

2010 DISTRICT IMPROVEMENT PLAN IIRC Template Worksheets

“A Tool for Plan Developers”

http://www.isbe.net/sos/word/eplan_template_districts.doc

Use the District Improvement Plan Guide to complete this Word document to ensure that your plan complies with federal and state laws. Text may be cut and pasted into the e-Plan templates. All parts of this template are required unless otherwise indicated.

- Complete and update these pages in response to 2010 assessment data.
- Review data measuring the success of strategies and activities from prior plan(s).

ISBE will provide feedback on your plan after local board approval and submission via the Interactive Illinois Report Card. Plans that have not complied with requirements will be returned for changes and resubmission.

What comprises “compliance” for the District Improvement Plan?

- All required sections of the District Improvement Plan have been completed. *[Follow the directions in the District Improvement Plan Guide.]*
- Local board approval date is posted and saved in the IIRC template.
- The plan has been submitted via the Interactive Illinois Report Card site <http://iirc.niu.edu/>.

Reminder:

To be in compliance, district and single school district improvement plans for 2010 must be submitted in the 2010 IIRC template. These improvement plans are to cover two years: 2010-2012.

Section I-A Data & Analysis - Report Card Data

Data - What do your 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?

The percent of students meeting Adequate Yearly Progress increased from 66.5% to 72.9% for the 2011 ISAT Reading. The district Math scores also increased from 77.5% M/E in Math in 2010 to 81.8% in 2011 Math.

Weaknesses: Even though the % of students meeting or exceeding increased in both reading and math from 2010 to 2011, the district still did not make the AYP target of 85%.

Strengths: As a district, the subgroups: Black, Economically Disadvantaged, & Students with Disabilities met the Safe Harbor Targets in both Ready and Math.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the district.

External: The CCSD 180 students are at 79% free and reduced lunch. Students and parents may lack the capacity and environment to support schoolwork. Our community still has a higher than state mobility rate of 30%.

Internal: Math time was increased by 20 minutes each day in grades 1-4. Math interventions were available to grades 5-8. Reading interventions and focus with Daily 5 and reading and math IPG's helped teachers focus on grade level standards for each grade. 3-week assessments were reviewed and students were receiving additional support with difficult skills.

Conclusions – What do these factors imply for next steps in improvement planning? (Responses will be carried forward to Part D in the on-line template.)

Implementation of Reading Methods – CRISS strategies for Grades 5-8 at BRMS Implementation of the Daily 5 with focus on Phonemic Awareness, Phonics, Comprehension, Vocabulary & Fluency with research-based basal & supplemental materials. Parent Education for the high expectations of the National Core Standards

Section I-B Data & Analysis - Local Assessment Data

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

Grades K-1 use the Early Literacy and Early Numeracy test in AIMSweb. AIMSweb CBM benchmarks, MCAPS and MCOMPS are given three times per school year for grades 1-8. This data examines the effectiveness of our core curriculum in our school year and gives us information on our strengths and weakness and growth from year to year. This data along with teacher input help us determine strategic or intensive interventions and support.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the district.

Internal: The practices of making data driven decisions and teacher knowledge with analyzing and implementing practices to support learning. The data provides us with opportunities to monitor students continually throughout the school year.

External: There is still an increasing number of low-income students, particularly children who come to our school from low performing schools and have little to no background knowledge, understanding of vocabulary, and poor comprehension skills. We are working harder to help our parents understand the expectations at each grade level. We have shared the National Core Standards and how those are linked to our quarterly goals.

Conclusions – What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line template.)

Monitor curriculum alignment with standards and assessments.
Begin interventions and supports immediately focusing on the lowest 15% of students indicated on AIMSweb data.
Parent Education and communication is essential for student growth and progress.
Local three-week assessments in math and reading and a plan for support or extension.
Problem Solving Data meetings every 6 weeks at each school to review student progress & data.
Pilot a national assessment linked with the Common Core standards to prepare and align curriculum and instruction with focus skills.
Develop a 6-week standardized parent report in grades 1-4 and a 6-week online parent check for grades 5-8.

Section I-C Data & Analysis - Other Data

Item 1 - Attributes and Challenges

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?

Attributes: The District has supportive Board and community members. The teachers are all highly qualified, with reading specialists, a gifted specialist and special education teachers working with students of all abilities to support the RtI plan. The student-teacher ratio is no larger than 24:1.

Challenges: The PTA/PTC/PTO is no longer an active organized support for the district. 79% of our families are on free and reduced lunch. Many of our students come to school with deficiencies in their learning. Our mobility rate is around 30%. 90% of our students come from apartments.

Factors – In what ways, if any, have these attributes and challenges contributed to student performance results?

Challenges: Students from low income families typically experience more mobility in schools, decreased background knowledge and vocabulary with common school experiences, and may not have received the intensive services that are offered in our school. Students typically don't go home to a supportive learning environment.

Attributes: Families move out to our suburban area because they want a better education for their children. Parents are attending parent teacher conferences and school functions.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line template.)

Parent training is critical – especially at the young ages. We are working hard to provide our parents with practical skills to help their children at home to increase their skills.

Students need support and a safe place and environment for extended learning opportunities.

Section I-C Data & Analysis - Other Data

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

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?

100% of CCSD 180 staff is highly qualified according to the state guidelines.
Strengths:
The staff has been trained in RtI practices and using data to make decisions about students. Late Start days are part of the Professional Development opportunities to review assessment practices, and Reading initiatives at both schools.
Weaknesses: Aligning the standards and curriculum to what is actually taught and tested in the classroom.
Expectations are more rigorous with College and Career readiness standards.

Factors – In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?

Staff has been trained in PBIS to increase student motivation that leads to a more conducive learning environment.
The staff has a good understanding of the college and career readiness standards.
Class sizes are under 25 in grades Pre-K through 8th grade.
The staff has a positive attitude and a belief that all students can learn.
Our interventionist and many teachers have advanced degrees.

Conclusions – What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line template.)

Use the instructional planning guides to drive instruction. Analyze the three-week grade level assessments.
Feedback from administrative walkthroughs used for teacher reflection on methods and instructional practices.

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

Both schools host a Curriculum Night with 70% of our parents attending.
100% attendance at Parent Teacher conferences at Anne M. Jeans Elementary
85% attendance at Parent Teacher conferences at Burr Ridge Middle School.
Family Reading Night at AMJ Elementary brings in between 150-200 parents and students.

Factors - In what ways, if any, has parent involvement contributed to student performance results?

Parents that are more aware and/or involved with their student's education definitely contribute to student performance positively.
Parents can access the parent help lines for homework, on-line grades, as well as weekly parent newsletters from classroom teachers, and administrators.
Parent volunteers are welcome and invited in the schools.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line template.)

Continue to reach out to parents and share our goals for their students in a parent/student friendly language.
Communication continues in both "green" ways as well as paper if parents don't have access to computers.
Workshops that train parents on ways to help their students at home.
The administration team will reach out to the community and work in partnership.

Section I-D Data & Analysis - 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 these separate factors that 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.

Summary Conclusions: *(For Worksheets, you will need to type in the factors and conclusions about next steps from each section. On-line, these will populate automatically.)*

I-A. Report Card Data: 72.9% of our students met/exceeded in Reading, 81.8% in Math
I-B. Local Assessment Data: Our beginning of the year screening data show us that 50 -60% of our students are below a national target level that predicts success on the state tests.
I-C Item 1. Attributes and challenges of the school and community that have affected student learning: The school is providing extended opportunities for students to be involved in school activities.
I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information: Continue staff development with reading and math methodology and instruction as well as hire only highly qualified staff members.
I-C Item 3. Parent Involvement Data: We will be developing more learning opportunities for parents to help them support their child's education.

Section I-D - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

I-A: Even though 72.9% of our students met/exceeded in Reading and 81.8% in Math, we still did not make the 85% necessary to make AYP. I-B: Local Assessment Data: The 3x a year benchmark data shows an increase in students making the targeted predictions. Identified students from our data with academic needs will be provided services accordingly. Students will be progressed monitored to show growth and reviewed at the 6-week data meetings. I-C Item 1: Continue to develop ways to keep students at school for academic and social opportunities. I-C Item 2: Continue staff development on best practices in reading and math and hire highly qualified staff members. I-C Item 3: We will be developing more opportunities for parent involvement with educational purposes as well as enjoyment with family members.

Section II-Action Plan

Each action plan must include objectives for each area of deficiency as noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a district into district improvement and result in a district not making AYP and/or AMAO. A district may also choose to include objectives for other fundamental learning areas or to support tiered instruction and/or differentiated instruction. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.

You can add additional objectives at the end of this section, or go to the Roadmap, click on the “Manage Objectives” link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the district objectives on the following pages.

The following areas of deficiency have been identified from the most recent AYP Report for your district.

This section will be automatically filled in by the e-Plan site.

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 a 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.

Section II-A Action Plan - Objectives

Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP and/or AMAO 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 progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State’s target. The objectives should not be written to target performance that is less than Safe Harbor or AYP and/or AMAO; areas of deficiency must be clearly indicated. For examples click here (there is a live link on the e-Plan site).

Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives as are needed to cover the deficiency areas to ensure that the strategies adopted have the greatest likelihood of ensuring that all groups will make AYP and, if applicable, that the district will meet AMAO. The District Improvement e-Plan will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

Objective 1.

Short Title for this objective (under 20 words):

CCSD Students will continue to meet Safe Harbor Target in Reading and Math on the 2012 ISAT test.

Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)

1. Students will improve total % Meeting/Exceeding in both Reading and Math.
2. Students will score at least a 70% on assessments that reflect the standards on the Instructional Planning Guides.
3. Students not meeting these expectations will participate in skill development instruction.
4. Staff will continually monitor student growth with 3-week assessments and progress monitor according to the RtI guidelines the students below the AIMSweb target scores.
5. Teachers will implement best teaching practices for their students with integrity and efficacy.
6. Parents will help their children at home by providing support and staying in communication with the teachers and the school.

This objective covers the following areas of AYP deficiency (check all that apply):

The e-Plan site provides check boxes so that you can select which areas of deficiency the objective addresses.

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 a 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.

Section II-B Action Plan - Strategies and Activities for Students

Short Title for Objective 1: CCSD Students will continue to meet Safe Harbor Target in Reading and Math on the 2012 ISAT test.

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this objective and that 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, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

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 and activity.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date		Fund Source	Amount
Students that do not meet on ISAT will attend summer school.	June 2012	August 2012	Summer School	Title I	
Students scoring in the bottom 20% on AIMSweb will be progress monitored.	Aug. 2011	June 2012	During School	Title I	
Summer School will be throughout the whole summer.	June 2011	Aug. 2012	Summer School	Title I	
Enrichment activities will be offered to extend summer school.	June 2011	Aug. 2012	Summer School	Title I	
The library will be open and have daily hours throughout the whole summer.	June 2011	Aug. 2012	Summer School	Title I	
Students in the bottom 15% will receive intervention services from highly qualified teachers.	Aug. 2011	June 2012	During School	Title I	
6-week parent reports will give parents and understanding of child's abilities.	Sept. 2011	June 2012	Every 6-weeks	Title I	

On the e-Plan site there will be buttons that allow users to add or delete activities from the list above.

Section II-C Action Plan - Professional Development Strategies and Activities

Short Title for Objective 1: CCSD Students will continue to meet Safe Harbor Target in Reading and Math on the 2012 ISAT test.

Professional Development Strategies and Activities - State the professional development strategies and activities necessary to accomplish this objective especially in support of the strategies and activities for students. Professional development strategies and activities should support and directly address the academic achievement problems that caused the district to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date		Fund Source	Amount
Teachers will continue to receive Prof. development in the specific reading strategies of CRISS & the Daily 5 Format	Aug. 2011	June 2012	Before School – Late Start Days	Title I	
Teachers will re-examine 3-week assessments for higher level thinking skills	Aug. 2011	June 2012	Before School Late Start Days	Title I	
Articulation meetings will be held to discuss strategies, share implementation activities and evaluate texts.	Sept. 2011	June 2012	Monthly	Title I	
Teachers will use data to bring to the 6-week problem solving meetings when discussing students.	Sept. 2011	May 2012	During School	Title I	
Teachers will continue to adjust their curriculum to align with the Common Core standards & IPG's.	Aug. 2011	June 2012	Before & After school	Title I	

			Before School	Title I	
			Before School	Title I	

On the e-Plan site there will be buttons that allow users to add or delete activities from the list above.

Section II-D Action Plan - Parent Involvement Strategies and Activities

Short Title for Objective 1: CCSD Students will continue to meet Safe Harbor Target in Reading and Math on the 2012 ISAT test.

Parent Involvement Strategies and Activities - State the parent involvement strategies and activities that will promote effective parental involvement for this 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 clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date		Fund Source	Amount
School will provide literacy opportunities for the community like Book Fairs & Family Reading Night	Fall & Spring	Fall & Spring	Evening Events	Title I	
The school will have a “Meet the Administrator Night”	2x a year	2x a year	Evening Event	Title I	
Parent-Teacher Conferences	Nov. 2011	March 2012	After School	Title I	
Initiate Educational nights with Social Workers & Reading Specialists	4x in the year	4x in the year	After School or Evening	Title I	
Bring in a motivational speaker for parents	Oct. 2011	Feb. 2012	Evening	Title I	
Parents will receive grade level and principal newsletters.	Aug. 2011 Weekly	June 2012	Fridays	Title I	
District website with parent portal.	On-going	On-going	Anytime	Title I	

On the e-Plan site there will be buttons that allow users to add or delete activities from the list above.

Section II-E Action Plan - Monitoring

Short Title for Objective 1: CCSD Students will continue to meet Safe Harbor Target in Reading and Math on the 2012 ISAT test.

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

Describe the process and measures of success for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

The administrative staff, RtI data teams, and interventionists will determine the effectiveness of intervention programs, identification of students, and student progress or growth through our benchmark assessments and review the direct correlations to ISAT scores. The 6-week data meeting incorporated at each of the schools, support the RtI process and platform to monitor our successes and needs of support for our students.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Thomas Schneider	Superintendent
Dr. Debbie LeBlanc	Anne M. Jeans Principal/Special Ed Coordinator
Mrs. Julie Bartell	Burr Ridge Middle School Principal
Mrs. Cathe Smith	District Curriculum Director
Mr. Rick France	District Technology Coordinator

The e-Plan site has a button to add additional objectives.

Section III - Development, Review and Implementation

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

A. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names of the district improvement team or plan developers must be identified here.

Description

--

Names and Titles of District Planners

--

B. District Responsibilities

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 technical assistance to the schools, including 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, and analysis and revision of the district's budget to ensure funds provided under Title I and Title III supplement, not supplant, non-federal funds, and ensure the services provided with these funds are comparable with the services in schools that are not receiving funds under Title I (see NCLB, Section 1116 and 1120A).

--

B. State Responsibilities

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. 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. The 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-A Local Board Action

DATE APPROVED by Local Board:

A. ASSURANCES

1. Strategies and activities have been founded in 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 school 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.