Schoolwide Rising Star Plans & District Title I Plans

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Acting Division Administrator/Federal Liaison
Title Grants Division
Schoolwide Overview

• Schoolwide programs are optional and are intended to provide flexibility for serving students in eligible school buildings by combining certain federal, state, and local revenues.
• School districts may only operate schoolwide programs in Title I, Part A buildings that have been identified in the district NCLB Consolidate application and have a local school board-approved schoolwide plan.
• Schools in which at least 40 percent of the students are from low-income families may combine Title I, Part A with certain other federal, state, and local funds to improve academic performance of all students, particularly the lowest achieving students [ESEA 1114(a)(1)].
Becoming Schoolwide

Prior to implementing a schoolwide program, buildings must have
1) engaged in a thorough planning process,
2) conducted a comprehensive needs assessment of the entire school, and
3) used data from that assessment to develop a comprehensive plan containing the required ten components [ESEA 1114(b); 34 CFR 200.27].

These three steps generally take at least one year.

Having been so approved, the school must then conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.
Schoolwide Plans in Rising Star

• As of July 1, 2013 the planning to become a schoolwide program and development of the required plan can take place within Rising Star.
• Schools that have an existing schoolwide plan are strongly encouraged to transition to the Rising Star platform.
• New schools becoming Schoolwide will be required to use Rising Star.
Rising Star Schoolwide Indicators

• **SW Expectation:** Conduct a comprehensive needs assessment.
  – **INDICATOR:** ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. (1012)

• **SW Expectation:** Conduct a comprehensive needs assessment - Clarify the Vision for Reform
  – **INDICATOR:** ID02 All teams have written statements of purpose and guidelines for their operation. (1013)
Rising Star Schoolwide Indicators

• SW Expectation: Conduct a comprehensive needs assessment - Creating the School Profile
  – INDICATOR: ID10 The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021)

• SW Expectation: Identify and implement Schoolwide Reform Strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
  – INDICATOR: CL9 All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (2350)
Rising Star Schoolwide Indicators

• SW Expectation: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.
  – INDICATOR: IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)
  – INDICATOR: IA14 The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)
Rising Star Schoolwide Indicators

- **SW Expectation:** The plan must articulate strategies to increase parental involvement
  - INDICATOR: SP III B06 All teachers systematically report to primary caregivers the student’s mastery of specific standards-based objectives. (1097)

- **SW Expectation:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - INDICATOR: SS ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018)
Rising Star Schoolwide Indicators

- **SW Expectation:** Effective, timely additional assistance provided to students experiencing difficulty.
  - INDICATOR: SP IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)
  - INDICATOR: IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062)
Rising Star Schoolwide Indicators

• SW Expectation: Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.
  – INDICATOR: TL2 All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. (2331)
Indicators & WiseWays®

Number of indicators: 9

Filter Indicators by Type:
- SW - School Title I Plan
- SS - SMARTStart
- SP - SMARTPlan
- SC - SMARTCore
- SD - SMARTData
- RTI - Response to Intervention
- ELL - English Language Learners
- CL - Conditions for Learning

Filter Indicators by Section:
---Select---

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<tr>
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<th>Indicator Type</th>
<th>Wise Ways</th>
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<tbody>
<tr>
<td>ID01</td>
<td>A team structure is in place, and the school has an improvement plan and school governance policy.</td>
<td>(1012)</td>
<td>SS,SD,SW</td>
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<tr>
<td>ID07</td>
<td>A Leadership Team meets regularly (twice per year) with the Instructional Teams, and other key professional staff to develop, review, and update the School Title I Plan.</td>
<td>(1018)</td>
<td>SS,SW</td>
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<td>ID10</td>
<td>The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.</td>
<td>(1021)</td>
<td>SS,SW</td>
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<tr>
<td>IA14</td>
<td>The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.</td>
<td>(1130)</td>
<td>ELL,SP,HQT,SW</td>
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<tr>
<td>IF08</td>
<td>Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.</td>
<td>(1042)</td>
<td>SP,SW</td>
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<tr>
<td>IIIA07</td>
<td>All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</td>
<td>(1069)</td>
<td>SP,RTI,ELL,SW</td>
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<tr>
<td>TL2</td>
<td>All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels.</td>
<td>(2331)</td>
<td>CL,SW</td>
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<td>IIIB06</td>
<td>All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives.</td>
<td>(1097)</td>
<td>SC,SP,ELL,SW</td>
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<tr>
<td>CL1</td>
<td>The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs.</td>
<td>(2343)</td>
<td>RTI,SW</td>
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District Title I Plans

• Submission of a Title I District Plan is required by the No Child Left Behind Act (NCLB), Section 1101 et seq., and the specifics of the plan are defined in Section 1112.

• Currently, all districts requesting Title I federal funding must have an approved Title I District Plan (Local Educational Agency Plan) on file in the Interactive Illinois Record Card (e-Plan system) at http://iirc.niu.edu/.

• Many of these Title I plans are from 2008.

• They have not been revisited since, and may not align with, what is articulated in the current Title I and II application.

• In an ongoing effort to have one continuous improvement plan, ISBE is migrating the Title I District Plan requirement from the e-Plan system to the Rising Star system.

• ISBE and the local board must approve these plans.
Title I District Plans Indicators

**Element: Additional Academic Assessment** - Describe student academic assessments, if any, that are in addition to state academic assessments used.
Indicator: IA07 - In collaboration with its schools, the district sets district and school achievement targets for all students and for AYP subgroups (1123)

**Element: Other Indicators** - 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).
Indicator: D7 - The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)

**Element: Educational Assistance to Students** - Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.
Indicator: IA13 - The district works with the school to provide early and intensive intervention for students not making progress. (1129)
Element: Professional Development for Teachers and Principals - 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))

Indicator: IC07 - Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150)

Element: Coordination with Other Education Services - Describe how the district will coordinate and integrate services provided with other education services such as (1) transitions from preschool to elementary programs and (2) services for all students to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Indicator: District Title I Plan Form

Element: Poverty Criteria - Describe the poverty criteria that will be used to select school attendance areas. (See Section 1113)

Indicator: District Title I Plan Form
Title I District Plans Indicators

Element: Children in Need of Services - 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)

Indicator: ID10 - The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154)

Element: Programs and Educational Services - (a) Describe the schoolwide and/or targeted assistance programs to be conducted in the district’s schools; and where appropriate, (b) 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)

Indicator: D9 - The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)

Element: Services for Migratory Children - 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.

Indicator: District Title I Plan Form
Element: Support for Preschool Programs - Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start. Indicator - IA02 - The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them. (1118)

Element: District Actions for Schools Not Making AYP - Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116) Indicator - IA09 - The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)

Element: School Choice and Supplemental Services - Describe how the district plans to implement, if necessary, public school choice and supplemental education services (SES). (See Section 1116) Indicator - District Title I Plan Form
Title I District Plans Indicators

Element: Highly Qualified Teachers - 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)
Indicator: IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)

Element: Services for Homeless Children - Describe the services the district provides to homeless children. (See Section 1113 (c)(3)(A))
Indicator: District Title I Plan Form

Element: Parent Involvement Strategies - Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)
Indicator: IA03 - The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119)

Element: After School, Before School, and Summer School Programs - Describe how the district uses funds under Title I to support after school, before school, and summer school programs.
Indicator: IA10 - The district regularly allocates/reallocates resources to support school, staff, and instructional improvement. (1126)
### Number of indicators: 11

#### Filter Indicators by Type:
- DTI - District Title I Plan
- SS - SMARTStart
- SP - SMARTPlan
- SC - SMARTCore
- SD - SMARTData
- SR - SMARTRestructuringPlan
- RTI - Response to Intervention
- ELL - English Language Learners
- CL - Conditions for Learning
- HQT - Highly Qualified Teacher
- RT3 - RaceToTheTop 3

#### Filter Indicators by Section:
- Select--
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<th>RTT3 Expectations</th>
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<td>IA09</td>
<td>The superintendent and school staff know how to analyze data to improve student achievement. (1113)</td>
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<td>The district builds partnerships with parent organizations in the district and school improvement planning and maintains regular communication with them. (1119)</td>
<td>SD, DTI</td>
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<td>IA03</td>
<td>The district builds partnerships with parent organizations and has a clearly defined process for communicating with them. (1119)</td>
<td>SC, RT3, DTI</td>
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<td>ID10</td>
<td>The school’s leadership team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154)</td>
<td>SP, SD, DTI</td>
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<td>CL, SP, HQT, RT3, DTI</td>
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Continuous Improvement Plan Resources

- Pre-recorded professional development webinar
- Indicator Types
- FY 12/13 Rising Star Pacing Guide
- Indicators in Action™ Videos
- Rising Star Capacity Builder Profile
- NCLB Sect 2141 Rising Star Summary
- Highly Qualified Teacher(HQT) Indicators
- Highly Qualified Teacher(HQT) Explanations
- 2012 Title III DIP submission guidance
- 2012 Title III AMAO Cover Letter
- Single School District Guidance
- SSOS Operations Manual 2.11.2013
- District Title I Indicators Crosswalk
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Title I District Local Board Action

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 practicable. The results will be used to identify students who are failing or are at risk of failing, and the results will be also used to identify schools which are failing or are at risk of failing.
Part E

Criteria: Coordination with Other Education Services 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.

Guidance: If Item 1 is applicable, how does the district coordinate and integrate its services so that participants in the local preschool programs are transitioned into the local elementary school program?
1. Does the description provide a clear explanation as to how the listed educational programs are coordinated and integrated to meet the needs of individual students?
2. How does the district ensure that its educational programs are not duplicating services for students and/or fragmenting an individual student’s Instructional program?

District Response:
test 2 working

ISBE Response
222

Part F

Criteria: Poverty Criteria Describe the poverty criteria that will be used to select school attendance areas. (See Section 1113)

Guidance: Does the plan identify the poverty criteria used by the district [i.e., a) most recent census data, b) the number of children eligible for free and reduced priced lunches, c) the number children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act or d) the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators]?

District Response:

ISBE Response

Part I

Criteria: Services for Migratory Children 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.

Guidance: Does the plan include a description of the district’s process or policies(s) that ensure migratory children and formerly migratory children who
### Assess Indicators — District and School Improvement Processes

Click on "Assess" to evaluate an indicator. For indicators determined as full implementation level, the team may go back and click "Edit" to make changes to the implementation level. Indicators assessed and determined to have partial or no development/implementation may not have implementation levels edited. Priority and Opportunity Scores as well as implementation descriptions may be edited for all assessed indicators. Please see the guidance that suggests a sequence for indicator assessment.

### Filter Indicators by Type:

- Select

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Create Plan – District Vision and Direction

The indicators chosen to include in the plan from Step 2 - Assess Indicators are now stated below as objectives. For each of the objectives the team creates as many tasks as necessary to bring the objective to full implementation.

**CC02** The district will develop and communicate its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)

**CII1** The district and school(s) will have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)

**RT3 Expectations:** The district will implement the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.

**IA08** The school board and superintendent will present a unified vision for school improvement. (1124)

**IA09** The superintendent and other central office staff will be accountable for school improvement and student learning outcomes. (1125)

*Title I Expectations: Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)*

### Step 2 – Assessment Information

**Level of Development/Implementation:** Partial Development/Implementation  
**Current Level Description:** testing

### Step 3 - Create Plan

1. Assign a team member to manage and monitor the task work toward this objective:  

2. Describe how the objective will look when it is being fully implemented in the District. Also describe the information needed to provide evidence that this objective is fully met.

3. Establish a date by which the description above will be a reality:  

4. Create a series of tasks, with corresponding budget information, that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.
Step 4 - Monitor Plan

The district will develop and communicate its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)

The district and school(s) will have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)

RT3 Expectations: The district will implement the State adopted survey of learning conditions or approved equivalent, subject to availability of RTTT or State funding.

The district improvement process will be aimed at student academic, physical, social, emotional, and behavioral development. (2323)

RT3 Expectations: The district will implement a comprehensive district continuous improvement process (either Rising Star or an approved equivalent).

The district will ensure the delivery of the curriculum is differentiated to meet the needs of all learners. (2328)

RT3 Expectations: (when learning maps are available through ISLE): The district embeds learning maps as a central part of instructional practices at all grade levels.

The district will ensure that all district and school stakeholders are knowledgeable about Response to Intervention (RTI) implementation by providing support, guidance, training, and professional development. (2329)

RT3 Expectations: The district’s RTI implementation plan will ensure targeted interventions and differentiated supports aligned to the new State Standards (CCSS).

The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326)

RT3 Expectations: The district will establish (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, FIA, and Science.

Title 1 Expectations: 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):

The district curriculum will encompass a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)

RT3 Expectations: For districts serving grades 9-12, the district will establish two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.

Title 1 Expectations: (a) Describe the schoolwide and/or targeted assistance programs to be conducted in the district’s schools; and where appropriate,

(b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in

<table>
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<tr>
<th>Key Code</th>
<th>Objectives</th>
<th>Indicator Type</th>
<th>Assigned to</th>
<th>Target date</th>
<th>Tasks</th>
<th>% Tasks Completed</th>
<th>Objective Status</th>
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<td>SC</td>
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<td>D13</td>
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<td>D9</td>
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Thank you!

Questions/concerns...

Melina Wright

mewright@isbe.net

312-814-2804