offered by programs throughout the agency. This, along with the development and sponsorship of an Administrators Academy on the birth to eight continuum, was not accomplished due to lack of staff.

## **CTE Curriculum Revitalization**

ISBE is working with CTE groups to undertake CTE curriculum revitalization efforts to infuse courses with 21<sup>st</sup> century literacy skills for meeting core academic requirements. This initiative is being carried out by the division of Career and Technical Education. The agency established goals, standards, objectives and performance indicators for the initiative during the fall of 2005. A proposal was submitted by the project coordinator with approval by the CTE Division. Monthly project coordination with ISBE content specialists will be established and progress updated. This initiative will require \$605,000.

## **Goal Two- Improving Educator Quality for All Children**

### **Review Higher Education Prep Programs**

ISBE reviewed the existing approval and accreditation model for higher education preparation programs to ensure the ability of pre-service educators to work successfully with all students and collaborate with all partners to develop a new process. This initiative is being led by the division of Teacher Certification.

The Superintendent convened a work group in August of 2005 to draft proposed applicable Illinois administrative rules. In September of 2005, an oral presentation was made to the State Teacher Certification Board. On October 14, 2005, the work group reported to IACTE, reviewed draft Illinois administrative rules and requested feed-back. In December of 2005, the revised administrative rules were presented to the State Teacher Certification Board and the proposed rules were presented to the Board of Education for review. On April 11, 2006, the rulemaking process was finished with completion of JCAR review. The public comment period ended February 20, 2006; ISBE adopted the amendments March 16, 2006.

### **Advanced Placement**

ISBE seeks to expand advanced placement opportunities in Illinois high schools through professional development activities and expanded course offerings. This initiative is being led by the division of Curriculum and Instruction.

The agency is utilizing the results of the external evaluation report for the federal Advanced Placement Incentive Program to establish a baseline of Advanced Placement usage in high school and middle school. A public information campaign will be developed to increase awareness of Advanced Placement opportunities in the state as well as funding opportunities. This would require funding for printing and distribution of the informational documents, website development and public information meetings.

ISBE will work with the Illinois Virtual High School to expand AP courses into more curricular areas for distance learning opportunities and to provide alternatives to LEAs for meeting increased graduation requirements. Financial support for IVHS for curriculum expansion will be needed.

The agency will also develop a state funded AP program to expand opportunities and work with the College Board to provide accessible professional development opportunities to teachers and administrators throughout the state. This will require the continuation of an annual appropriation and federal APIP funding.

### **First-Year Teacher Support**

ISBE collaborated with public and private colleges of education to research first-year teacher education graduates in Illinois to determine needs for support, induction, and



mentoring and then work with higher education institutions in responding to those needs. The Teacher Certification division led this initiative, which is grant funded.

In July of 2005, ISBE collaborated with Vicki Hensley and Nicki Rosenbaum regarding the evaluation of the state Induction and Mentoring Program. In January 2006, ISBE facilitated a meeting to determine the extent of research on first-year teacher education graduates and identify resources. In March, the agency worked with institutions to support current research and provide data analysis to ISBE. A summary paper of current research efforts was compiled. Hensley and Rosenbaum presented this information to the State Board in April 2006.

ISBE continues to provide support in this arena through the Beginning Teacher Induction Pilot Programs. In FY 07, \$2 million dollars was appropriated to establish pilot programs throughout the state in order to ascertain best practices for induction and mentoring of first and second year teachers. To that end, ten (10) pilots were funded at varying amounts ranging from approximately \$50,000 to \$375,000. Through an Intergovernmental Agreement, the Illinois New Teacher Collaborative (INTC) was charged with oversight of the pilots. In addition, INTC will produce a year-end report that summarizes the work of the pilots and denotes strengths and weaknesses of the various models in order to determine best practices. ISBE staff continues to recognize that programs must be tailored to the needs of individual districts and does not support a “one size fits all” approach to induction and mentoring.

### **Successful Practices Network**

ISBE established a Successful Practices Network by collaborating with professional organizations for promising high schools to provide leadership in bringing effective secondary practices to scale. This initiative was conducted by the division of Career and Technical Education.

On September 14, 2005, five promising high schools were selected to participate in Successful Practices Network. In October of 2005, ISBE representatives and high school representatives attended the High School Reinvention Symposium of the International Center for Leadership in Education. In November, ISBE leadership met with participating schools and the International Center for Leadership in Education representatives to clarify the scope of work. That same month, ISBE solicited guidance from HSTW and the International Center for Leadership in Education for state leadership in high school reform.

### **Streamline Certification**

The Illinois State Board of Education is working with public and private colleges of education and professional educator groups to revise and streamline the system of Illinois certification to support the efforts of all Illinois educators to be highly qualified. The State Superintendent’s office along with the Teacher Certification division is leading this initiative.

In July 2005, suggestions regarding this initiative were collected using the *Less Red Tape* process. A focus group was convened in August 2005 as a means to share concerns about the initiative with ISBE. In September, ISBE compiled a list of proposed changes to streamline certification, and in October, this list was examined by ISBE's legal staff and others internally. In December of 2005, a draft of proposed administrative rules changes was assembled, and in March of 2006, a meeting was held with members of the STCB to discuss a draft of streamlining proposals.

## **Goal Three- Expanding Data-Informed School Management and Support Practices**

### **School District Reorganization**

ISBE has convened a reorganization workgroup to explore additional options and incentives for legislative proposals to increase the number of school district reorganizations. This initiative is being conducted by School Business and Support Services Division. On October 6, 2005, ISBE formed an internal workgroup to review current statute and proposed legislation for current reorganizations and incentives and to discuss possible legislative revisions. The ISBE School Consolidation Bill was passed by the 94<sup>th</sup> General Assembly.

### **Second-Generation Technology Needs**

ISBE assessed second-generation technology needs in school districts and advocated for funding proposals to meet those needs. Curriculum and Instruction headed this initiative.

In January of 2006, an educational technology advisory group representing all stakeholders was convened to update the state technology plan. A subgroup of the educational technology advisory group including statewide Learning Technology Center directors was convened to develop a standardized assessment instrument that will be administered annually by the Learning Technology Centers. The subgroup was reconvened in April 2006 to analyze data results from needs assessment recommendations. In June 2006, a report of the needs assessment data including informed recommendations for advancing the integration of technology into the curriculum and improving student achievement was compiled. This report was presented to ISBE senior management in June 2006. This same month, the group met with Governmental Relations staff to develop a plan to advocate for funding proposals to support those areas identified in the Statewide Needs Assessment.

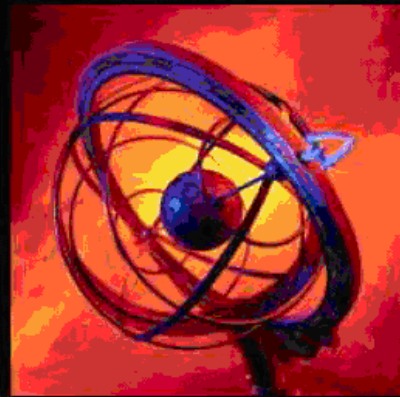
# Phase II Initiatives

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# **Illinois State Board of Education**

## **Comprehensive Strategic Plan- Phase II Initiatives**

### **Goal One- Enhancing Literacy**

#### **CTE Literacy Skills for the 21<sup>st</sup> Century**

ISBE reviewed existing partnerships and created new partnerships as appropriate with workforce preparation programs to foster 21<sup>st</sup> century literacy skills outcomes in career and technical education. This initiative was conducted by the Career and Technical Education division and required no additional resources because the Perkins State Leadership funds covered the cost of the consortium membership.

In March of 2006, staff was trained on the CATTs curriculum and developing a professional development plan to train teachers. Between February and April 2006, ISBE partnered with the Department of Commerce and Economic Opportunity (DCEO) on the Manufacturing and Transportation Distribution and Logistics Task Forces to investigate links between Workforce Development and Secondary Education. A report was assembled. From September 2005 through April 2006, a partnership was formed with Curriculum and Instruction in a Science, Technology, Engineering, and Math Coalition Initiative with representatives from the Board of Higher Education, DCEO, and private industry.

#### **Pre-K to Kindergarten Transition**

The agency collaborated with the Regional Offices of Education/ Intermediate Service Centers to provide professional development to teachers, paraprofessionals, and administrators on the alignment and transition of pre-kindergarten to kindergarten programs using the Early Learning Standards as the basis. Early Childhood led this initiative and no additional resources were necessary.

From March through August of 2006, a training model and a training calendar for FY07 were developed with ROEs. Trainers were identified, training was provided and future collaborative training plans were identified.

The Regional Superintendents' group formed an Early Childhood committee of which many Regional and Assistant Superintendents are members. While working with this group, ISBE Early Childhood staff developed an Administrators Academy for administrators of early childhood programs that include the transition from preschool to kindergarten. The training is offered in collaboration with the IPA, and has been very successful. In addition, but not included in this plan, the Early Childhood division developed Early Learning Standards for kindergarten and conducted focus groups and training for kindergarten teachers and administrators. ISBE did this in conjunction with the ROE group, and they provided the training.

### **Expand Access and Quality to Preschool and Expanded Kindergarten**

ISBE worked with Regional Offices of Education and Intermediate Service Centers to facilitate dialogue at the regional level among all providers to expand access and quality in support of universal preschool and expanded kindergarten. The divisions of Early Childhood and Data Analysis led this initiative for which no additional resources were needed.

Between March and July of 2006, ISBE identified the ROE liaison, researched best practices and recommendations on universal preschool and kindergarten, worked with ROEs to develop presentations and support materials, scheduled and delivered presentations, and evaluated the presentations and determined need for future activities.

The ROE Early Childhood group, mentioned in the previous initiative, was very active in distributing information about Preschool for All. In the spring of 2006, ISBE conducted focus groups in several under-served communities across the state. The ROEs got the word out to school districts, and the Illinois Network of Child Care Resource and Referral Agencies notified the child care providers. This was a very successful collaboration.

ISBE also worked with sixteen ROEs to establish an accountability network for the Pre-kindergarten and Preschool for All programs. Contractual employees housed regionally conducted site visits to new and continuing programs and provided valuable feedback to ISBE. ROE 27 was the administrative agent for this project and worked with ISBE to develop materials and train accountability liaisons.

### **Expand 21<sup>st</sup> Literacy Skills Across the Curriculum**

ISBE expanded the focus of the Annual Connections Conference and other professional organizational conferences, bringing together pre-service teachers and teacher educators, to include the integration of 21<sup>st</sup> century literacy skills across the curriculum. This initiative was led by the Career and Technical Education division and required no additional resources because CTE funds are used to support the Connections Conference.

In April of 2006, sessions dealing with 21<sup>st</sup> century literacy skills across the curriculum were included in every time slot at the Connections Conference. CPDUs were made available to all attendees.

## **Goal Two- Improving Educator Quality for All Children**

### **Develop Framework for Induction and Mentoring**

The agency reviewed established and existing induction models in order to develop a framework to provide high quality induction and mentoring programs for access by all new teachers in the state. Teacher Certification led this initiative which required no additional resources. On April 19, 2006, information was presented to the EPPC regarding current statute and rules on this topic.

### **Bi-lingual Teacher Recruitment**

ISBE researched the potential of utilizing the Visiting Teacher Exchange Program with the Spanish Ministry of Education for Teacher Recruitment. ISBE will utilize the Spain Visiting Teacher Exchange Program model to develop a similar statewide bilingual teacher recruitment initiative between the state of Illinois and the commonwealth of Puerto Rico. The division of English Language Learning will lead this initiative and this initiative requires no additional resources.

From May through August 2006, ISBE researched and analyzed the scope of activities needed to recruit in Puerto Rico. Resource needs such as travel, personnel, and advertising were determined, as were funding needs and the minimum number of teachers that a district must recruit to participate. ISBE networked with local agencies and individuals to help establish statewide bilingual recruitment in Puerto Rico.

Unlike the Spain Visiting Teacher Exchange Program where teachers must obtain a J-1 visa that allows them to work only three years, teachers from Puerto Rico are U.S. citizens and can work beyond three years. A long-term system of recruitment to fill the Spanish bilingual shortage will provide a critical system of support for districts so that they can meet the instructional needs of EELs.

### **Improve Certification Reciprocity**

ISBE worked with other states to increase avenues to certification reciprocity. Teacher Certification led this initiative which required no additional resources.

In the spring of 2006 ISBE worked with the National Association of State Directors of Teacher Education and Certification to develop an exchange agreement. A signed amendment to the exchange agreement was received from NASDETC in June, 2007.

## **Goal Three- Expanding Data-Informed School Management and Support Practices**

### **Illinois School Purchasing Network**

ISBE expanded the Illinois School Purchasing Network to include a variety of shared services, including cooperative purchasing contracts from Regional Offices of Education/ Intermediate Service Centers. This initiative was led by Financial Services and the Illinois School Purchasing Network and required no additional resources.

In February of 2006, the Education Purchasing Program Rules, Part 1110 amendment was adopted by the State Board. In April 2006, the Education Purchasing Program Rules, Part 1110 JCAR review was completed.

### **Technical and Fiscal Support to Districts**

ISBE created and implemented a series of functional service frameworks with Regional Offices of Education/ Intermediate Service Centers to outline state and regional roles and responsibilities, and to standardize the nature of technical and fiscal support to school districts in the same manner of the mentoring/ induction and professional development frameworks (e.g., Certification; Accountability; Business Services). This initiative was led by the Superintendent and ROE Services and required no additional resources.

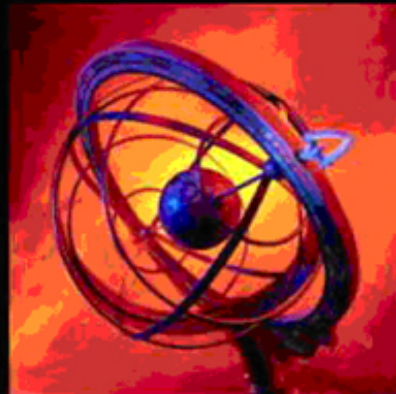
In March 2006, a document was drafted specifying the responsibilities of the ROEs and ISBE with input from Regional Superintendents and ISCs. The main objective was to create a better understanding between ISBE and the ROEs concerning duties, responsibilities, and authority. This may also allow for the ROEs to develop a “franchise model” of operations leading to service consistency throughout all ROEs.

# Phase III Initiatives

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# **Illinois State Board of Education Comprehensive Strategic Plan- Phase III Initiatives**

## **Goal One- Enhancing Literacy**

### **Train the Trainer Model for Reading Instruction**

ISBE reviewed existing research and sought recommendations from professional educator groups to determine if a statewide initiative utilizing a train-the-trainer model for the teaching of reading in the content areas at the middle and high school grades should be conducted. This initiative was led by the Early Childhood Division.

In September and October of 2006, ISBE collected and analyzed data from Kindergarten Focus Groups and prioritized issues identified by participants. Information and resources that address these issues were identified in collaboration with staff throughout the agency. A report on the Kindergarten Focus Group, including a compendium of resources was compiled. A Kindergarten Corner with resources was added to the ISBE Early Childhood website, KDG Standards training is offered on an on-going basis and presentations to standing-room-only crowds at state kindergarten conferences have been given.

### **21<sup>st</sup> Century Literacy**

Had resources been available, ISBE would have pursued emphasizing the importance of 21<sup>st</sup> century literacy skills through a public relations campaign patterned after successful approaches in other states. Curriculum and Instruction would have carried out this initiative.

### **Add Writing to High School Standards Testing**

ISBE will research the option of adding a writing portion to the PSAE.

### **Continue to Identify Issues Specific to Kindergarten**

ISBE will build upon existing kindergarten focus groups to identify issues specific to kindergarten teachers, paraprofessionals, and administrators such as early language and literacy. Early Childhood will lead this initiative.

### **New Principal Mentoring—Early Childhood**

ISBE has targeted principals for professional development in Early Childhood Education. The division of Early Childhood is leading this initiative that began in October of 2006. From then until March of 2007, ISBE, building on the information from the Kindergarten

Focus Groups and in collaboration with the Illinois Principals Association, conducted two trainings for elementary school principals.

### **Expand 21<sup>st</sup> Century Literacy Skills Instruction**

Had resources been available, ISBE would have worked with professional teacher organizations and curriculum groups to sponsor roundtables for teacher educators across common areas or disciplines to explore avenues for integrating 21<sup>st</sup> century literacy skills instruction within the disciplines.

## **Goal Two- Improving Educator Quality for All Children**

### **High Need Areas/Hard to Staff Schools**

ISBE hoped to review existing teacher education scholarships with Illinois Student Assistance Commission (ISAC), Illinois Board of Higher Education (IBHE), and professional teacher organizations for the purpose of determining what incentive policies and legislative proposals are needed to attract teachers to high-need areas and hard-to-staff schools. This initiative, which would have been led by Teacher Certification, was not able to be completed due to a lack of resources.

### **Principal Mentoring**

ISBE sought to review the recommendations of studies completed on induction and mentoring programs for Illinois principals to determine what immediate action needs to be taken. ISBE has been overseeing implementation of the Principal Mentoring initiative. The current contract which expires June, 2007, is with a consortium (contractor) made up of the Illinois Principals Association (IPA), DuPage Regional Office of Education, the Consortium for Educational Change (CEC Chicago), and Eastern Illinois University which calls itself the Partnership for Illinois New Principal Mentoring (PINPM). The IPA is the fiscal agent.

The contractor has completed all but one of its deliverables. The contractor has, as of this time:

- established a high-quality mentoring program that is flexible enough to meet the needs of all districts within the state. This means that a variety of “models” were identified which met the standards for Illinois mentoring, including C.L.A.S., the Illinois Program (developed specifically by the contractor), and various local school district programs.
- created a fair process with objective criteria for choosing the mentoring entities (also known as the providers);
- reviewed applications and made recommendations to ISBE for approval of providers;
- determined the criteria for experienced principals who wish to serve as mentors;

- created and delivered a Foundations Training for all providers and mentors interested in serving in these roles;
- established a marketing tool and is informing the public of the opportunity to serve as mentors; and
- trained the first cohort of mentors to serve in the 2007 – 2008 school year if the program is adequately funded.

An evaluation tool is being developed to measure the effectiveness of the Principal Mentoring Foundation Training. This will include recommendations for collecting and analyzing data for subsequent years if the program continues.

### **Illinois College and Workforce Readiness Partnership**

The Illinois College and Workforce Readiness Partnership was established in May 2007 to develop and support State policies and programs to better prepare Illinois students for success after graduation. The partnership includes the Office of the Governor, the Illinois State Board of Education and The Bill and Melinda Gates Foundation.

In the spring of 2007, initial meetings were held with key constituency groups to discuss the outline of the presentation to the State Board. In May 2007, Holland & Knight and Achieve presented initial analysis to the Board, discussing issues which included professional development. (see more on this initiative under Goal three).

## **Goal Three- Expanding Data Informed School Management and Support Practices**

### **SES Monitoring**

ISBE is developing a web-based tracking system to monitor the effectiveness of supplemental educational service providers. This initiative is being carried out by the Accountability Division and Legal. This on-going development using STARS, PARS, and SIS was started in March of 2007. SES staff is presently working to complete the implementation of the system.

### **Online “Toolkits” for School Management**

ISBE hopes to collaborate with business consulting groups and related organizations to create online “toolkits” for a variety of school management functions. Data Analysis has taken no action on this initiative due to a lack of funding. An estimated \$200,000 would be needed to complete this project.

### **Expand Access within Illinois Virtual High School**

ISBE will explore expanding access and offerings within the Illinois Virtual high School network. Curriculum and Instruction will lead this initiative.

### **Expand Access and Support to the Interactive Report Card**

ISBE would like to expand support of the Illinois Interactive report Card and collaborate with outside groups to make it available to every Illinois school, along with professional development for teachers, paraprofessionals and administrators for its optimal utilization. Data Analysis is leading this initiative, but without financial resources this cannot be accomplished. Discussions with the developer have occurred, but the cost of implementing is approximately \$700,000.

### **Increase Testing Data**

ISBE's Student Assessment Division worked with the Illinois Principals Association and personnel who manage the Illinois Interactive Report Card to conduct six regional workshops training educators from approximately 200 districts in the use and to provide a better understanding of ISAT test data. The workshops also provided training on use and interpretations of formative assessment practices and other resources available to assist local educators. We are planning to continue these training sessions in the future.

### **Illinois College and Workforce Readiness Partnership**

The Illinois College and Workforce Readiness Partnership has been established among the Office of the Governor, the Illinois State Board of Education and The Bill and Melinda Gates Foundation to develop and support State policies and programs that ensure Illinois students are prepared for college and work.

In June 2007, Holland & Knight and Achieve will follow up on any direction given from the May Board meeting, in consultation with the Superintendent, the Coalition for Illinois High Schools and other state partners, as well as other interested parties. Holland & Knight and Data Quality Campaign (DQC) will also present an initial analysis to the Board, discussing national benchmarks for a high quality data systems, essential elements not included in Illinois' system, privacy protections and FERPA concerns, as well as options for enhancing the use of state data for school and district improvement and for instructional purposes. Holland & Knight and Mass Insight will continue working to develop a presentation to the State Board.

Throughout the summer of 2007, Holland & Knight and other Gates partners will continue to follow up on directions from the Board, in consultation with the Superintendent the Coalition for Illinois High Schools, other state partners and interested parties. Holland & Knight and Mass Insight will present initial analysis to the Board, including discussion of current federal and state context for intervention strategies, promising models and approaches, possible elements of an Illinois approach to intervention and options for creating a state management structure.

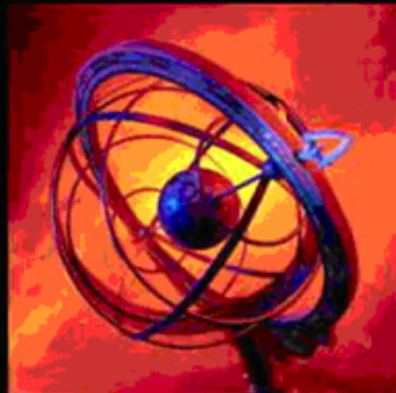
Throughout the fall of 2007, Holland & Knight and other Gates partners will continue to follow up on directions from the Board, in consultation with the Superintendent, the Coalition and other interested parties.

# Strategic Plan FY07 Spending

2005

Illinois State Board of Education  
**Comprehensive Strategic Plan  
for Elementary and  
Secondary Education**

as required by  
PA 93-1036  
(SB 3000)



Rod R. Blagojevich, Governor  
Jesse H. Ruiz, Chairman  
Christopher A. Koch, State Superintendent

# **Illinois State Board of Education**

## **Comprehensive Strategic Plan- Fiscal Year 2007**

### **Spending from the Strategic Plan Line Item**

The Illinois State Board of Education received a \$500,000 appropriation in fiscal year 2007 for Strategic Plan activities. The State Board chose to use these resources to support activities in Goal Three – Expanding Data Informed School Management and Support Practices.

#### **Create a Comprehensive Data Warehouse**

The Illinois State Board of Education has entered into a contract worth \$97,200 with Capitol Strategies to develop an Entity System. This system, essentially a collection of names, addresses, phone numbers and other contact information, will centralize the identification of all entities with whom ISBE does business. Currently, the State Board has many databases – some controlled by individual divisions – that house this information separately. If a change in an entity’s contact information is made, it does not filter to all of the systems because they are not linked. Creating an Entity System is preferable prior to the development of a Data Warehouse, which in the end must have consistent information throughout to operate effectively.

ISBE has also set aside nearly \$87,000 to partially fund the salaries of personnel who are preparing the Student Information System (SIS) for integration into a Data Warehouse.

#### **Expand the Network of Regional Financial Consultants**

Previously, the Illinois State Board of Education had three Regional Financial Consultants. This year, ISBE added an additional consultant, with the goal of adding another consultant in the near future. The agency used \$45,600 of its funding for the Strategic Plan to partially support the salaries of its Regional Financial Consultants.

#### **Create Online Management Templates**

The Illinois State Board of Education currently has a great amount of difficulty processing Health/Life Safety issues and 10-year safety surveys due to the laborious process of ensuring the right building code is cited, as well as the limited staffing assigned to this function. In order to improve the Health/Life Safety process for both the agency and districts, the agency has entered into a \$168,920 contract with Catalyst Consulting Group to develop a database that will move Health/Life Safety processing from paper to electronic form. It is envisioned that a Health/Life Safety database will:

- Allow surveys and amendments to be submitted and approved electronically, from the district architect to the district Superintendent to the Regional Superintendent
- Contain edit checks that would ensure proper codes are cited and to prevent non-Health/Life Safety repairs/upgrades from being submitted
- Allow for electronic communication between ISBE and the districts when seeking clarification on surveys and amendments
- Allow for electronic tracking of edits made to surveys and amendments
- Allow tracking of a district's Health/Life Safety needs in a comprehensive fashion
- Allow school building demographics, such as square footage and age, to be tracked and reported

Another online system ISBE uses is the eGrant Management System (eGMS), which was designed at a cost of \$2.5 million and was built to allow school districts to apply for grants from the State Board electronically. The system allows all of the steps in the grant application process to be completed online, including the design and publication of grant forms, grant application, grant approval, and interface with internal State Board systems for the disbursement of funds. The system also has the capability to generate multiple reports and to allow for reviewers to rate competitive grant applications online. The following applications are currently available on eGMS: NCLB consolidated (Title I-A, Title II-A, Title II-D, Title IV-A and Title V-A), the Early Childhood Block Grant (continuing applications), Rural and Low Income, the Reading Improvement Block Grant, and Individuals with Disabilities Act (IDEA) grants. ISBE set aside nearly \$66,000 in fiscal year 2007 from its Strategic Plan funds to pay partial staffing costs so that the eGMS system can continue to be developed and more online applications completed.

**Seek Foundation, Grant, and Other Private External Support for Innovative Programs and Practices, as well as for Targeted Needs in Schools**

The State Board of Education provided \$25,000 grant to the Western Area Career System to support the \$125,000 Environmental and Spatial Technology Project (E.A.S.T.), which is a high-tech classroom project linking project-based service learning with advanced technological applications.



# Strategic Plan Progress Report 2007

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