

**ILLINOIS STATE BOARD OF EDUCATION**



# RESOURCE MANUAL

District Improvement Plans

School Improvement Plans

Restructuring Plans

Title I District Plans

**Federal Grants and Programs  
100 North First Street  
Springfield, Illinois 62777-0001**

**217-524-4832**

[http://www.isbe.net/sos/htmls/improvement\\_process.htm](http://www.isbe.net/sos/htmls/improvement_process.htm)

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# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
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State Superintendent of Education

November 9, 2007

## MEMORANDUM

**To:** Illinois School Superintendents and Principals

**From:** Myron L. Mason, Interim Division Administrator  
Illinois State Board of Education  
Division of Federal Grants and Programs

**Re:** Districts and Schools in Academic Status notification

This memorandum has been prepared 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](#). 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.

This memo will answer four frequently asked questions:

1. Is my district or school required to submit a plan?
2. How does the district and/or school prepare and submit a plan?
3. Will ISBE review this plan and how?
4. What technical assistance is available?

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

**Notification and Deadlines for Improvement Plans:** ISBE will release district and school report cards by November 1, 2007, the date that serves as the official notification of district and school status related to district, school, and restructuring plans. Based on the 2007 data, the deadlines for the submission of required improvement plans on the Illinois Interactive Report Card (IIRC) site (<http://iirc.niu.edu>) follow:

Type of Plan	Explanation	Time Period	Submission Date *
District Improvement Plan	A revised 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	January 29, 2008
School Improvement Plan	A revised 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	March 14, 2008
Restructuring Plan	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	April 30, 2008

Note: ISBE 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.

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 5<sup>th</sup> calculation of not making Adequate Yearly Progress.

To determine if your district and/or school is required to submit a plan based on the 2007 Report Card Data, please check the following three resources.

**1. What is the status of my district and/or schools?**

See the Excel files: 2007 State Status for Districts and 2007 State Status for Schools at [http://www.isbe.net/sos/excel/district\\_status.xls](http://www.isbe.net/sos/excel/district_status.xls) and [http://www.isbe.net/sos/excel/school\\_status.xls](http://www.isbe.net/sos/excel/school_status.xls).

Note: These Excel files only include selected data to assist you.

**2. What plans are required to be submitted related to the status of the district and/or schools?**

See the Illinois District and School Academic Status and Improvement Plan Requirements 2007-2008 chart at [http://www.isbe.net/sos/pdf/status\\_chart.pdf](http://www.isbe.net/sos/pdf/status_chart.pdf).

**3. Are the e-Plans for my district and/or schools on IIRC current?**

Check the district's main menu at the IIRC website (<http://iirc.niu.edu/>) to see which plans have been submitted and are current. Plans based on 2006 data have a June 30, 2008, expiration date.

Note: Assessment results for 2008 will prompt the revision for these districts and schools should they remain in academic status.

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

**Revising and Submitting Plans:** All plans are submitted via the Interactive Illinois Report Card (IIRC) <http://iirc.niu.edu/>. The updated templates have been loaded with the 2007 Report Card data.

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, or March 14, 2008.

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.

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).

## Will ISBE review this plan and how?

Districts 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 prioritize their review of plans based on the level of status and use the 2007-2008 monitoring prompts which are also 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 technical assistance is available?

Technical assistance with the development, submission, and implementation of these plans is available through your area Regional System of Support Provider (**RESPRO**). For a current listing of the RESPROs and a map of the service region, please see the following websites:

Contacts: [http://www.isbe.net/sos/pdf/respro\\_contacts.pdf](http://www.isbe.net/sos/pdf/respro_contacts.pdf)

Service Region Map: [http://www.isbe.net/sos/pdf/respro\\_map.pdf](http://www.isbe.net/sos/pdf/respro_map.pdf).

ISBE has also developed several web-based resources for district and school plan developers.

- ♦ **Sample District/School/Restructuring Plans:**  
With an understanding that there is no perfect plan, samples of district and school improvement plans are available at <http://www.isbe.net/sos/htmls/sample.htm> to assist you in your planning;
- ♦ **Tips for SIPs and Dips:**  
A PowerPoint that provides practical suggestions for district/school improvement team members on the development and refinement of plans is available at <http://www.isbe.net/sos/dips.ppt>; and a
- ♦ **Standards-Aligned Curriculum Development:**  
Web resource summary for the development and refinement of an Illinois state standards-aligned curriculum to meet the needs of all students is available at [http://www.isbe.net/sos/pdf/Stds-Aligned\\_Curriculum.pdf](http://www.isbe.net/sos/pdf/Stds-Aligned_Curriculum.pdf).

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) with Federal Grants and Programs at 217/524-4832.

## Illinois District and School Academic Status and Improvement Plan Requirements 2007-2008

Status	Label	District Plan Required and Implemented
None		
Academic Early Warning	AEW1	District Improvement Plan revised and implemented ↓ (Year 1)
Academic Early Warning	AEW2	↓ (Year 2)
Academic Watch	AW1	District Improvement Plan revised and implemented ↓ (Year 1)
Academic Watch	AW2	↓ (Year 2)

Status	Label	School Plan Required and Implemented	
None			
Academic Early Warning	AEW1	School Improvement Plan revised and implemented ↓ (Year 1)	
Academic Early Warning	AEW2	↓ (Year 2)	
Academic Watch	AW1	School Improvement Plan revised and implemented ↓ (Year 1)	
Academic Watch	AW2	↓ (Year 2)	<b>District</b> creates Restructuring Plan for School
Academic Watch	AW3	School Improvement Plan revised to align with Restructuring Plan and implemented ↓ (Year 1)	Implement Restructuring Plan to bring about significant change, a process which may take several years.
Academic Watch	AW4	↓ (Year 2)	↓
Academic Watch	AW5	School Improvement Plan revised to align with Restructuring Plan and implemented ↓ (Year 1)	↓
Academic Watch	AW6	↓ (Year 2)	↓

**Note:**

While the district or school remains in status, the entity is required to revise and submit a plan every other year.

Improvement plans are revised and implemented once approved by the local board. These plans span two years (e.g., 2007-2009). )

Restructuring plans require implementation following the planning year should the local school not make Adequate Yearly Progress (AYP).

# DISTRICT IMPROVEMENT PLAN and RESOURCES

## 2007-2008

Submission of a **District Improvement Plan (DIP)** is required by state and federal regulations for districts that are in academic status. The plan must cover two fiscal years (e.g. FY08-FY09) 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 5<sup>th</sup> calculation of not making Adequate Yearly Progress.

A District Improvement Plan is optional for districts that are not in academic status.

### District Improvement Plan Guide

The District Improvement Plan Guide includes instructions for completing the District Improvement Plan (DIP) 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 state and federal 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.

### District 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 e-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 (AMAO), and address the areas of special education compliance, if applicable.

### District Improvement Plan Work 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 District and School Academic Status and Improvement Plan Requirements 2007-2008 Chart

This chart provides a visual to assist districts and schools in determining the type of plan which may be due based on the district or school's academic status for 2007-2008.

### 2007-2008: State Status for Districts

This Excel file lists those districts determined to be in "Academic Status" for 2007-2008. The file only includes selected data to assist district personnel in determining whether a plan is needed based on the 2007 Report Card data.

### 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 district's Report Card data that are released in early November.

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, Federal Grants and Programs, 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

### Regional System of Support Provider (RESPRO)

In 2003, ISBE established a regional system of support to provide technical assistance to districts and schools in academic status. Ten RESPRO regional offices (see [map](#) and [contact list](#)) provide districts and schools in their regions with programs and processes representing best practices in four improvement components: 1) data analysis and DIP and SIP development; 2) standards-aligned curriculum, instruction, and classroom assessment; 3) teacher and administrator enhancement; and 4) student, family, and community support services. (Priority is given to those districts with schools subject to 1) restructuring, and corrective action and school improvement, as well as Title I schools with marginal academic performance.)

### **Sample District and School Improvement Plans**

With an understanding that there is no perfect plan, samples of 2006-2008 district and school improvement plans are available to assist with the development and refinement of plans.

### **Tips for SIPs and DIPs**

This document provides suggestions on how to complete the Illinois e-Plans: School Improvement and District Improvement plans at IIRC: <http://iirc.niu.edu/>. The PowerPoint presentation was prepared to assist school-level and [RESPRO](#) personnel develop and refine the improvement plans.

### **Standards-Aligned Curriculum Development**

Selected samples of resources are identified to assist districts and schools with the development and implementation of an Illinois state standards-aligned curriculum, in addressing instructional practices, and assessing student learning. These resources include suggestions for ensuring access to the general curriculum and equity for all students (e.g., at-risk students, students with disabilities, and English Language Learners).

# Illinois e-Plans

## 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 state and federal 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>
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>
RESPRO Contact Information	<a href="http://www.isbe.net/sos/pdf/respro_contacts.pdf">http://www.isbe.net/sos/pdf/respro_contacts.pdf</a>
Special Education Profiles	<a href="http://webprod1.isbe.net/LEAProfile/SearchCriteria1.aspx">http://webprod1.isbe.net/LEAProfile/SearchCriteria1.aspx</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 "road map" page after accessing the e-Plan at <http://iirc.niu.edu> to travel easily between these sections.

### 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.

## Districts Required to Submit District Improvement Plans via IIRC (cont.)

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

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

### **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.

ISBE encourages the use of this template for other districts wanting to organize improvement planning around state and federal 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 via Illinois e-Plans at the Interactive Illinois Report Card (IIRC) website, <http://iirc.niu.edu/>. 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:**

For assistance in developing, submitting, or implementing a revised district improvement plan, please contact your Regional System of Support Provider (RESPRO) at [http://www.isbe.net/sos/pdf/respro\\_contacts.pdf](http://www.isbe.net/sos/pdf/respro_contacts.pdf) or call Federal Grants and Programs at 217/524-4832.

#### **AMAO:**

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

#### **Special Education:**

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

## 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.

Section I –Data and Analysis	Section II – Action Plan
<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 special education, findings that are cited in the final 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 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 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.</p> <p>However, a district may choose to include other objectives for other fundamental learning areas. All areas of deficiency must be addressed, though multiple areas of deficiency may be addressed by one objective. <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>

## Section I – Data and Analysis

### I-A: Report Card Data

AYP and AMAO 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 AMAO **must be addressed** in the action plan. The first six 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.

## Section I-A: Report Card Data (cont.)

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 (if any) 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) What conclusions for district improvement do you draw from the Report Card data? Responses to (c) will be carried forward to Part D (Key Factors).

### Monitoring Prompt:

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

### **Note**

**Optional data may not be "optional" if required in support of the selection of objectives, strategies, and activities in the district 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 district leading directly to the strategies and activities in the action plan (Section II) that the district considers relevant to not making AYP or AMAO. 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 (if any) 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) What conclusion for district improvement do you draw from the above answers? Responses to (c) will be carried forward to Part D (Key Factors).

### Monitoring Prompt:

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

### **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 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) What conclusions for district improvement do you draw from the above answers? Again, 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) **Conclusion:** What analysis and conclusions for district improvement do you draw from (a) and (b)?

### **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 analysis and conclusions for district improvement do you draw from (a) and (b)?

### **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 analysis for district improvement do you draw from (a) and (b)?

### **Monitoring Prompt:**

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

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

This section prompts a review of the conclusions that have been carried forward from the data screens. Review these conclusions and separate factors staff cannot change from those factors staff can change or influence.

In I-D, list the 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 AMAO 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.

### Monitoring Prompt:

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

## **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 and AMAO 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 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 or AMAO; 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 AMAO.

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 30% meeting/exceeding for ISAT, this subgroup will make AYP of at least 62.5% in 2008 and 70.0% in 2009 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 2008 and 2009 ISAT.

### Examples of Objectives (cont.)

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 62.5% in 2008 and 70.0% in 2009. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)
4. [Title III] Currently, 8% of the district's ELL students reach proficiency on ACCESS; 10% of the district's ELL students will reach proficiency on ACCESS for 2008 and 2009.
5. [Title III] In 2007, only 80% of the district's ELL population made progress on the ACCESS; 85% of the district's ELL population will make progress on the ACCESS for 2008 and 2009.

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.

#### Monitoring Prompt:

- Has the DIP team stated measurable objectives that clarify the present areas needed for improvement?
- Do the objectives address all areas of AYP and AMAO deficiency?
- Do the objectives address the areas of special education compliance?

## 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.

#### Monitoring Prompt:

- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Will the selected strategies and activities likely improve student learning and achievement?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are expectations for classroom behavior and practice related to the objectives clear?
- Are timelines reasonable and resources coordinated to achieve the objectives?
- Will the collection of strategies and activities along with the monitoring process provide sufficient direction for plan implementers?

## **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.

### Monitoring Prompt:

- Is professional development aligned with the strategies and activities for students?
- 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?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are the expectations for classroom practice related to the objectives?
- Are timelines reasonable and resources coordinated to achieve the objectives?
- Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

## **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.

### Monitoring Prompt:

- Do the parent involvement strategies and activities clearly align with the strategies and activities for students?
- Will these parent activities positively affect the factors contributing to low achievement?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are timelines reasonable and resources coordinated to achieve the objectives?
- Will the collection of strategies and activities along with the monitoring process provide sufficient direction for plan implementers?

## **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 district personnel monitor the effectiveness of the strategies and activities?)

## Section II-E MONITORING (for each objective) (cont.)

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.

### Monitoring Prompt:

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

## 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.)

### Monitoring Prompt:

- 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?

### 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).

### Monitoring Prompt:

- Is it clear what support the district will provide to ensure the success of the plan?
- If applicable, is it clear what corrective action the district is taking with this school?

### Part C - STATE RESPONSIBILITIES

Specify the services and resources that ISBE, RESPROS, 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

## Part C - STATE RESPONSIBILITIES (cont.)

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)].

### Monitoring Prompt:

- Does the plan indicate what support outside providers have given in developing the plan and what support (if any) is expected for its implementation?

## 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.

## Suggestions for Plan Developers and Peer Review Teams

The primary responsibility for approving district improvement plans rests with the local board. ISBE staff monitoring will primarily focus on the critical relationship between what a DIP team identifies as its problems or areas of weakness, the presumed causes of these weaknesses, and the plan for improved achievement. The key audience for the plan is the user – those charged with implementing and monitoring the progress of the plan. Planners and peer review teams should ensure that the plan provides sufficient direction for plan users.

To that end, consider:

- The Analysis of Report Card and Other Data
  - Does the DIP clearly identify the areas of weakness reflected in state assessment or other data?
  - Is it clear what the problems are? (Note: consider AYP and beyond.)
  - What are the areas of strength?
- The Objectives
  - Are the objectives directly related to low achievement?
  - Has the team considered how broad or narrow the area of weakness is?
  - Does the area of weakness involve many or few students in the district?
- The Key Factors
  - What does the DIP team think is causing this weakness?
  - What external and internal factors have contributed to the area of weakness?
  - Of these factors, has the DIP team prioritized factors that can be influenced or controlled?
  - Do these key factors indicate what the DIP team thinks has caused or contributed to low achievement?
- The Strategies and Activities of the Action Plan
  - Is there a strong relationship between the key factors and the strategies and activities?
  - Are strategies and activities in the action plan measurable and clearly focused on what students, teachers, and parents will do to impact student achievement?
  - Are the measures of success toward achieving the objectives and expectations for plan users clear?
  - Have all deficiencies been sufficiently addressed?
  - Would the plan of implementing these strategies and activities most likely cause the district to achieve AYP? ...AMAO? ...special education compliance?
  - Would the plan, if taken as a whole and compared to educational research, be of sufficient quality to enable the district to achieve AYP? ...AMAO? ...special education compliance?

# ILLINOIS STATE BOARD OF EDUCATION

Division of Federal Grants and Programs

100 North First Street, N-242

Springfield, IL 62777-0001

## DISTRICT IMPROVEMENT PLAN (DIP) 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 e-Plan Guides. 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 (AMAO), and address the areas of special education compliance, if applicable.

### Suggestions for Plan Developers and Peer Review Teams

The primary responsibility for approving district improvement plans rests with the local board. ISBE staff monitoring will primarily focus on the critical relationship between what a DIP team identifies as its problems or areas of weakness, the presumed causes of these weaknesses, and the plan for improved achievement. **The key audience for the plan is the user – those charged with implementing and monitoring the progress of the plan. Planners and peer review teams should ensure that the plan provides sufficient direction for plan users.**

To that end, consider:

- **The Analysis of Report Card and Other Data**
  - Does the DIP clearly identify the areas of weakness reflected in state assessment or other data?
  - Is it clear what the problems are? (Note: consider AYP and beyond.)
  - **What are the areas of strength?**
- **The Objectives**
  - Are the objectives directly related to low achievement?
  - Has the team considered how broad or narrow the area of weakness is?
  - Does the area of weakness involve many or few students in the district?
- **The Key Factors**
  - What does the DIP team think is causing this weakness?
  - What **external and internal factors** have contributed to the area of weakness?
  - Of these factors, has the DIP team prioritized factors that can be influenced or controlled?
  - Do these key factors indicate what the DIP team thinks has caused or contributed to low achievement?
- **The Strategies and Activities of the Action Plan**
  - Is there a strong relationship between the key factors and the strategies and activities?
  - Are strategies and activities in the action plan **measurable** and clearly focused on what students, teachers, and parents will do to impact student achievement?
  - Are the measures of success toward achieving the objectives and **expectations for plan users clear?**
  - Have all deficiencies been sufficiently addressed?
  - Would the plan of implementing these strategies and activities most likely cause the district to achieve AYP? ...AMAO? ...special education compliance?
  - Would the plan, if taken as a whole and compared to educational research, be of sufficient quality to enable the district to achieve AYP? ...AMAO? ...special education compliance?

# DISTRICT IMPROVEMENT PLAN (DIP) MONITORING PROMPT

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

### ANALYSIS OF DATA

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

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

### Y N NA LOCAL ASSESSMENT DATA (OPTIONAL)

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

### Y N NA OTHER DATA (OPTIONAL)

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

### CLARITY OF OBJECTIVES

- Y  N Has the DIP team stated measurable objectives that clarify the present areas needed for improvement?
- Y  N Do the objectives address all areas of **AYP and AMAO deficiency?**
- Y  N  NA Do the objectives address the areas of special education compliance?

### IDENTIFICATION OF KEY FACTORS

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

### 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?
- Y  N **Are the strategies and activities measurable?**
- Y  N **Are the measures of progress for the strategies and activities clearly identified?**

## ALIGNMENT OF STRATEGIES AND ACTIVITIES (continued)

- Y  N **Are expectations for classroom behavior and practice related to the objectives clear?**
- Y  N  NA Is professional development aligned with the **strategies and activities** for students?
- 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?
- Y  N  NA Will these parent activities positively affect the factors contributing to low achievement?
- Y  N Are timelines reasonable and resources coordinated to achieve the objectives?
- Y  N Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
- Y  N **Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?**

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

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

#### STAKEHOLDER INVOLVEMENT

- 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?

#### DISTRICT RESPONSIBILITES

- Y  N Is it clear what support the district will provide to ensure the success of the plan? If applicable, is it clear what corrective action the district is taking with this school?

#### STATE RESPONSIBILITES

- 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?

#### APPROVAL DATE OF LOCAL BOARD

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

# SCHOOL IMPROVEMENT PLAN and RESOURCES

## 2007-2008

Submission of a **School Improvement Plan (SIP)** is required by state and federal regulations for schools that are in academic status. The plan must cover two fiscal years (e.g. FY08-FY09) 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 5<sup>th</sup> calculation of not making Adequate Yearly Progress.

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

### 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 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 state and federal law for revised school improvement plans. "Monitoring Prompts" appear in italics in this guide. 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 e-Plan Guide. ISBE staff comments are intended to provide feedback on the plan to ensure that all groups will make Adequate Yearly Progress (AYP).

### School Improvement Plan Work 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 IIRC e-Plan.

### Illinois District and School Academic Status and Improvement Plan Requirements 2007-2008 Chart

This chart provides a visual to assist districts and schools in determining the type of plan which may be due based on the district's or school's academic status for 2007-2008.

### 2007-2008: State Status for Districts and Schools

This Excel file lists those schools determined to be in "Academic Status" for 2007-2008. The file only includes selected data to assist district and school personnel in determining whether a plan is needed based on the 2007 Report Card data.

### 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 that are released in early November.

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, Federal Grants and Programs, by email at [gbuoy@isbe.net](mailto:gbuoy@isbe.net) or send an email to [epplans@niu.edu](mailto:epplans@niu.edu). Note: E-Plan passwords are not the same as the passwords for IIRC Student Data Services.

## RESOURCES

### Regional System of Support Provider (RESPRO)

In 2003, ISBE established a regional system of support to provide technical assistance to districts and schools in academic status. Ten RESPRO regional offices (see [map](#) and [contact list](#)) provide districts and schools in their regions with programs and processes representing best practices in four improvement components: 1) data analysis and DIP and SIP development; 2) standards-aligned curriculum, instruction, and classroom assessment; 3) teacher and administrator enhancement; and 4) student, family, and community support services. (Priority is given to those districts with schools subject to 1) restructuring, and corrective action and school improvement, as well as Title I schools with marginal academic performance.)

### **Sample District and School Improvement Plans**

With an understanding that there is no perfect plan, samples of 2006-2008 district and school improvement plans are available to assist with the development and refinement of plans.

### **Tips for SIPs and DIPs**

This document provides suggestions on how to complete the Illinois e-Plans: School Improvement and District Improvement plans at IIRC: <http://iirc.niu.edu/>. The PowerPoint presentation was prepared to assist school-level and [RESPRO](#) personnel develop and refine the improvement plans.

### **Standards-Aligned Curriculum Development**

Selected samples of resources are identified to assist districts and schools with the development and implementation of an Illinois state standards-aligned curriculum, in addressing instructional practices, and assessing student learning. These resources include suggestions for ensuring access to the general curriculum and equity for all students (e.g., at-risk students, students with disabilities, and English Language Learners).

# 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 includes monitoring prompts 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 state and federal law for revised school improvement plans. "Monitoring Prompts" are also provided in this guide. 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>
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, July 21, 2006	<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://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
RESPRO Contact Information	<a href="http://www.isbe.net/sos/pdf/respro_contacts.pdf">http://www.isbe.net/sos/pdf/respro_contacts.pdf</a>

The School Improvement Plan template includes four sections:

- V. Data and Analysis (data automatically populated)
- VI. Action Plan
- VII. Plan Development, Review, and Implementation
- VIII. 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.

### 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 ILCS5/2-3.25d)

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 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 state and federal requirements.

## Technical Assistance

### School Improvement Plans:

For assistance in developing, submitting, or implementing a revised school improvement plan, please contact your Regional System of Support Provider (RESPRO) or call Federal Grants and Programs 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.

Section I – Data and Analysis	Section II – Action Plan
<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.</p> <p>However, a school may choose to include other objectives for other fundamental learning areas. All areas of deficiency must be addressed, though multiple areas of deficiency may be addressed by one objective.</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 first six 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:

- d) What do the School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

### **I-A: Report Card Data (cont.)**

- e) What factors are likely to have contributed to these results? Consider both external and internal factors to the school.
- f) What conclusions for school improvement do you draw from the Report Card data? Responses to (c) will be carried forward to Part D (Key Factors).

#### Monitoring Prompt:

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

#### **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:

- d) What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are apparent?
- e) What factors are likely to have contributed to these results? Consider both external and internal factors to the school.
- f) What conclusions for school improvement do you draw from the above local assessment data? Responses to the (c) will be carried forward to Part D (Key Factors).

#### Monitoring Prompt:

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

### **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

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

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:

- d) What do these data tell you?
- e) What factors are likely to have contributed to these results?
- f) What conclusions for school improvement do you draw from the above answers? Again, responses to (c) will be carried forward to Part D (Key Factors).

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

- d) 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?
- e) Factors:** In what ways (if any) have these attributes and challenges contributed to student performance results?
- f) Conclusion:** What analysis and conclusions for school improvement do you draw from (a) and (b)?

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

- d) 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?
- e) Factors:** In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?
- f) Conclusions:** What analysis and conclusions for school improvement do you draw from (a) and (b)?

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

- d) Data:** Briefly describe data on parent involvement. What do these data tell you?
- e) Factors:** In what ways (if any) has parent involvement contributed to student performance results?
- f) Conclusions:** What analysis for school improvement do you draw from (a) and (b)?

### **Monitoring Prompt:**

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

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

This section prompts a review of the conclusions that have been carried forward from the data screens. Review these conclusions and separate factors staff cannot change from those factors staff can change or influence.

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.

#### I-D: Key Factors (cont.)

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.

#### Monitoring Prompt:

- Have data or research been used to determine the key factors believed to cause low performance?
- Are the key factors within the school's capacity to change or control?

## 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

6. While our current achievement in reading for the grade 3 low income subgroup is 30% meeting/exceeding for ISAT, this subgroup will make AYP of at least 62.5% in 2008 and 70.0% in 2009 or Safe Harbor.
7. The low income participation rate in mathematics, currently at 84%, will be raised to at least 95% of the students participating in the 2008 and 2009 ISAT.
8. 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 62.5% in 2008 and 70.0% in 2009. (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.

## Objectives (cont.)

### Monitoring Prompt:

- Has the SIP team stated measurable objectives that clarify the present areas needed for improvement?
- Do the objectives address all areas of AYP?

## 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.

### Monitoring Prompt:

- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Will the selected strategies and activities likely improve student learning and achievement?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are expectations clear for classroom behavior and practice related to the objectives?
- Are timelines reasonable and resources coordinated to achieve the objectives?
- Will the collection of strategies and activities along with the monitoring process provide sufficient direction for plan implementers?

### **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.

### Monitoring Prompt:

- Is professional development aligned with the strategies and activities for students?
- 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?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are the expectations for classroom practice related to the objectives?
- Are timelines reasonable and resources coordinated to achieve the objectives?

## Section II-C: PROFESSIONAL DEVELOPMENT STRATEGIES AND ACTIVITIES (cont.)

- Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

## 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.

### Monitoring Prompt:

- Do the parent involvement strategies and activities clearly align with the strategies and activities for students?
- Will these parent activities positively affect the factors contributing to low achievement?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are timelines reasonable and resources coordinated to achieve the objectives?
- Will the collection of strategies and activities along with the monitoring process provide sufficient direction for plan implementers?

## 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.

3. Describe the process and measures of success for the identified objective. (How will school personnel monitor the effectiveness of the strategies and activities?)
4. 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.

### Monitoring Prompt:

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

## 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 A – PARENT NOTIFICATION (cont.)

### Monitoring Prompt:

- 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?

## 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.)

### Monitoring Prompt:

- Does the SIP 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?

## 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, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO 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>.

### Monitoring Prompt:

- Has this plan been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?

## 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.

### Monitoring Prompt:

- 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?

## Part E – 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 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). Identify corrective actions taken by the district if applicable.

## Part E – DISTRICT RESPONSIBILITIES (cont.)

**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):

- Replace the school staff who are relevant to the failure to make AYP;
- Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP;
- Significantly decrease management authority at the school level;
- Appoint an outside expert to advise the school on its progress toward making AYP, based on its school plan;
- Extend the school year or school day for the school; or
- Restructure the internal organizational structure of the schools.

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>

### Monitoring Prompt:

- Is it clear what support the school will provide to ensure the success of the plan?
- If applicable, is it clear what corrective action the school is taking with this school?

## Part F - STATE RESPONSIBILITIES

Specify the services and resources that ISBE, RESPROS, 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.

### Monitoring Prompt:

- Does the plan indicate what support outside providers have given in developing the plan and what support (if any) is expected for its implementation?

## Part G – SCHOOL SUPPORT TEAM

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO 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>.

### Monitoring Prompt:

- 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?

## 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 school 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.

## Suggestions for Plan Developers and Peer Review Teams

The primary responsibility for approving school improvement plans rests with the peer review team and the local board. ISBE staff monitoring will primarily focus on the critical relationship between what a SIP team identifies as its problems or areas of weakness, the presumed causes of these weaknesses, and the plan for improved achievement. The key audience for the plan is the user – those charged with implementing and monitoring the progress of the plan. Planners and peer review teams should ensure that the plan provides sufficient direction for plan users.

To that end, consider:

- The Analysis of Report Card and Other Data
  - Does the SIP clearly identify the areas of weakness reflected in state assessment or other data?
  - Is it clear what the problems are? (Note: consider AYP and beyond.)
  - What are the areas of strength?
- The Objectives
  - Are the objectives directly related to low achievement?
  - Has the team considered how broad or narrow the area of weakness is?
  - Does the area of weakness involve many or few students in the school?
- The Key Factors
  - What does the SIP team think is causing this weakness?
  - What external and internal factors have contributed to the area of weakness?
  - Of these factors, has the SIP team prioritized factors that can be influenced or controlled?
  - Do these key factors indicate what the SIP team thinks has caused or contributed to low achievement?
- The Strategies and Activities of the Action Plan
  - Is there a strong relationship between the key factors and the strategies and activities?
  - Are strategies and activities in the action plan measurable and clearly focused on what students, teachers, and parents will do to impact student achievement?
  - Are the measures of success toward achieving the objectives and expectations for plan users clear?
  - Have all deficiencies been sufficiently addressed?
  - Would the plan of implementing these strategies and activities most likely cause the school to achieve AYP?
  - Would the plan, if taken as a whole and compared to educational research, be of sufficient quality to enable the school to achieve AYP?

# ILLINOIS STATE BOARD OF EDUCATION

Division of Federal Grants and Programs  
100 North First Street, N-242  
Springfield, IL 62777-0001

## SCHOOL IMPROVEMENT PLAN (SIP) 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 e-Plan Guides. ISBE staff comments are intended to provide feedback on the plan to ensure that all groups will make Adequate Yearly Progress (AYP) and meet Annual Measurable Achievement Objectives (AMAO), if applicable.

### Suggestions for Plan Developers and Peer Review Teams

The primary responsibility for approving school improvement plans rests with the local board. ISBE staff monitoring will primarily focus on the critical relationship between what a SIP team identifies as its problems or areas of weakness, the presumed causes of these weaknesses, and the plan for improved achievement. **The key audience for the plan is the user – those charged with implementing and monitoring the progress of the plan. Planners and peer review teams should ensure that the plan provides sufficient direction for plan users.**

To that end, consider:

- **The Analysis of Report Card and Other Data**
  - Does the SIP clearly identify the areas of weakness reflected in state assessment or other data?
  - Is it clear what the problems are? (Note: consider AYP and beyond.)
  - **What are the areas of strength?**
- **The Objectives**
  - Are the objectives directly related to low achievement?
  - Has the team considered how broad or narrow the area of weakness is?
  - Does the area of weakness involve many or few students in the district?
- **The Key Factors**
  - What does the SIP team think is causing this weakness?
  - What **external and internal factors** have contributed to the area of weakness?
  - Of these factors, has the SIP team prioritized factors that can be influenced or controlled?
  - Do these key factors indicate what the SIP team thinks has caused or contributed to low achievement?
- **The Strategies and Activities of the Action Plan**
  - Is there a strong relationship between the key factors and the strategies and activities?
  - Are strategies and activities in the action plan **measurable** and clearly focused on what students, teachers, and parents will do to impact student achievement?
  - Are the measures of success toward achieving the objectives and **expectations for plan users clear?**
  - Have all deficiencies been sufficiently addressed?
  - Would the plan of implementing these strategies and activities most likely cause the district to achieve AYP?
  - Would the plan, if taken as a whole and compared to educational research, be of sufficient quality to enable the district to achieve AYP?

# SCHOOL IMPROVEMENT PLAN (SIP) MONITORING PROMPT

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

### ANALYSIS OF DATA

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

**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.**

### Y N NA LOCAL ASSESSMENT DATA (OPTIONAL)

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

### Y N NA OTHER DATA (OPTIONAL)

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

### CLARITY OF OBJECTIVES

- Y  N Has the SIP team stated measurable objectives that clarify the present areas needed for improvement?
- Y  N Do the objectives address all areas of **AYP deficiency**?

### IDENTIFICATION OF KEY FACTORS

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

### 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?
- Y  N **Are the strategies and activities measurable?**
- 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?**
- Y  N  NA Is professional development aligned with the **strategies and activities** for students?

## ALIGNMENT OF STRATEGIES AND ACTIVITIES (continued)

- Y  N  NA Do the professional development strategies and activities directly address the factors that caused the school to be identified in status?
- Y  N  NA Do the parent involvement strategies clearly align with the **strategies and activities?** for students?
- Y  N  NA Will these parent activities positively affect the factors contributing to low achievement?
- Y  N Are timelines reasonable and resources coordinated to achieve the objectives?
- Y  N Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
- Y  N **Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?**

## 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?

#### STAKEHOLDER INVOLVEMENT

- 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?

#### PEER REVIEW

- Y  N Has this plan been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?

#### 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?

#### DISTRICT RESPONSIBILITIES

- Y  N Is it clear what support the district will provide to ensure the success of the plan? If applicable, is it clear what corrective action the district is taking with this school?

#### 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?

#### SCHOOL SUPPORT TEAM

- Y  N 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?

#### APPROVAL DATE OF LOCAL BOARD

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

## RESTRUCTURING PLAN and RESOURCES 2007-2008

Submission of a **Restructuring Plan** is required by state and federal regulations for schools that are in level academic status AW3 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 remains in academic status. Districts are required to develop restructuring plans on behalf of their schools in restructuring planning status after the 5<sup>th</sup> calculation of not making Adequate Yearly Progress.

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.

Restructuring is an option a district may choose prior to these regulations above per the district's discretion.

### [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 state and federal law for revised plans. "Monitoring Prompts" appear in italics in this guide. Plan developers will find these questions and the Restructuring Plan Monitoring Prompt useful in plan development and revision.

### [Restructuring 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 in Illinois e-Plans as described in the e-Plan Guide. ISBE staff comments are intended to provide feedback on the plan to ensure that all groups will make Adequate Yearly Progress (AYP).

### [Illinois District and School Academic Status and Improvement Plan Requirements 2007-2008 Chart](#)

This chart provides a visual to assist districts and schools in determining the type of plan which may be due based on the district or school's academic status for 2007-2008.

### [2007-2008: State Status for Districts and Schools](#)

These Excel files list those districts and schools determined to be in "Academic Status" for 2007-2008. The files only include selected data to assist district and school personnel in determining whether a plan is needed based on the 2007 Report Card data.

### [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 that are released in early November.

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, Federal Grants and Programs, by email at [gbuoy@isbe.net](mailto:gbuoy@isbe.net) or send an email to [epplans@niu.edu](mailto:epplans@niu.edu). Note: E-Plan passwords are not the same as the passwords for IIRC Student Data Services.

## RESOURCES

### Regional System of Support Provider (RESPRO)

In 2003, ISBE established a regional system of support to provide technical assistance to districts and schools in academic status. Ten RESPRO regional offices (see [map](#) and [contact list](#)) provide districts and schools in their regions with programs and processes representing best practices in four improvement components: 1) data analysis and DIP and SIP development; 2) standards-aligned curriculum, instruction, and classroom assessment; 3) teacher and administrator enhancement; and 4) student, family, and community support services. (Priority is given to those districts with schools subject to 1) restructuring, and corrective action and school improvement, as well as Title I schools with marginal academic performance.)

### Guidance for Restructuring – Broad Strokes

This presentation provides details regarding the district's responsibilities in relation to restructuring, the options that are to be considered, and plan preparation. This PowerPoint presentation was prepared to assist district-level personnel develop and refine the restructuring plans.

### Sample District and School Improvement Plans

With an understanding that there is no perfect plan, samples of 2006-2008 district and school improvement plans and restructuring plans are available to assist with the development and refinement of plans.

### Standards-Aligned Curriculum Development

Selected samples of resources are identified to assist districts and schools with the development and implementation of an Illinois state standards-aligned curriculum, in addressing instructional practices, and assessing student learning. These resources include suggestions for ensuring access to the general curriculum and equity for all students (e.g., at-risk students, students with disabilities, and English Language Learners).

# Illinois e-Plans

## Restructuring Plan Guide

### Overview

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 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.

**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 state and federal 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 Prompts are available on the ISBE website. Also, see the Road Map page after accessing the e-Plan at <http://iirc.niu.edu/>.

The Restructuring Plan template includes:

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

### Restructuring Plans

Restructuring plans for schools not making AYP for a fifth annual calculation must be approved by the local board. Restructuring plans must be submitted to ISBE via Illinois e-Plans no later than six months after receiving formal notification of the school's AYP status. (see: [http://www.isbe.net/sos/pdf/restructuring\\_template.pdf](http://www.isbe.net/sos/pdf/restructuring_template.pdf))

Districts must also submit revised school improvement plans via Illinois e-Plans (see [http://www.isbe.net/sos/pdf/sip\\_guide.pdf](http://www.isbe.net/sos/pdf/sip_guide.pdf)) 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.

Note: schools with expired school improvement plans continue revising plans on a two-year cycle as long as the school remains in status. These plans should align with restructuring plans for the school.

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://www.ed.gov/policy/reg.esea02/index.html">http://www.ed.gov/policy/reg.esea02/index.html</a>
Illinois School Code	<a href="http://www.ilga.gov/legislation/ilcs/ilcs.asp">http://www.ilga.gov/legislation/ilcs/ilcs.asp</a>

## Technical Assistance

For assistance in developing, submitting, or implementing a restructuring plan, please see your Regional System of Support Provider (RESPRO) or call Federal Grants and Programs, at 217/524-4832. The following resources will assist in restructuring planning:

- USDE LEA and School Improvement Non-Regulatory Guidance, Rev. July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>.
- Choosing an Option School Restructuring Under No Child Left Behind: What Works When? A Guide for Education Leaders (100 pages) at <http://www.centerforcsri.org/files/RestructuringGuide.pdf>.
- Guide for Selecting Alternative Governance Look Before You Leap: Responding Effectively to PI Year 4 Requirements contact Debbie Lee, Los Angeles County Office of Education [Lee\\_Debbie@lacoed.edu](mailto:Lee_Debbie@lacoed.edu).
- Handbook on Restructuring and Substantial School Improvement, 2007, Center on Innovation & Improvement at <http://www.centerii.org/handbook/>.

## Submission of Restructuring Plans

Restructuring plans must be submitted to ISBE 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 may be seen as 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.

## 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 undertake with the affected school should that school not make AYP for a sixth calculation. Each school restructuring plan must indicate that the district is undertaking 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/Art. 27A];
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:
  - i. governance and management, and/or
  - ii. financing and material resources, and/or
  - iii. staffing.

## Section II. Plan Activities

### Part B. Plan Description

Describe the plan for restructuring the school.

## 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 optional.

### 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 and/or answers the question "Why is this option appropriate for this school?"
- Does the plan explain corrective actions 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?

## 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 describe 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 undertaking in the affected school:

1. reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/Art.271],
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,
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 6<sup>th</sup> 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 and/or answers the question "Why is this option appropriate for this school?"
- Y    N   Does the plan explain corrective actions 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?

### 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.

# TITLE I DISTRICT PLAN and RESOURCES 2007-2008

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.

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. Districts are expected to submit their Title I District Plans via the IIRC by January 15, 2008.

**Title I Plan Guide:** [http://www.isbe.net/sos/pdf/title1\\_plan.pdf](http://www.isbe.net/sos/pdf/title1_plan.pdf)

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 and this accompanying guide are to be used together to ensure that users include all requirements of state and federal 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 school superintendent that the district has policies and procedures in place that address the referenced sections of federal and state law.

**Illinois Interactive Report Card:** <http://iirc.niu.edu>

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.

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, Federal Grants and Programs, 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

**Illinois Title I District e-Plan:** <http://www.isbe.net/sos/sips.ppt>

This document provides detailed descriptions on how to develop and complete the Title I e-Plan as required by the **NCLB Act: Section 1112**. The PowerPoint presentation was presented to assist school-level personnel develop and refine the Title I District Plan and complete the e-Plan at <http://iirc.niu.edu/>.

**Standards-Aligned Curriculum Development:** [http://www.isbe.net/sos/pdf/Std-Aligned\\_Curriculum.pdf](http://www.isbe.net/sos/pdf/Std-Aligned_Curriculum.pdf)

Selected samples of resources are identified to assist districts and schools with the development and implementation of an Illinois state standards-aligned curriculum, in addressing instructional practices, and assessing student learning. These resources include suggestions for ensuring access to the general curriculum and equity for all students (e.g., at-risk students, students with disabilities, and English Language Learners).

# 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”). 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 Plan Guide	<a href="http://www.isbe.net/sos/pdf/dip_guide.pdf">http://www.isbe.net/sos/pdf/dip_guide.pdf</a>
Title I 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>

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 and this guide 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.

### 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 Federal Grants and Programs, 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 I District?  
Is this for a Title III district that did not meet AMAO?

### Section I: Program Description

- A. 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](#))
- B. 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](#))**
- C. Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.**
- D. 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 \(h\)](#)]**

- E. 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.
- F. Describe the poverty criteria that will be used to select school attendance areas.** ([See Section 1113](#))
- G. 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](#))
- H. 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](#))
- I. 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.**
- J. Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.**
- K. Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP).** (See [Section 1116](#))
- L. Describe how the district plans to implement, if necessary, public school choice and supplemental education services (SES).** (See [Section 1116](#))
- M. 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](#))
- N. Describe the services the district provides to homeless children.** [See [Section 1113 \(c\)\(3\)\(A\)](#)]
- O. Describe how the district implements effective parental involvement strategies.** (See [Section 1118 for specifics.](#))
- P. Describe how the district uses funds under Title I to support after school, before school, and summer school programs.**

## 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.

**ISBE Monitoring:**

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

## SAMPLE 2006 PLANS

### District Improvement <> School Improvement <> Restructuring

<http://iirc2005.niu.edu/Plans/scripts/pdfwt2007.asp?schoolID=1401609902004&level=School&type=school> Drexel Elementary School Improvement Plan

<http://iirc2005.niu.edu/plans/scripts/pdfwt2007.asp?districtid=510841860&level=District&type=district> Springfield District Improvement Plan

<http://iirc2005.niu.edu/plans/scripts/pdfwt2007.asp?districtid=140162190&level=District&type=district> Niles District Improvement Plan

<http://iirc2005.niu.edu/plans/scripts/pdfwt2007.asp?schoolid=1902210000001&type=district&level=School> Fenton Single School District Improvement Plan

<http://iirc2005.niu.edu/plans/scripts/pdfwt2007.asp?districtid=190220880&level=District&type=district> DuPage High School #88 District Improvement Plan

<http://iirc2005.niu.edu/plans/scripts/pdfwt2007.asp?schoolid=4908103000001&type=district&kindofplan=restr&level=School> United Township High School Restructuring Plan

<http://iirc2005.niu.edu/plans/scripts/pdfwt2007.asp?schoolid=4105701400001&type=district&kindofplan=restr&level=School> East Alton-Wood River High School Restructuring Plan

<http://iirc2005.niu.edu/plans/scripts/pdfwt2007.asp?schoolid=3404906002008&type=district&kindofplan=restr&level=School> Waukegan: Glen Flora Elementary Restructuring Plan

<http://iirc2005.niu.edu/Plans/scripts/pdfwt2007.asp?schoolID=4908104000001&level=School&type=school> Moline High School Improvement Plan

<http://iirc2005.niu.edu/plans/scripts/pdfwt2007.asp?schoolID=0100117200003&level=School&type=school> Quincy Senior High School Improvement Plan

# STANDARDS-ALIGNED CURRICULUM DEVELOPMENT

## ILLINOIS STATE BOARD OF EDUCATION WEBSITE RESOURCES

The following websites provide access to a wide range of resources related to the Illinois Learning Standards for K-12 students. These resources are just a sampling of the items available through the State Board of Education website to assist Illinois educators with the development and refinement of a standards-aligned curriculum.

These web-based resources have been identified to assist districts and schools with the development and implementation of a State standards-aligned curriculum, in addressing instructional practices, and assessing student learning. The Response-to-Intervention (RTI) early intervening services for at-risk students and students with disabilities are to be aligned with the general curriculum.

### **Illinois Learning Standards: Linking Tools for Curriculum Development**

[http://www.isbe.net/ils/html/linking\\_tools.htm](http://www.isbe.net/ils/html/linking_tools.htm)

Resource tool to help districts and schools compare and align the local curriculum content with the Illinois Learning Standards (ILS). Local goals should compare to State goals, the local outcomes should compare to the State standards (ILS), and the local objectives to the ILS benchmarks.

### **Illinois Assessment Frameworks**

<http://www.isbe.net/assessment/IAFIndex.htm>

The frameworks clearly define the elements of the Illinois Learning Standards in the areas of reading, mathematics, writing, and science that are considered suitable for the Illinois state tests.

### **Teacher's Guide to Classroom Assessments**

[http://www.isbe.net/ils/html/teacher\\_guide.htm](http://www.isbe.net/ils/html/teacher_guide.htm)

Resource to help classroom teachers determine the local performance expectations for meeting the Illinois Learning Standards at each grade level, including the performance standards, assessments and evaluation procedures, rubrics, and sample student work.

### **Standards-Aligned Classroom Lesson Samples**

[http://standards.isbe.net/vision/standards/standards\\_search.asp](http://standards.isbe.net/vision/standards/standards_search.asp)

Resource to help classroom teachers at all grade levels design lessons that are aligned with the Illinois Learning Standards.

## ADDITIONAL RESOURCES

### **Standards-Alignment with Career and Technical Curriculum**

[http://www.isbe.net/ils/career\\_develop/cte.htm](http://www.isbe.net/ils/career_develop/cte.htm) and <http://www.ilcte.org>

Resources to help educators align the Career and Technical curriculum in the areas of agriculture; business, marketing and management; family and consumer sciences, health occupations; and industrial technology with the Illinois Learning Standards.

### **Illinois State Assessments**

<http://iirc.niu.edu/tests.aspx?tsource=about>

Information and resources regarding the content of the state assessments, including the Illinois Standards Achievement Test (ISAT), Prairie State Achievement Examination (PSAE), Illinois Measure of Annual Growth in English (IMAGE), ACCESS for English Learners, Illinois Alternative Assessment (IAA), and the Illinois Grade 2 Assessment of Reading and Mathematics. The site provides information and resources for administrators, teachers, and parents.

### **Illinois Resource Center**

<http://www.thecenterweb.org/irc/pages/resources/html>

Resources and assistance for educators serving **linguistically and culturally diverse students** are provided by the Illinois Resource Center (IRC) with support from the Illinois State Board of Education. The center focuses on developing effective learning environments for **English language learners** and provides multiple resources, including access to an ESL & bilingual teachers' tool kit, teacher training curriculum, scholarships for teacher certification, networking opportunities, research, and national organizations.

### **Surveys of Enacted Curriculum: Data Tools for Curriculum Alignment**

<http://seconline.wceruw.org/secWebHome.htm>

[http://www.isbe.net/high\\_school/pdf/IntroSurveyEnactedCurriculum.pdf](http://www.isbe.net/high_school/pdf/IntroSurveyEnactedCurriculum.pdf)

The survey is an on-line tool that provides a graphic description of what is taught, including how and when the concepts are taught. Illinois has coded the performance descriptors for English language arts/reading, mathematics, and science.

### **What Students Should Know**

<http://iirc.niu.edu/whatstuknow.aspx?tsource=know>

A comprehensive website that links to multiple web resources and information relating to the Illinois Learning Standards, Illinois assessments, classroom assessments, lesson plans and assessments, including samples and rubrics.

## **NATIONAL RESOURCES**

### **Assessment and Accountability**

<http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/home.htm>

Resources and information to help districts and states develop, implement, and evaluate assessment and accountability systems based on status and growth; and to develop skills in using data, large-scale and formative assessments, and statewide data systems.

### **Innovation and Improvement**

<http://www.centerii.org/>

Resources for innovation, such as parental options and parent choice, charter and magnet schools, and supplemental educational services (SES). Resources for school improvement, such as restructuring, statewide issues of support, and practices, policies, and components to successfully move schools forward.

### **Instruction**

<http://www.centeroninstruction.org>

Resources and information on scientifically based research and practices for grades K-12 instruction in the subject areas of reading, mathematics, and science, with attention to the needs of special education students and English language learners (ELLs).

### **Teacher Quality**

<http://www.ncctq.org/>

Resources and information relating to teacher preparation, recruitment and retention, and certification and licensure. This area also includes distribution of highly qualified teachers in at-risk and hard-to-staff schools.

### **High School**

<http://www.betterhighschools.org/>

Information and resources in the areas of high school curriculum and instruction, transition into high school, graduation, dropout prevention, high school design and equity, and access to learning.

### **Illinois ASPIRE**

<http://www.illinoisaspire.org/welcome/>

Illinois ASPIRE (Alliance for School-based Problem-solving and Intervention Resources in Education) includes four regional centers that were established by the Illinois State Board of Education to provide a coordinated, regionalized system of personnel development. The support services are designed to increase the capacity of school districts to provide early intervening services that are aligned with the general education curriculum for at-risk students and students with disabilities.

### **Idea Partnership**

<http://www.ideapartnership.org/page.cfm?pageid=28>

A facilitator's guide and dialogue guides that can be used to introduce Response to Intervention (RTI) to a variety of stakeholders, as well as a link to the information module developed by the IRIS Center at Vanderbilt University.

### **National Research Center on Learning Disabilities**

<http://nrld.org/index.shtml>

Resources tools on RTI and Specific Learning Disabilities (SLD) are available as downloads. The Learning Disabilities Resource Kit developed by Vanderbilt University and the University of Kansas includes a guide on RTI, SLD determinations with RTI, district survey tools, and parent resources.

### **Intervention Central**

<http://www.interventioncentral.com/>

Intervention Central provides a variety of resources. The RTI\_WIRE links to resources and materials created or recommended by Jim Wright.

### **National Association of State Directors of Special Education, Inc.**

<http://nasdse.org/projects.cfm?pageprojectid=23>

The NASDSE's RTI Project section provides links to research, presentations, and satellite conferences.

### **Illinois School Psychologist Association**

<http://www.ilispa.org/modules/smartsection/item.php?itemid=6>

RTI Resources link provides presentations, key readings and research, grants, and other information.

### **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

<http://dibels.uoregon.edu/>

DIBELS resource tools for districts and schools, including descriptions and tutorials on each of the measures, technical reports, logistical information on implementing DIBELS in a school, and contact information for trainers. The measures are available free of charge. The DIBELS Data System is a web-based database which allows schools and districts to enter their DIBELS data online and generate automated reports.

### **AIMSweb**

<http://www.aimsweb.com/index.php>

AIMSweb® provides a formative assessment system, including assessment materials, web-based data management, and reporting applications. The AIMS reports CBM or DIBELS student progress in a 3-Tier Problem-Solving model including RTI, Curriculum-Based Measurement (CBM) or DIBELS student progress

### **What Works Clearinghouse**

<http://whatworks.ed.gov/>

Research results are provided for a variety of interventions including early reading and elementary and middle grades math to English Language Learners and others.

## 2007-2008 Regional System of Support Providers (RESPROs)

Area	Address	Contacts	
Area I-A Chicago Public Schools	Grants Management and Administration Chicago Public Schools 125 S. Clark Street, 13 <sup>th</sup> FL Adams Chicago, IL 60603	Dr. Kayleen Irizarry 773/553-1990 <a href="mailto:kirizarry@cps.k12.il.us">kirizarry@cps.k12.il.us</a>	
Area I-B-B (Suburban Cook)	West Cook Intermediate Service Center (ISC #2) 928 Barnsdale Road LaGrange, IL 60526	Kay Poyner Brown, Director 708/482-4350 <a href="mailto:kpoynerb@west40.org">kpoynerb@west40.org</a>	Dr. Douglas Dirks 708/482-4350 <a href="mailto:ddirks@west40.org">ddirks@west40.org</a>
Area I-B-C (Suburban Cook)	South Cook Intermediate Service Center (ISC #4) 253 West Joe Orr Road Chicago Heights, IL 60411	Dr. Vanessa J. Kinder Executive Director 708/754-6600 <a href="mailto:vkinder@s-cook.org">vkinder@s-cook.org</a>	Tony Monaco RESPRO Coordinator 708/754-6600 <a href="mailto:tmonaco@s-cook.org">tmonaco@s-cook.org</a>
Area I-B-D (Suburban Cook)	North Cook Intermediate Service Center (ISC #1) Continental Office Plaza 2340 Des Plaines River Rd, Suite 414 Des Plaines, IL 60018	Robert Ingraffia 847/824-8300 x 285 <a href="mailto:bingraffia@ncisc.org">bingraffia@ncisc.org</a>	Roger Skerrett 847/824-8300 X 224 <a href="mailto:rskerrett@ncisc.org">rskerrett@ncisc.org</a>
		Mary Ann Glassner 847/824-8300 X223 <a href="mailto:maglassner@ncisc.org">maglassner@ncisc.org</a>	Tony Waser 847/824-8300 X 249 <a href="mailto:twaser@ncisc.org">twaser@ncisc.org</a>
Area I-C (Northeast)	Professional Development Alliance 2705 McDonough Street Joliet, IL 60436	Dr. Jennifer Bertino-Tarrant Regional Superintendent 815/740-8360 <a href="mailto:jbertino@willcountyillinois.com">jbertino@willcountyillinois.com</a>	Joyce Nelson 815/744-8334 <a href="mailto:jnelson@pdaonline.org">jnelson@pdaonline.org</a>
		Dr. Jay Linksman 815/744-8334 <a href="mailto:jlinksman@pdaonline.org">jlinksman@pdaonline.org</a>	Patti Furlano 815/744-8334 <a href="mailto:pfurlano@pdaonline.org">pfurlano@pdaonline.org</a>

Area	Address	Contacts	
Area II (Northwest)	Boone/Winnebago Regional Office of Education # 04 300 Heart Boulevard Loves Park, IL 61111	Dr. Richard Fairgrievs Regional Superintendent 815/636-3060 <a href="mailto:rfairgri@kidsroe.org">rfairgri@kidsroe.org</a>	Ms. Jan Bowman RESPRO Coordinator, C/P 815/636-3040 x 241 <a href="mailto:jbowman@kidsroe.org">jbowman@kidsroe.org</a>
Area III (West Central)	Peoria Regional Office of Education #48 Peoria County Courthouse 324 Main Street, Room 401 Peoria, IL 61602	Dr. Gerald M. Brookhart Regional Superintendent 309/672-6906 <a href="mailto:gbrookha@roe48.k12.il.us">gbrookha@roe48.k12.il.us</a>	Dr. Barbara Wilmot 309/383-3008 <a href="mailto:bwilmot@roe48.k12.il.us">bwilmot@roe48.k12.il.us</a>
		Dr. Sally Weber, C/P 309/673-1040 <a href="mailto:sweber@roe48.k12.il.us">sweber@roe48.k12.il.us</a>	Jodi Bouris 309/673-1040 <a href="mailto:Jbouris04@yahoo.com">Jbouris04@yahoo.com</a>
Area IV (East Central)	Iroquois-Kankakee Regional Office of Education #32 189 East Court Street, Suite 600 Kankakee, IL 60901	Dr. Kay Pangle Regional Superintendent 815/937-2950 <a href="mailto:kpangle@i-kan.org">kpangle@i-kan.org</a>	Ardella Perry-Osler 815/937-2994 <a href="mailto:aperry@i-kan.org">aperry@i-kan.org</a>
Area V (Southwest)	St. Clair Regional Office of Education #50 1000 South Illinois Street Belleville, IL 62220	Mr. Brad Harriman Regional Superintendent 618/825-3900 <a href="mailto:bharriman@st.clair.k12.il.us">bharriman@st.clair.k12.il.us</a>	Annabelle Gillespie 618/825-3900 <a href="mailto:agillespie@stclair.k12.il.us">agillespie@stclair.k12.il.us</a>
		Dr. Jed Deets 618/825-3943 <a href="mailto:jdeets@stclair.k12.il.us">jdeets@stclair.k12.il.us</a>	Gloria Oggero 618/825-3930 <a href="mailto:goggero@stclair.k12.il.us">goggero@stclair.k12.il.us</a>
Area VI (Southeast)	Regional Office of Education #2 (Ullin Office) 17 Rustic Campus Drive Ullin, IL 62992	Janet Ulrich Regional Superintendent 618/634-2294 <a href="mailto:julrich@roe02.k12.il.us">julrich@roe02.k12.il.us</a>	
	Regional Office of Education #2 (Vienna Office) P.O. Box 425 Vienna, IL 62995	Ms. Donna Keyes, C/P 618-658-4711 <a href="mailto:dkeyes@roe02.k12.il.us">dkeyes@roe02.k12.il.us</a>	

Area	Address	Contacts	
IASB	Illinois Association of School Boards 2921 Baker Drive Springfield, IL 62703	Dr. Michael Johnson 217/528-9688 <a href="mailto:mjohnson@iasb.com">mjohnson@iasb.com</a>	Deb Larson 217/528-9688 X 1149 <a href="mailto:dlarson@iasb.com">dlarson@iasb.com</a>
		Angie Peifer C/P 217/528-9688 X 1124 <a href="mailto:apeifer@iasb.com">apeifer@iasb.com</a>	
IPA	Illinois Principals Association 2490 Baker Drive Springfield, IL 62703	Jason Leahy 217/525-1383 Fax: 217/391-0849 <a href="mailto:jason@ilprincipals.org">jason@ilprincipals.org</a>	Jean Smith 217/525-1383 <a href="mailto:jean@ilprincipals.org">jean@ilprincipals.org</a>
		John Ourth 217/659-7875 <a href="mailto:Jourth217@aol.com">Jourth217@aol.com</a>	
IASA	Illinois Association of School Administrators 2020 Timberbrook Drive Springfield, IL 62702	Dr. Richard Voltz 217/787-9306 <a href="mailto:rvoltz@iasaedu.org">rvoltz@iasaedu.org</a>	
ISBE	Illinois State Board of Education Division of Special Education Services 100 N. First Street, N-253 Springfield, IL 62777-0001	Jodi Fleck 217/782-5589 <a href="mailto:jfleck@isbe.net">jfleck@isbe.net</a>	Sally Tudor 217/782-5589 <a href="mailto:studor@isbe.net">studor@isbe.net</a>

# System of Support Service Areas

