

**2008 DISTRICT IMPROVEMENT PLAN e-Plan Template Worksheets**  
**“A Tool for Plan Developers”**  
[http://www.isbe.net/sos/word/eplan\\_template\\_districts.doc](http://www.isbe.net/sos/word/eplan_template_districts.doc)

Use the District Improvement Plan Guide (see pages 7-17) 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 2008 assessment data.
- Review data measuring the success of strategies and activities from prior plan(s).
- *Prompt: What practices resulted in improved student achievement?*

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.]*
- All required Response to Intervention (RtI) components are completed within the District Improvement Plan. Information on the RtI components is available at [http://www.isbe.net/RtI\\_plan/default.htm](http://www.isbe.net/RtI_plan/default.htm) under the Resources section.
- 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/>.

## 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?

Based upon data as provided by the state of Illinois, Summit Hill Junior High the ISAT data is as follows:

- Seventh Grade Reading = 445 students
  - 393 students met and exceeded state standards = 88.3%
  - 52 students fell below state standards = 11.7%
    - Special Education population:
      - 51 students
        - 19 students met or exceeded state standards = 37.3 %
        - 32 students fell below state standards = 62.7%

Eighth Grade Reading = 390 students

- 360 students met and exceeded state standards = 92.3%
- 30 students fell below state standards = 7.7%
  - Special Education population:
    - 49 students
      - 26 students met or exceeded state standards = 53.1%
      - 23 students fell below state standards = 46.9%

Seventh Grade Math = 444 students

- 399 met and exceeded state standards = 89.9%
- 45 students fell below state standards = 10.1%
  - Special Education population:
    - 50 students
      - 24 students met or exceeded state standards = 48%
      - 26 students fell below state standards = 52%

Eighth Grade Math = 390 students

- 364 met and exceeded state standards = 93.3%
- 26 students fell below state standards = 6.7%
  - Special Education population:
    - 49 students
      - 30 students met or exceeded state standards = 61.2%
      - 19 students fell below state standards = 38.8%

Strengths-

- Summit Hill's scored well above the state norms in all areas
- +11.3% in 7<sup>th</sup> grade reading
- +9.5% in 7<sup>th</sup> grade math
- +10.9% in 8<sup>th</sup> grade reading
- +12.9% in 8<sup>th</sup> grade math

Weaknesses-

- Did not meet AYP in Reading
- Short Response questions in Math scored low

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

- The district has experienced continued growth in the area of students qualifying for ELL services. The district has hired three ELL teachers to support students; one part time for the junior high school.
- All teachers employed at Summit Hill Junior High School are highly qualified.
- Summit Hill Junior High School has successfully transitioned into the new junior high and met the challenges of a new building.
- Summit Hill School District 161 hired their own special education teachers to support students enrolled in Specialized Instruction classes.
- The junior high now houses the SCASI (self-contained all classes included) for low incidence special education for the local cooperative.
- During the 08-09 school year, the school continued support of the TIP program (Transitional Intervention Program) to support students on an IEP for emotional disorders.

**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.)

Adequate support for the ELL kids.

## 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?

Based on data as provided by NWEA, Summit Hill Junior High data is as follows:

- With the national growth norm (RIT value) for Reading Achievement is at 218.2 and the 8<sup>th</sup> grade value is 222.4.
- With the national growth norm (RIT value) for Math Achievement is at 228.5 and the 8<sup>th</sup> grade value is 229.9.

Based on data as provided by the Explore test, Summit Hill Junior High data is as follows:

- The national norm in reading is 13.8 and the 8<sup>th</sup> graders score at 15.8.
- The national norm in math is 15.1 and the 8<sup>th</sup> graders score at 17.1.

**Strengths:** In both sets of data, 68% of students scored at or above the national norms.

**Weaknesses:**

- In Reading, 139 students (32.3%) are below the mean National Growth Norm (RIT Value).
- In Math, 140 students (32.1%) are at or below the mean National Growth Norm (RIT Value)

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

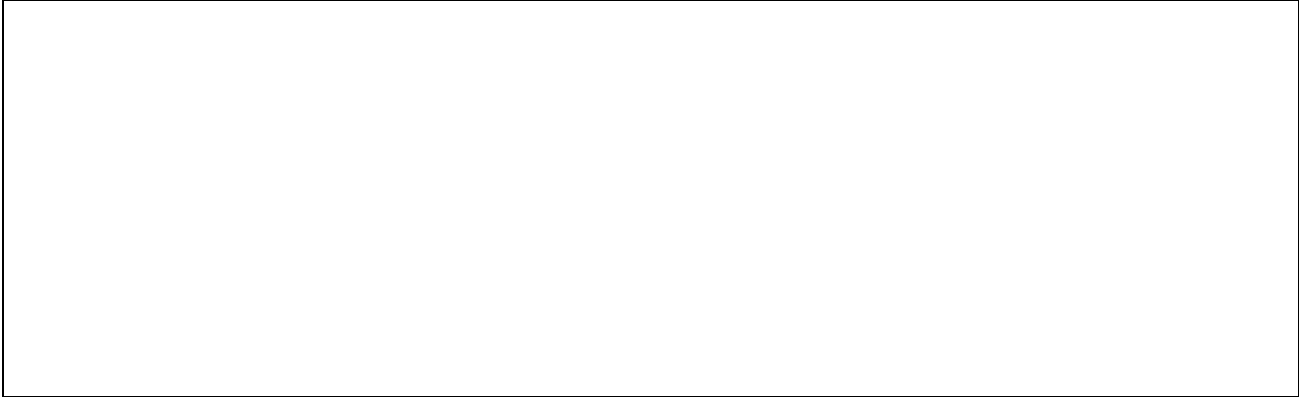
- Students are beginning to become acclimated to NWEA testing procedures.
- Summit Hill technology infrastructure needs to be able to support NWEA testing.
- Staff are becoming acclimated to NWEA testing and data retrieval and interpretation.

**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.)

- Through the interpretation of NWEA data, we can recommend support classes such as study skills and reading improvement for non-identified IEP students.
- Professional Development for teachers to interpret and use NWEA data .
- Use this interpreted data to address specific needs in a given subject area.
- Administration is exploring scheduling and infrastructure issues to support NWEA

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testing.



## 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?

There is a yearly increase in our ELL population and this continues to grow as a result of new housing developments in the area. This also contributes to our rapidly increasing student enrollment. High parental involvement is demonstrated by the high attendance numbers at all school functions. Summit Hill has expanded their extra curricular programs to include additional sports, clubs and intramural activities. The school district also works closely with the Frankfort Square Park District in land usage and management.

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

- Higher ELL population may lead to fluctuation in testing performance and data.
- Since parental involvement is present, students will benefit from external motivation which could lead to increased academic performance.
- Extra curricular activities provide opportunities for students to experience increased participation and sense of belonging within the school community.
- Operating costs are kept lower as a result of our partnership with The Frankfort Square Park District.

**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.)

- Increase contact time for ELL students with certified ELL teacher.
- Provide for additional staff development to provide academic support for ELL students in the regular classroom.
- Continue to maintain symbiotic relationship with park district.
- Continue to maintain and improve extra curricular and intramural opportunities for all students.

## 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?

The staff at Summit Hill Junior High is comprised of 100% highly qualified teachers. Of these teachers, 49.3% have Masters' Degrees or above. The average SHJH teacher has over 10 years of teaching experience. All are required to complete a predetermined number of staff development hours or college courses each and every year. The student to teacher ratio in the district is 18.9. Staff development opportunities are readily available and provided in house on a monthly basis. A two year new teacher mentoring program is in place at a district level. This group meets on a monthly basis.

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

- Staff development (workshops, conferences, trainer-of-trainers model) on CRISS, ISAT, SAC, technology, 6+1 trait writing
- Purchase materials to support 6+1 trait writing
- Analyze and develop action plans to make data driven decisions
- Staff has trained in NWEA testing and future opportunities will provide for data interpretation training.
- Staff Development for implementation Assessment Frameworks
- Reading Improvement instructors utilized for support teaching research based reading strategies across content areas
- Increase professional libraries (teacher's lounge) and add folder on the server which include teacher resources readily accessible
- Provide data base for novel units for use in content classrooms
- Continued staff development using Differentiated Instruction strategies and curriculum development
- Vertical articulation with the high school and the intermediate staff
- Provide current research in best practices through literature review and in-district workshop offerings
- Evaluate effectiveness of differentiated instruction through staff observation and evaluation
- Staff development opportunities have been provided to support RTI initiatives.

**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.)

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- Staff continues to seek opportunities for self improvement in and out of the classroom.
  - More opportunities are necessary for staff collaboration and team teaching.
  - Staff members will share/lead workshops on strategies gleaned from said workshops.



### Item 3 - Parent Involvement

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

Through parent teacher conferences, open house, curriculum nights, online access of students' achievements, and teacher-parent communications, Summit Hill Junior High has reached 100% contact.

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

Student success is reliant upon the collaboration between the Summit Hill staff and the parents.

**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.)

Parental involvement provides external motivation in helping students reach success. Continued support between parents and teachers will be on-going.

## 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:
I-B. Local Assessment Data:
I-C Item 1. Attributes and challenges of the school and community that have affected student learning:
I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information:
I-C Item 3. Parent Involvement Data:

### 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?

### 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):**

Due to not meeting AYP in 7<sup>th</sup> and 8<sup>th</sup> grade Reading, effort to increase reading scores in the meets and exceeds categories.

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

Students Strategies:

- Reading strategies presented and taught across content areas by reading specialists and implemented through general education curriculum
- Consistent use of ISAT materials
- Implementation of vocabulary curriculum (honors, general education and specialized instruction)
- Purchase of leveled readers (special education and at risk learners, ELL)
- Implementation of leveled readers in the Reading Improvement Encore course
- Provide school programming for academically at risk students (Turnabout and Academic Assistance, study hall and study skills)
- Implement SSR during after school programs: requires purchase of materials; have students reading after completion of assignments until bus arrives for pick-up
- Review data of resource and special education study halls
- Evaluate and assess newly implemented study hall program
- Implement and assess reading improvement and/or study skills encore class for not only at risk learners, but all learners.
- Implement team taught language arts classes (4 per grade level)
- Integration of reading specialist throughout core content areas (social studies, science)
- Purchase and implement technology into all classroom settings (United Streaming and Brain Pop)
- Develop use of Word Walls across content areas
- Purchase and utilize common themes for posters (homophones, 6+1 trait writing, essay writing) throughout classrooms
- Provide clear expectations to support proper grammar, spelling and use of the English language as utilized in student writing samples
- Research and pilot reading clubs

Staff Strategies:

- Staff development (workshops, conferences, trainer-of-trainers model) on NWEA testing, Data Assessment training, RtI training, Reading Big 5, CRISS, ISAT, SAC, technology, 6+1 trait writing
- Purchase materials to support the Big 5 and 6+1 trait writing
- Analyze and develop action plans to make data driven decisions
- Staff Development for implementation Assessment Frameworks
- Reading Improvement instructors utilized for support teaching research based reading strategies across content areas
- Increase professional libraries (teacher's lounge) and add folder on the server which include teacher resources readily accessible
- Provide data base for novel units for use in content classrooms
- Continued staff development using Differentiated Instruction strategies and curriculum development
- Vertical articulation with the high school and the intermediate staff
- Provide current research in best practices through literature review and in-district workshop offerings
- Evaluate effectiveness of differentiated instruction through staff observation and evaluation
- SSR during advisory

Parental Involvement Strategies:

- Tips for parents on the website and in newsletters
- Add website to academic planner
- Language Arts teacher will provide training for parents for school website access on Curriculum Night

- Handouts available for parents at school functions
- Investigate Parent University Nights in alignment with the district
- Family Reading Night
- Teen Read Week

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

On 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:** Due to not meeting AYP in 7<sup>th</sup> and 8<sup>th</sup> grade Reading, effort to increase reading scores in the meets and exceeds categories.

**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
Reading strategies presented and taught across content areas by reading specialists and implemented through general education curriculum	09/08	05/09	After school workshops	School Improvement Funds	\$500
Consistent use of ISAT materials	09/08	05/09	During school	Textbook account	\$5,000
Implementation of vocabulary curriculum (honors, general education and specialized instruction)	08/08	05/09	During school	Textbook account	\$11,000
Purchase of leveled readers (special education and at risk learners, ELL)	09/08	05/09	During school	District funds	<input type="text"/>
Implementation of leveled readers in the Reading Improvement Encore course	08/08	05/09	During school	0	0
Provide school programming for academically at risk students (Turnabout and Academic Assistance,	09/08	05/09	During School		<input type="text"/>

study hall and study skills)				
Implement SSR during after school programs: requires purchase of materials; have students reading after completion of assignments until bus arrives for pick-up	08/08	05/09	During school	

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:

**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
Staff development (workshops, conferences, trainer-of-trainers model) on NWEA testing, Data Assessment training, Reading Big 5, RtI, ISAT, SAC, technology, 6+1 trait writing	09/08		Before School ▼	Title I ▼	
Purchase materials to support the Big 5 and 6+1 trait writing			Before School ▼	Title I ▼	
Analyze and develop action plans to make data driven decisions			Before School ▼	Title I ▼	
Staff Development for implementation Assessment Frameworks			Before School ▼	Title I ▼	
Reading Improvement instructors utilized for support teaching research based reading strategies across content areas			Before School ▼	Title I ▼	
Increase professional libraries (teacher's lounge) and add folder on the server which include teacher resources readily accessible			Before School ▼	Title I ▼	

Provide data base for novel units for use in content classrooms			Before School ▾	Title I ▾	
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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:** (This is just a short title, no more than 20 words.)

**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
Tips for parents on the website and in newsletters	<input type="text"/>	<input type="text"/>	Before School <input type="text"/>	Title I <input type="text"/>	<input type="text"/>
Add website to academic planner	<input type="text"/>	<input type="text"/>	Before School <input type="text"/>	Title I <input type="text"/>	<input type="text"/>
Language Arts teacher will provide training for parents for school website access on Curriculum Night	<input type="text"/>	<input type="text"/>	Before School <input type="text"/>	Title I <input type="text"/>	<input type="text"/>
Handouts available for parents at school functions	<input type="text"/>	<input type="text"/>	Before School <input type="text"/>	Title I <input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School <input type="text"/>	Title I <input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School <input type="text"/>	Title I <input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Before School <input type="text"/>	Title I <input type="text"/>	<input type="text"/>

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:

**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?)

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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**

Name	Title

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

At the opening Institute Day the staff was introduced to district goals. The staff was provided with ISAT data from both SHJH and Walker Intermediate to analyze in order to develop both personal professional goals and departmental goals. The teachers were also in-serviced on the new technology systems and pieces of equipment that support instruction in the classroom. Also the staff received procedural updates: school safety, attendance, grade level team expectations, curriculum updates, direction of advisory and various other team building initiatives.

All teachers within all departments were given copies of the data results and needed to research and develop action plans (September 2008). Teachers separated into departmentalized teams and developed their key strengths and opportunities. Upon official results posted, stakeholder input will be shared with parents via school newspaper, website and handouts during parent visits. The various parent organizations (Athletic Boosters, Band Boosters, and School Community Organization) will be provided with an updated status. Official results will be shared with students at an all school assembly.

##### Names and Titles of District Planners

Steven Evenhouse, 7<sup>th</sup> grade Language Arts Teacher  
Rhonda Furmanek, 8<sup>th</sup> grade Math  
Kim Hauser, Applied Technology Teacher  
Jim Letsos, Dean of Students  
Beth Lind, Principal  
Fred Pufahl, PE Teacher  
Roxanne Rodgers, 8<sup>th</sup> grade Language Arts Teacher  
Paula Serealas, Assistant Principal  
Patrick Sullivan, 7<sup>th</sup> grade Language Arts Teacher

#### 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).

District level decisions are made based on school board goals. All personal professional goals are aligned to the board goals. District responsibilities are to provide the means to undergo staff development as supported through initiatives. Building administrators and well as district level administrators along with teachers are encouraged to put on workshops that support school improvement efforts as aligned with the District goals established by the Board of Education.

The district office administration are also instrumental in supporting building administrators with support in the development building level budgets and encourage positive risk-taking with new programming.

## B. State Responsibilities

**State Responsibilities** - Specify the services and resources that ISBE, RESPROS, 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)].

The state's responsibilities include providing our school through our ROE and PDA with staff development, in-service training, budgeting and up-to-date information on the changing requirements to meet NCLB.

## 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.