

Illinois e-Plans

School Improvement Plan Guide

Overview

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

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

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

The School Improvement Plan template includes four sections:

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

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

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

Schools Required to Submit School Improvement Plans via IIRC

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

Submission of School Improvement Plans

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

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

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

Technical Assistance

School Improvement Plans:

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

Instructions for Completing the School Improvement Plan

District and School Information

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

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

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">▪ Reading,▪ Mathematics,▪ Attendance,▪ Graduation Rate, or▪ Participation Rate. <p>These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. One objective may address multiple areas of deficiency.</p>

Section I – Data and Analysis

I-A: Report Card Data

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

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

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

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

Note

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

I-B: Local Assessment Data (Optional)

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

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

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

I-C: Other Data (Optional)

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

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

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

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

I-C: Item 1 - Attributes and Challenges

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

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

- a) **Data:** Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

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

I-C: Item 3 - Parent Involvement

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

I-D: Key Factors

This section prompts a review of the collection of factors from data analysis (I-A, I-B, and I-C) and the next steps that have been carried forward from the data screens. Prioritize the factors staff can change or influence and, in I-D, list the key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the school and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance. List the next steps for improvement that will address the key factors.

Section II – Action Plan

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

OBJECTIVES

- Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.
- The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the school from making adequate yearly progress.
- The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State's target.
- The objective should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated.

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

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

Examples of Objectives

1. While our current achievement in reading for the grade 3 low-income subgroup is 60% meeting/exceeding for ISAT, this subgroup will [make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.](#)

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

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

STRATEGIES AND ACTIVITIES

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

Section II-B: STUDENT STRATEGIES AND ACTIVITIES

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

Section II-C: PROFESSIONAL DEVELOPMENT STRATEGIES AND ACTIVITIES

State the professional development strategies and activities necessary to accomplish the objective, especially in support of the strategies and activities for students identified in Section II.B. Professional development strategies and activities must support and directly address the academic achievement problems that caused the school to be identified in status or in special education compliance. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments. These strategies and activities must be measurable, and expected outcomes must be clear. Provide sufficient specificity to guide those implementing this plan.

Section II-D: PARENT INVOLVEMENT STRATEGIES AND ACTIVITIES

State the parent involvement strategies and activities that will promote effective parent involvement for the objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school. [NCLB, Section 1116(b)(3)(A)(vi) and (viii)]. [A parent involvement policy is required of all schools, including schools that receive Title I funds.](#)

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

Section II-E MONITORING (for each objective)

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

1. Describe the process and measures of success for the identified objective. (How will school personnel monitor the effectiveness of the strategies and activities?)
2. List the individuals and designate the role of each person (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Section III – Plan Development, Review, and Implementation

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

Part A – PARENT NOTIFICATION *

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (* Requirement for Title I schools only.)

Part B - STAKEHOLDER INVOLVEMENT

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

Part C – PEER REVIEW PROCESS

Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, 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>.

Part D – TEACHER MENTORING PROCESS

Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Part E – DISTRICT RESPONSIBILITIES

1. Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance that include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, as well as analysis and revision of the school's budget (NCLB, Section 1116).
2. Identify the corrective actions or restructuring options taken by the district for Title I schools.

Corrective actions taken by a district for a Title I school that failed to meet AYP for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv):

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

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

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

For further description of corrective action status see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>

Part F - STATE RESPONSIBILITIES

Specify the services and resources that ISBE, ROEs/ISCs, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if the district fails to do so.

Part G – SCHOOL SUPPORT TEAM

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or ROEs/ISCs consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide “sustained and intensive support” for those schools to make adequate yearly progress. The school support team is not the same as the school planning team.

For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Section IV – Board Action

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

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand. [NCLB, Section 1116 (c)(6)].
2. Strategies and activities have been founded on scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the *Submit Your Plan* page, the plan shall be deemed to be executed by the superintendent on behalf of the school.

ISBE Monitoring

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