

Illinois e-Plans

Title I District Plan Guide

Overview

Submission of a Title I District Plan is required by the No Child Left Behind Act ([NCLB](#), [Section 1101 et seq.](#), (here referred to as “NCLB”). The specifics of the plan are defined in [Section 1112](#). All districts requesting Title I federal funding must have an approved Title I District Plan (*Local Educational Agency Plan*) on file in Illinois e-Plans (<http://iirc.niu.edu/>). The use of the online e-Plan is required so that ISBE and federal auditors may monitor these plans.

Title I District e-Plans must be developed in consultation with teachers, principals, administrators, parents of children in the schools served under Title I, and other appropriate school personnel, including those involved with other programs defined under the NCLB act. Coordination of services should take into account other Title programs, the Individuals with Disabilities Education Act (IDEA), Perkins Vocational and Technical Act, Homeless Assistance Act, and other Acts as appropriate. These plans will remain in effect for the duration of the district’s participation in Title I programs. The district must periodically review and, if necessary, revise its plan.

The Title I Plan Guide and other key resources are available on the following websites.

Key Resources	Web Addresses
Title I District Plan Guide	http://www.isbe.net/sos/pdf/title1_guide.pdf
Title I District Plan Template	http://iirc.niu.edu (under “district”)
NCLB Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html

The Title I District Plan template includes:

- * District Information
- Section I: Program Description (16 components)
- Section II: Board Approval and Certification and Assurances

The template and this guide are to be used together to ensure that users include all the requirements of state and federal law. Plan developers are also encouraged to use the “road map” page after accessing the e-Plan at <http://iirc.niu.edu/> to travel between the sections of the template. The plan is listed under the “district” plans; therefore, be certain to select “district” on the home page of the IIRC.

Districts Required to Submit Title I Plans via IIRC Submission of e-Plans

All districts requesting Title I federal funding must have an approved Title I District Plan (*Local Educational Agency Plan*) on file in Illinois e-Plans at the Interactive Illinois Report Card (IIRC) website (<http://iirc.niu.edu/>). Title I District Plans submitted via **Illinois e-Plans** shall be deemed to be executed by the superintendent on behalf of the district. ISBE will review the Title I District Plans posted in Illinois e-Plans at IIRC and respond in the State’s monitoring section of the district’s Title I e-Plan.

Technical Assistance

For assistance in developing and submitting a Title I District Plan, please call Grants and Programs, at 217/524-4832.

Instructions for Completing the Title I District Plan

The descriptions should be specific and written so that the users of the plan (district and school personnel, parents, external service providers, as well as ISBE and federal auditors) are able to understand, implement, and monitor the district's Title I plan.

District Information

Information about the district is already listed in this section; district staff may complete any missing information or make corrections as necessary.

RCDT Code Number: Superintendent:
District Name: Telephone #:
District Address:
City/State/Zip:
Email:

Is this for a Title III district that did not meet AMAO?

Section I: Program Description

Part A – Additional Academic Assessments

Describe student academic assessments, if any, that are in addition to state academic assessments used:

1. to determine the success of children in meeting standards and to provide information on the progress towards meeting standards. [See [Section 1111 \(b\)\(1\)\(D\)\(ii\)](#)]
2. to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet standards and do well in the local curriculum.
3. to determine what revisions are needed to projects so that such children meet state standards.
4. to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of instructional reading assessments. ([See Section 1208](#))

Monitoring Prompt:

- If assessments are listed, does the information for each assessment include the name of the assessment, acronym if applicable, purpose(s) of the assessment, grades assessed, time(s) of administration, and describe how the data are used?

Part B – 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](#)).

Monitoring Prompt:

- If listed, does the description provide detailed information on the identified indicators [i.e., type of indicator (graduation rates, attendance), grades and/or groups included in data collection]?

Part C – Educational Assistance to Students

Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.

Monitoring Prompt:

- Are the types of educational assistance provided clearly defined, including academic area, district/school personnel's involvement, location and time of services (i.e., tutoring during the academic day and/or after school/summer school activities, length of service)?
- Does the description clearly define the process used to identify individual students in need of educational assistance?

Part D – 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 \(h\)](#)]

Monitoring Prompt:

- Is the professional development for teachers and principals, and others determined through a coordinated process that aligns with the requirements of Title I and Title II?
- How are teachers involved in the process of determining the professional development opportunities?
- Is the professional development monitored and evaluated to determine if the training improves instructional practices and student learning?

Part E – 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.

Monitoring Prompt:

- 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?
- 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?
- How does the district ensure that its educational programs are not duplicating services for students and/or fragmenting an individual student's instructional program?

Part F – Poverty Criteria

Describe the poverty criteria that will be used to select school attendance areas. ([See Section 1113](#))

Monitoring Prompt:

- 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]?

Part G – 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](#))

Monitoring Prompt:

- Does the plan describe what processes teachers use to identify the eligible children most in need of services (i.e., those who are failing, or most at risk of failing, to meet the State's standards on the basis of multiple, educationally related, objective criteria; economically disadvantaged children, children with disabilities, migrant children or limited English proficient children, homeless children, neglected or delinquent children attending a community day program, and those who attended preschool programs listed in Section E-Part 1)?
- How do teachers consult with parents, administrators, and other school personnel during the identification process?

Note: Children from preschool through grade 2 shall be selected solely on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures [see [Section 1115 \(b\) \(1\) \(B\)](#)]

Part H – Programs and Educational Services

Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs. (See Sections [1114](#) & [1115](#))

Monitoring Prompt:

- Does the description of the schoolwide and/or targeted assistance programs provide detailed information on the services provided through Title I funding for eligible children (i.e., name of schools providing Title I schoolwide or targeted assistance program(s), type of services and grades served, content (reading and/or mathematics), time and length of services (classroom, pull out, before/after school, summer school, extended year)?
- Does the district provide Title I services to children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs? If yes, does the plan include a detailed description of these services?

Part I – 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.

Monitoring Prompt:

- Does the plan include a description of the district’s process or policies(s) that ensure migratory children and formerly migratory children who are eligible to receive Title I services are selected to receive the services on the same basis as other children? (Note: A summary of the district policy providing this assurance may be incorporated in the response.)

Part J – 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.

Monitoring Prompt:

- If applicable, does the district clearly describe how Title I funds are used to support its preschool program(s), including a summary of the services and resources provided to the program(s)?

Part K – 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](#))

Monitoring Prompt:

- Does the district clearly describe the actions it will take to implement the improvement planning processes described in [Section 1116](#) should one or more of its schools not make AYP?

Note: Information on developing an improvement plan is available at ISBE’s website: http://www.isbe.net/sos/htmls/improvement_process.htm.

Part L – 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](#))

Monitoring Prompt:

- Does the district clearly define the actions it would take to implement school choice and supplemental education services (SES)?

Note: Information on implementing school choice is available at <http://www.isbe.net/accountability/html/choice.htm> and information on implementing supplemental education services is available at <http://www.isbe.net/ses/default.htm>.

Part M – 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](#))

Monitoring Prompt:

- Does the district provide a description of the steps and/or processes that are used by the district to ensure all teachers and paraprofessionals meet federal highly qualified requirements at the time of hiring **and** during their service with the district?

Part N – Services for Homeless Children

Describe the services the district provides to homeless children. [See [Section 1113 \(c\)\(3\)\(A\)](#)]

Monitoring Prompt:

- Does the district describe the services it provides to homeless children (i.e., expedited evaluations, instructional support, counseling, school supplies, referral to other programs and services, etc.)?

Note: Information on providing services to homeless children can be found at <http://www.isbe.net/homeless/>.

Part O – Parent Involvement Strategies

Describe how the district implements effective parental involvement strategies. (See [Section 1118](#) for specifics.)

Monitoring Prompt:

Note: An ISBE parental involvement e-bulletin was distributed on January 2009 and is posted at <http://www.isbe.net/e-bulletins/pdf/02-08.pdf>. This document provides specifics regarding parent involvement policies and the School-Parent Compact. The Parental Involvement Non-Regulatory Guidance for Title I, Part A is also available at http://www.isbe.net/grants/pdf/parent_involvement_guide.pdf.

- Does the district provide a detailed summary of its **written parental involvement policy** as defined by [Section 1118](#)? The summary should address each of the required components.

This policy must be incorporated into the Title I District Plan and the required components are defined in the NCLB law.

- A. involve parents in the joint development of the Title I District Plan ([Section 1112](#)) and the process of school review and improvement ([Section 1116](#)).
- B. provide coordinated, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and performance.
- C. build the schools' and parents' capacity for strong parental involvement.
- D. coordinate and integrate parental involvement strategies with preschool and parental involvement programs as listed in [Section 1118 \(a\)\(2\)](#).
- E. conduct an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools. (see this section for specifics).
- F. involve parents served under Title 1 in the served schools.

Note:

- If the school has a parental involvement policy that applies to all parents, the school may amend that policy, if necessary to meet the requirements of this section [[Section 1118 \(b\)\(2\)](#)].
 - If the district has a district-level parent involvement policy that applies to all parents, the district may amend, if necessary, the policy to meet the requirements of this section [[Section 1118 \(b\)\(3\)](#)].
- Does the district ensure that the schools served under Title I conduct an **annual meeting** for parents of participating children?
 - Do the district schools served under Title I develop with the parents a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will work in partnership [see [Section 1118 \(d\)](#)]?

Part P – 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.

Monitoring Prompt:

- If applicable, does the district provide the specifics of the program services (i.e., description of the program services, including content, time and length of program, identification of students to be served, instructional staff)?

Section II. Board Approval and Certification and Assurances

Include the signature of the district superintendent to certify that the local education agency assures the Illinois State Board of Education that the district will:

1. participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under NCLB Section 411(b)(2) of the National Education Statistics Act of 1994.
2. inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. provide technical assistance and support to schoolwide programs.
4. work in consultation with schools as the schools develop the schools' plans pursuant to NCLB, Section 1114, and assist schools as the schools implement such plans or undertake activities pursuant to NCLB, Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5. fulfill such agency's school improvement responsibilities under NCLB, Section 1116, including taking actions under paragraphs (7) and (8) of NCLB, Section 1116(b).
6. provide services to eligible children attending private elementary schools and secondary schools in accordance with NCLB, Section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of

- compulsory school attendance, ensure that such services comply with the performance standards established under NCLB, Section 641A(a) of the Head Start Act.
9. work in consultation with schools as the schools develop and implement their plans or activities under NCLB, Sections 1118 and 1119.
 10. comply with the requirements of NCLB, Section 1119, regarding the qualifications of teachers and paraprofessionals and professional development.
 11. inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
 12. coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under NCLB, Section 1116, if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
 13. ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
 14. use the results of the student academic assessments required under NCLB, Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in NCLB, Section 1111(b)(3) within 12 years from the baseline year described in NCLB, Section 1111(b)(2)(E)(ii).
 15. ensure that the results from the academic assessments required under NCLB, Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
 16. assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with NCLB, Section 1111(b)(8)(D).
 17. the district has a policy and procedure in place for the provision of public school choice; and
 18. the principal of each school operating a Targeted Assistance (NCLB, Section 1114) or Schoolwide Program (NCLB, Section 1115) shall annually attest in writing as to whether such school is in compliance with the requirements of NCLB, Section 1119, Qualifications for Teachers and Paraprofessionals. Copies of these attestations shall be maintained at the school and at the main office of the district and shall be available to any member of the general public on request.

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the plan has been duly approved by the local school board.

Local Board Action

The district must enter the date that the Title I plan was approved by the local school board before submitting the plan to ISBE via the IIRC.

ISBE Monitoring

This part of the template will be completed by ISBE staff. The monitoring comments will be posted in the IIRC and the district personnel listed in the "District Information" section will receive email notification of monitoring updates.

Follow up to ISBE Monitoring or District revisions to the Title I plan

District Responsibilities:

The district is responsible for providing any requested information or updates to the Title I plan and then must resubmit the plan for review after receiving the local school board's approval.

Illinois Interactive Report Card (IIRC)

IIRC - Front Page: <http://iirc.niu.edu/>

Accessing the Title I District Plan

- ⊙ Click on “District” ⊙ and search by entering the name and/or name and # of the district.
- ⊙ Click on the name of the district when the options are provided.
- ⊙ From Main Report Card page – click on “[Login to e-Plans for this District.](#)”
- ⊙ Enter Username and Password –

If needed for the district, contact Gail Buoy at gbuoy@isbe.net. Send her an email with name and title of person, email address, phone number, and name and # of school district to be issued the username and password.

- ⊙ Select from the District e-Plans Dashboard – Title I Plan

The District e-Plans Dashboard provides access to all district and school plan templates and plans that have been entered into the Illinois Interactive Report Card site.

Plan Type					
Title I Plan	View	Edit	Plan Status	Board Approval	ISBE Monitoring
(only one plan available)	PDF	Enter Text	(date)	(date)	Approval/Not Approved (date)

There are two views for reading the plans:



(Envelope) **PDF version** for printing the full plan or individual pages.



(Pencil) **Edit: access to each section of the template and ISBE monitoring**

District Information:

The district representatives will enter their information in the following sections of the District Improvement Plan.

- **Preliminary Information: District Information**
- **Section I: Program Description (16 components)**
- **Section II: Board Approval and Certification and Assurances**
 - Local Board Approval Date
 - ISBE Monitoring

“**Submit Plan**”