

District Improvement Plan Guide

Overview

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

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

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

The District Improvement Plan template includes four sections:

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

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

Note:

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

Districts Required to Submit District Improvement Plans via IIRC

Academic Status:

Illinois districts in district academic early warning or district improvement, or academic watch or corrective action status must use the District Improvement Plan Template at the Illinois Interactive Report Card site (<http://iirc.niu.edu/>) to ensure the contents of the district improvement plan address

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

Annual Measurable Achievement Objectives (AMAO):

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

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

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

Special Education Focused Monitoring:

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

Response to Intervention (RtI):

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

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

Submission of District Improvement Plans

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

District improvement plans must be submitted in the 2010 District Improvement Plan template via Illinois e-Plans at the Interactive Illinois Report Card (IIRC) website, <http://iirc.niu.edu/>.

Plans submitted in the 2009 template will not be in compliance. Plans submitted via Illinois e-Plans shall be deemed to be executed by the superintendent on behalf of the district. ISBE will monitor district improvement plans posted in **Illinois e-Plans** at IIRC (105 ILCS 5/2-3.25d) and respond in the State's monitoring section of the district's e-Plan.

Technical Assistance

District Improvement Plans:

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

AMAOs:

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

Special Education:

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

Response to Intervention (RtI):

Contact the **Curriculum and Instruction Division** at rti@isbe.net or call 217-557-7323.

Instructions for Completing the District Improvement Plan

District and School Information

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

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

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

Section I – Data and Analysis

I-A: Report Card Data

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

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

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

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

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

I-B: Local Assessment Data

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

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

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

I-C: Other Data

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

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

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

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

I-C: Item 1 - Attributes and Challenges

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

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

- a) **Data:** Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?
- b) **Factors:** In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?
- c) **Conclusions:** What do these factors imply for next steps in improvement planning? Responses to (c) will be carried forward to Part D (Key Factors).

I-C: Item 3 - Parent Involvement

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

I-D: Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors staff can change or influence and, in I-D, list these key factors that are within the district's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan (Section II). Key factors that prevented the district from achieving AYP or 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. List the next steps for improvement that will address the key factors.

Section II – Action Plan

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

OBJECTIVES

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

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

STRATEGIES AND ACTIVITIES

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

Section II-B: STUDENT STRATEGIES AND ACTIVITIES

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

Section II-C: PROFESSIONAL DEVELOPMENT STRATEGIES AND ACTIVITIES

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

Section II-D: PARENT INVOLVEMENT STRATEGIES AND ACTIVITIES

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

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

Section II-E MONITORING (for each objective)

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

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

Section III – Plan Development, Review, and Implementation

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

Part A - STAKEHOLDER INVOLVEMENT

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

Part B - DISTRICT RESPONSIBILITIES

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

Part C - STATE RESPONSIBILITIES

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

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

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

Section IV – Board Action

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

A. ASSURANCES

1. Strategies and activities have been founded on scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its schools is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B. SUPERINTENDENT'S CERTIFICATION

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

ISBE Monitoring

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