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ABSTRACT

To assist schools with the process of school planning, a project team convened by the Illinois State Board of Education has developed an integrated school-improvement planning framework. Through an integrated approach to school improvement, schools are better able to coordinate their programs, activities, and budgets and maximize their resources of time, talent, and funds. This guide outlines the components of the integrated planning process: shared vision, data collection, analysis and gap analysis, integrated action plan, reflection, evaluation, and refinement. Appendices contain legislative requirements of the School-Improvement Plan, data collection and analysis and gap-analysis worksheet, instructions for completing the integrated action-plan template, and a glossary. (Contains 14 references.) (DFR)

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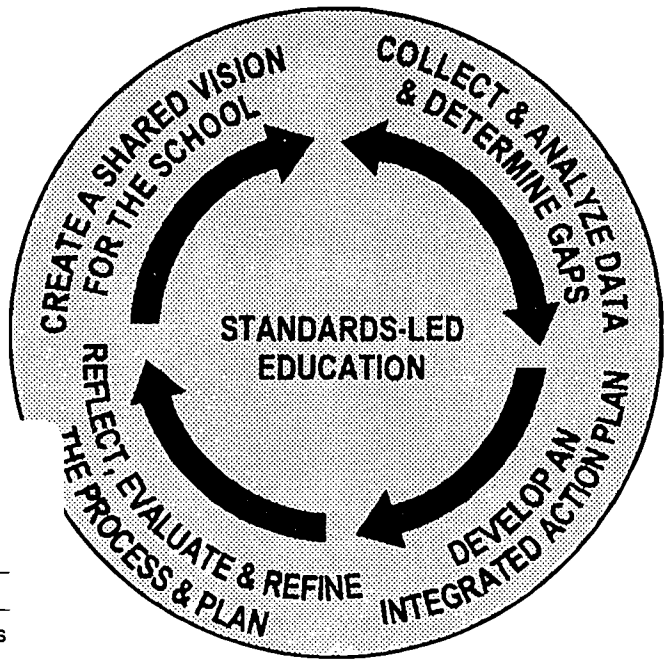
A Guide to an Integrated School Improvement Planning Framework

An opportunity for Illinois schools to integrate planning and resources for continuous school improvement



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Illinois State Board of Education

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Ronald J. Gidwitz
Chairman

Glenn W. McGee
State Superintendent of Education

Dear Educator:

School improvement planning is an ongoing process, but it is particularly important to reflect on the past school year, review assessment results or even conduct surveys or focus groups as a means for planning for the next year. To assist schools with this planning process, a project team convened by the Illinois State Board of Education has developed an integrated school improvement planning framework. Through an integrated approach to school improvement, schools are better able to coordinate their programs, activities and budgets and maximize their resources of time, talent, and funds.

This *Guide to an Integrated School Improvement Planning Framework* outlines the components of the integrated planning process—shared vision, data collection, analysis and gap analysis, integrated action plan, reflection, evaluation, and refinement. A companion document, *A Template for an Integrated School Improvement Plan*, outlines a format that school improvement teams or internal review teams may find helpful in developing their school improvement plan. Please give this document a careful and close reading. It represents the best thinking and intense efforts of educators and staff throughout the state. I am proud of their excellent work.

Although you are not required to use this process or template, we are providing them as an example. I encourage you to use or adapt the materials to meet the individual needs of your school community. You will find that the Integrated School Improvement Plan is easy to use, easily understood by staff and parents and appropriate for presentation to your School Board.

I congratulate you on the completion of what I trust was an outstanding school year and wish you much success in your school improvement planning efforts.

Sincerely,

Glenn W. McGee
State Superintendent of Education

A Guide to an Integrated School Improvement Planning Framework

An opportunity for Illinois schools to integrate planning and resources for continuous school improvement.

1999

Developed by a Project Team of representatives from school districts, regional offices of education, intermediate service centers, learning technology hubs, Education for Employment regional systems, and the Illinois State Board of Education

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Foreword

School improvement. School improvement plans. School improvement planning. Continuous improvement planning. Strategic planning. It is time for educators to move beyond the jargon of these phrases to the serious work of collaboration, preparation, and implementation that "true" school improvement planning requires. Predicting the future is impossible, but not planning for the future is inexcusable.

In response to requests from schools and districts throughout the state about the necessity and complexity of school improvement planning, the Illinois State Board of Education convened a project team of representatives from school districts, regional offices of education, intermediate service centers, learning technology hubs, education for employment regional systems, and State Board staff. The team's purpose was to develop a school improvement planning process that would integrate activities and resources into a unified approach for maximum efficiency at the school level. The process and the planning template which follow are the results of the fine thinking and hard work of the group. The format is simple to use, will be easily understood by all members of the school community and most importantly will enable you to create, implement and evaluate the success of your school improvement plan.

The process outlined in this document is provided as a leadership service to schools. Use of the format—or a similar one of your design—is urged and encouraged, but is not required. As Thomas Edison once said, "There are no rules here; we're trying to accomplish something." Schools that already have a school improvement process and plan format in place may refer to this document and adapt whatever content is applicable or relevant. Schools that are looking for a school improvement process and plan may choose to use this resource and initiate a plan based on the process and format outlined here. The project team worked hard to develop a process and product that would serve the diverse needs of Illinois schools, and I am proud of their fine work.

School improvement planning is an opportunity to prepare for, rather than be surprised by, the future. Successful planning begins with an attitude (shared vision) and translates into action (data collection and analysis, creation of an integrated action plan, and opportunities for reflection/evaluation/refinement). I believe the process and product that follow will provide assistance in your planning efforts. I thank you and commend you for taking the school improvement planning process seriously for it is this process which will ultimately lead to significant improvement in student achievement and student climate in your schools.

Glenn W. McGee
State Superintendent of Education

A Guide to an Integrated School Improvement Planning Framework

An opportunity for Illinois schools to integrate planning and resources for continuous school improvement

Background and Rationale

In January 1998, a project team representing school districts, regional offices of education/intermediate service centers (ROE/ISC), learning technology hubs, education for employment regional systems, and the Illinois State Board of Education (ISBE) was convened in response to requests from school districts to submit a single plan rather than be required to prepare multiple plans for entitlement and competitive grants. The team's purpose was to develop a simplified planning process for schools and criteria for integrated plans that districts and/or schools could use for continuous improvement.

Illinois legislation requires schools to have a school improvement plan that contains information about:

- students and their attendance, truancy, mobility, retention, and expulsion rate and, for high schools, graduation and dropout rates;
- the extent to which all students in the grade levels chosen by the district are achieving in the fundamental learning areas;
- the school's state assessment results;
- an analysis, based on state and local assessment data and other available information, of factors which may be contributing to any areas of underachievement by students;
- measurable goals for improving the school's programs and student performance in at least the areas of deficiency noted, including
    - specific, measurable steps to be taken;
    - a timeline for these activities; and
    - a budget for these activities;
- professional development activities for at least the staff providing services in the academic areas in which the school's performance has been deficient. These activities must also be reflected in the district's staff development plan.

The integrated school improvement plan also supports the legislative requirement for a Quality Assurance internal review by providing an optional format for the school improvement plan that results from the internal review process. [Further reference information on legislative requirements is included in Appendix A on page 15.]

A number of state and federal educational programs have requirements for district or school improvement plans, for example:

> The Academic Early Warning List schools received criteria in the spring of 1998 for developing their school improvement plans for submission to the State Superintendent.
>
> In the fall of 1997 the Center for Learning Technology established progress guidelines for districts to develop a technology plan and apply for funds to support education through technology training, supplies, and equipment.

During the 1996-97 school year, the Illinois Accreditation Process was revised and launched with a three-year pilot program to review schools using a professional peer review (i.e., external review team.) The Guidelines for Quality Assurance and Improvement Planning (QAIP) focus on three areas: school improvement planning, internal review and external review.

Since 1996 the statewide focus for the Improving America's Schools Act (IASA) has involved a comprehensive planning process and a consolidated application for Title I, Title II, Title IV, and Title VI funds, based on the district's school improvement plan. In addition, the federal government is advocating the Comprehensive School Reform Demonstration (CSRD) Program as the model for Title I and other reform initiatives to foster coherent schoolwide improvements based on research and effective practices and an emphasis on basic academics and parental involvement.

The Comprehensive Plan for Gifted and Talented Education describes the system for identifying and assessing gifted and talented children, the education program and personnel, staff development, evaluation procedures, and budget.

The Secondary Workforce Preparation System Plan is based on input from every district to deter mine regional delivery of services on vocational programs.

Purposes and Benefits for Integrated School Improvement Planning

The integrated school improvement planning framework is **an optional, voluntary process**. It will assist districts and schools that want to

- engage in a more comprehensive, collaborative planning system;
- streamline the data-gathering process;
- integrate programs and funds; and
- develop a **single** school improvement plan.

The intent is to develop the integrated school improvement plan at the **school building level**. These building-level plans can serve as the basis for creating a district plan and applying for funds with district-wide eligibility (e.g., technology, gifted, Title I).

The integrated school improvement plan provides a focus, serves as a filter for selecting competitive grants that complement the school's goals, and includes the necessary basic information for entitlement and competitive grants that the district or school may decide to pursue. Through an integrated approach to school improvement, school personnel can evaluate grant applications, determine the relevancy to the school's goals, and decide whether to apply. Since most information required by the grant would already be compiled as part of the integrated school improvement plan, grant writing would be more easily accomplished.

Possible grants and funding sources that may be used to support the integrated school improvement plan include, but are not limited to

- general revenue;
- technology literacy challenge funds (TLCF);
- vocational education;
- Quality Assurance process (preparation and implementation grants prior to and after an external visit);
- system of support for academic early warning list;
- consolidated application for Title I, II, IV, V (Improving America's School Act- IASA);
- state formula grants (e.g., consolidated application for Reading Improvement, Professional Development and Gifted Education grants);
- Comprehensive School Reform Demonstration Program; and
- competitive grants in response to requests for proposals (RFPs).

(Information about state and federal grants is available on the ISBE website [http://www.isbe.state.il.us] under "ISBE Resources" by selecting "RFP/Bids/Grants Links.")

The project team identified several benefits to integrated school improvement planning. An integrated school improvement plan

- provides a focus and sense of direction;
- emphasizes a "big picture" approach by tying all the "pieces of the puzzle" together;
- enhances efficiency by leveraging resources (human, material, financial);
- maximizes time spent in preparing plans and applications for various programs;
- serves small districts as well as large districts;
- generates buy-in to school improvement through a sense of unity; and
- gains community support through better understanding and communication.

Overview of the Integrated School Improvement Planning Framework

The project team was aware that a variety of school improvement processes and models are already being used by districts and schools throughout the state: *Internal Review Manual*; *Digest of School Improvement Ideas*, *School District Technology Plan Blueprint*; Comprehensive School Reform Demonstration Grant Program: FY99 Request for Proposals; *School Improvement Plan for Advancing Academic Achievement: Recommended Guidelines and Format; The Lincoln Awards for Excellence: Application Guidelines and Criteria*; *Pathways to School Improvement*; Blue Ribbon Schools Program. (Refer to References on page 13.)

Rather than dictate any process, the project team looked at the elements that were common in most school improvement efforts and decided upon the following components as a framework:

- **Create** (or Revise) a **shared vision**;

- **Collect and analyze data** and **determine gaps** (or areas for improvement);

- **Develop an integrated action plan** which outlines the ***goals***, specific, measurable steps to be taken (strategies or activities), ***responsibility***, ***timelines***, ***resources***, ***estimated costs***, and ***funding sources***; and

- **Reflect, evaluate and refine** the school improvement process and plan.

As illustrated in the visual on the next page, the school improvement plan is a cycle—a continuous, ongoing progression. (A full-page graphic is also provided on page 12.) The school improvement team can customize the framework and determine where the school begins based on prior experience with school improvement planning. For example, if a school already has a vision, then less time is spent on that component or a school may choose to enter into the data and gap analysis phase and have a vision evolve as the data reveals further knowledge about the school and its needs. The visual illustrates this reciprocal relationship between vision and data and gap analysis with a double-sided arrow.

The framework illustrates the use of a **process** that results in a **product** at each phase:

PROCESS		PRODUCT
Creating a vision	→	*Vision Statement*
Collecting/analyzing data and determining gaps	→	*Data and Gap Analysis Summary*
Developing an integrated action plan	→	*Integrated Action Plan*
Reflecting, evaluating, refining	→	*Formative and Summative Evaluations*

Another way to look at this framework is to ask these general questions about school improvement:

Where do we want to be? What do we want our school and students to be? **(Vision)**

Where are we now? and *What are the gaps between where we are now (reality/what is) and where we want to be (vision/what is desired)?* **(Data Collection and Analysis / Gap Analysis)**

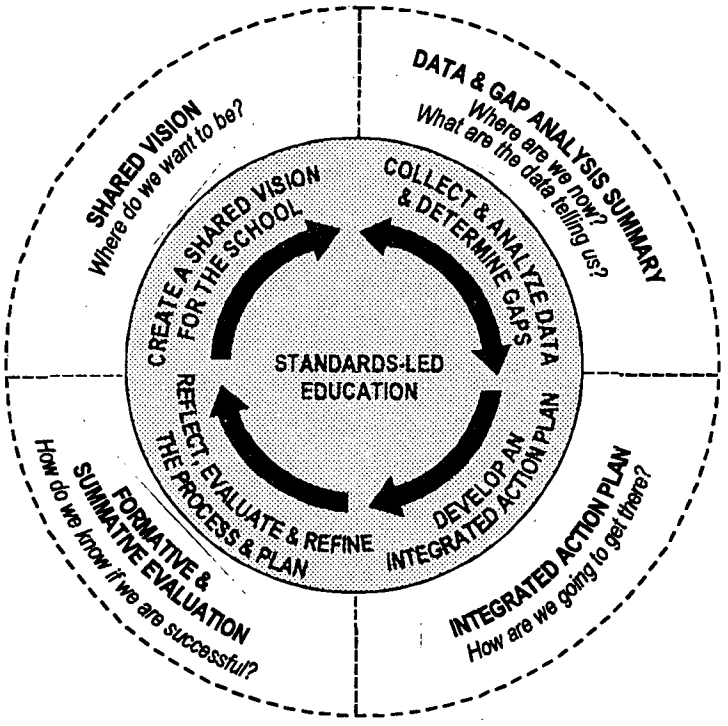
How are we going to get there? How can we best maximize our resources to accomplish our goals? **(Integrated Action Plan)**

How do we know if we are successful? **(Reflection/Evaluation/Refinement)**

Each component of the framework is described in the following sections. The reflective questions may be used to promote discussion, stimulate thinking and generate ideas about each phase.

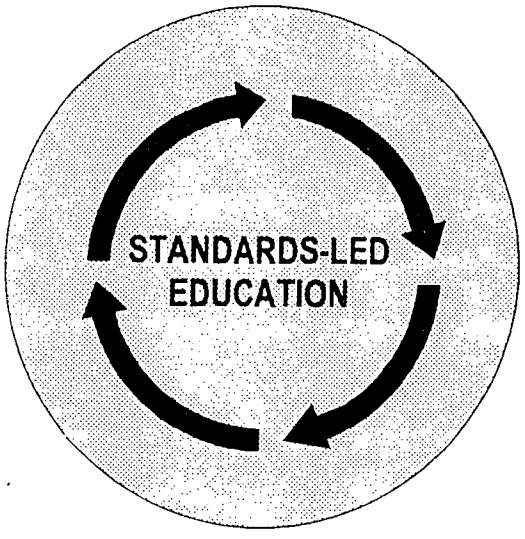
A Template for an Integrated School Improvement Plan is outlined in a separate document and available on the ISBE website (www.isbe.state.il.us).

INTEGRATED SCHOOL IMPROVEMENT PROCESS, PRODUCTS, REFLECTIVE QUESTIONS



Components of the Framework – Criteria and Reflective Questions

Standards-Led Education



Standards are the focal point (center) of continuous school improvement. In 1985, the State of Illinois provided "broadly stated, relatively timeless expressions of what the State of Illinois wants and expects its students to know and be able to do as a consequence of their elementary and secondary schooling." Various organizations have already developed and disseminated standards, e.g., Illinois Learning Standards, staff development standards, occupational skills standards, professional teaching standards. (Refer to the glossary on pages 25-26 for additional descriptions of standards.) The school improvement plan directly relates to and is driven by standards. All goals of the plan are aligned with standards (or expectations). Results can be measured by these standards.

Hold yourself responsible for a higher standard than anyone else expects of you. -Henry Ward Beecher

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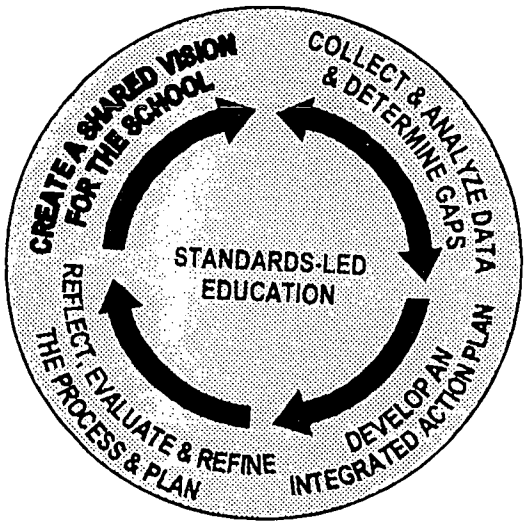
Shared Vision



A **vision** is a clear, unique owned statement of the principles and beliefs of an organization. The entire learning community needs to buy in to the philosophy of the vision statement and model these beliefs in their attitudes and behaviors.

"All organizations need a vision to provide a focus and sense of direction or purpose. All organizations must plan for the vision, or the vision will never be realized." (Bernhardt, 1994).

Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world. — Joel Barker

Components

In the **vision** component of the school improvement plan, the school improvement team

- studies new approaches to improving the school process for meeting student needs;
- heightens community awareness of the importance of educating students by actively involving representatives from the various community groups (i.e., stakeholders) in the development, implementation, and evaluation of the school improvement process;
- uses words and/or graphics on how the school will address teaching and learning, student progress and achievement, and the learning community;
- serves as a catalyst to ensure that students are prepared to live and work in a rapidly changing global society;
- states the vision so that it captures the community's "ideal" preferred future and represents the community's key principles and beliefs;
- addresses how the vision would support
  - multiple learning environments,
  - needs of **all** students (e.g., special education, bilingual, limited English proficient, low income, adult learners),
  - physical and emotional needs,
  - partnerships with private and parochial schools,
  - families and businesses;
- leads the improvement process and day-to-day school events.

Reflective Questions

? How does the shared vision provide impetus for change?

? How do teaching and learning and student progress and achievement mirror the vision?

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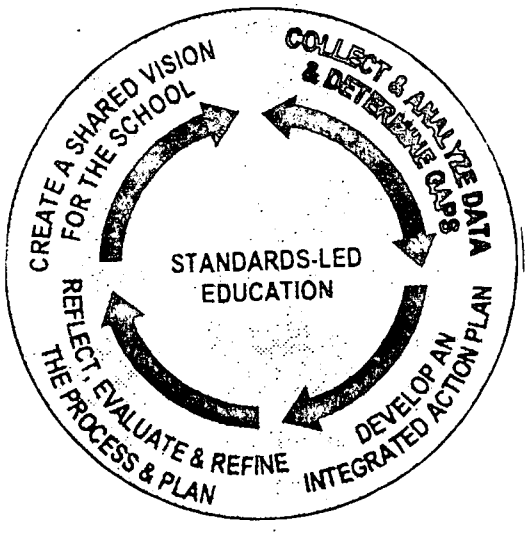
- What roles will the involved learning community representatives play in communicating the vision to the entire learning community? How will we get ownership in the vision from the entire learning community?
- What is our vision? What are the community/district/school's preferred future and best hopes for addressing the educational needs of all students? What possible scenario of a day in the life of a student seven years into the future would this vision support?
- What process was used and what learning community representatives were involved in developing the vision? What professional development is provided to build the learning community? How does the vision articulate key beliefs of the learning community (stakeholders)?

Data Collection and Analysis and Gap Analysis



In **data collection, data analysis,** and **gap analysis,** the school uses data from a variety of sources, analyzes the data, and determines the area(s) with the greatest gap between the current reality and the vision.

Where we are	← →	**Where we want to be**
(reality)	← →	**(vision)**
(existing state)	← →	**(preferred state)**

A sample format for data gathering and analysis, gap analysis and setting priorities is provided in Appendix B on pages 16-17.

A problem well stated is a problem half solved. –Charles F. Kettering

Components

The data collection and analysis and gap analysis is an important phase of integrated school improvement planning and provides the basis for the development of the action plan and the budget. This phase offers the opportunity for the plan to be based on **data-driven decisions** rather than perceived needs. In this phase, the school improvement team

- Collects data,
- Analyzes data,
- Analyzes gaps, and
- Set priorities for improvement (as the basis for developing measurable goals.)

To **collect data,** the school improvement team may use various methods (e.g., surveys, interviews and/or observations) and different sources (e.g., State IGAP/ISAT Report, School Report Card, and others). The table on the next page outlines four main areas of data (i.e., academic achievement, non-academic achievement, resources and support, and family and community) and possible sources of data for each type.

EDUCATIONAL AREA	POSSIBLE SOURCES OF DATA
Student Academic Achievement	School Report Card, IGAP/ISAT results, local assessments, Illinois Learning Standards, Illinois Student Information System (ISIS), student grades, student grade point averages, commercial standardized test data, student classroom performance (e.g., portfolios), teacher observations
Student Non-Academic Achievement	Attendance, truancy, expulsions, suspensions, dropouts, discipline referrals, school violence, enrollment
School/Program Resources and Support • **Teaching & Learning Strategies** • **Professional Development** • **Resource/Technology Deployment** • **Facilities**	District strategic plan, teacher reports, literature/studies on effective schools, professional development records, principal's goals as determined by the principal's and superintendent's contracts, professional development needs assessment, previous school budgets and plans, self-evaluations (e.g., NCREL Profile Tool, Lincoln Foundation criteria, Blue Ribbon Schools Program criteria, North Central Evaluation), district technology plan and learning report card, curriculum, instructional support services, facilities reports and plans
Family and Community	Identified needs of the partnerships with schools and/or businesses, parent training/workshops, enrollment in college-bound/vocational-technical classes, surveys of or interviews with families, business partners, other stakeholders

To **analyze data**, the school improvement team
- makes comparisons of what was, what is and what will be;
- determines trends (e.g., student performance on reading and writing for the last three years on the IGAP);
- identifies strengths and challenges; and
- identifies resources needed to support initiative or goal achievement.

To **analyze gaps**, the school improvement team
- draws conclusions from the data analyses about present realities;
- compares realities with the vision;
- defines the gaps between present realities and the vision;
- identifies priority needs; and
- translates these priorities into school improvement goals.

To **set priorities**, the school improvement team
- develops goals;
- determines what resources are needed to support each goal;
- ranks the goals according to needs; and
- communicates the priorities for improving student learning through schoolwide consensus.

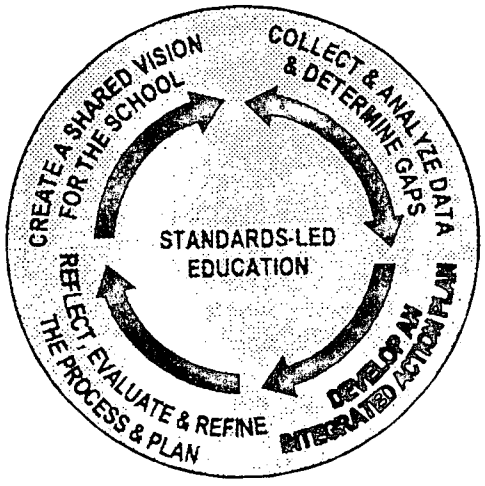
Reflective Questions

? What information do we have? What are the data on student learning, progress and achievement?

? What information do we need? How will we collect the information we need?

? What is the information from the data analysis telling us? What are the gaps between where we are (existing) and where we want to be (preferred)? What are the priorities based on the gap analysis?

Integrated Action Plan



The **integrated action plan** pulls together the key elements to continuous school improvement: goals, steps/activities, timelines, responsibility, resources. Instead of isolated activities, the learning community coordinates its resources (human, material and financial) for maximum implementation of the goals.

Sample formats for an integrated action plan and instructions for completing the columns appear in Appendix C on pages 18-24. [A template for completing an integrated school improvement plan is available in a separate document and on the ISBE homepage.]

If you know why, you will figure out how to. —W. Edward Deming

Components

In the **integrated action plan,** the school improvement team

- identifies what needs to be done to bridge the gap identified from the data and gap analysis;
- provides support within the school;
- coordinates resources;
- determines budget, funding sources (federal, state, local), estimated amounts;
- outlines needed professional development;
- considers learning tools and resources;
- addresses family/community involvement;
- promotes equity by addressing special populations;
- includes an implementation timeline.

Reflective Questions

? Based on the findings from the gap analysis and priority setting, what do we want to accomplish (i.e., goals)?

? What steps (strategies/activities) are we going to take to reach our goal(s)?

? What strategies will be used to integrate programs into a single plan?

? How are the goals and strategies/activities aligned with the Illinois Learning Standards and other standards?

? What resources (financial, human, community) are available to support the plan? How can resources be integrated to maximum benefit?

? Who is responsible for the activity?

? When will the activity be accomplished?

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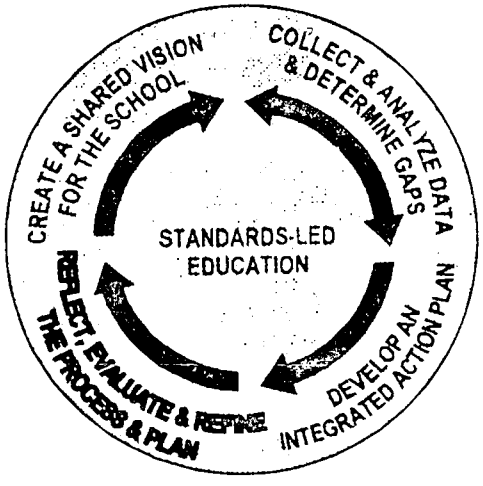
- How are representatives of the learning community involved in the development, implementation, and review (monitoring) of the plan?
- How are representatives of the learning community involved in the development, implementation, and review (monitoring) of the plan?
- How do learning community members participate in the decision-making process related to school improvement?
- What funding source(s) would support each activity? How will various state and federal programs be linked to support the school improvement plan? (Refer to the ISBE homepage [http://www.isbe.state.il.us] under "ISBE Resources" Drop-Down List and "RFP/BIDS/Grants Links" for a list of available funding opportunities.)

Reflection, Evaluation, and Refinement



Since planning is an ongoing process, a sequential phase in school improvement is **reflection, evaluation, and refinement**. The school improvement team needs to build in time and activities for assessing accomplishments, making adjustments on goals and activities as needed and communicating with the learning community. Rather than a summative evaluation at the end of the year, reflection occurs at regular intervals in the school improvement process, and refinements based on established benchmarks are put into place.

Even if you're on the right track, you'll get run over if you just sit there.
–Will Rogers

Components

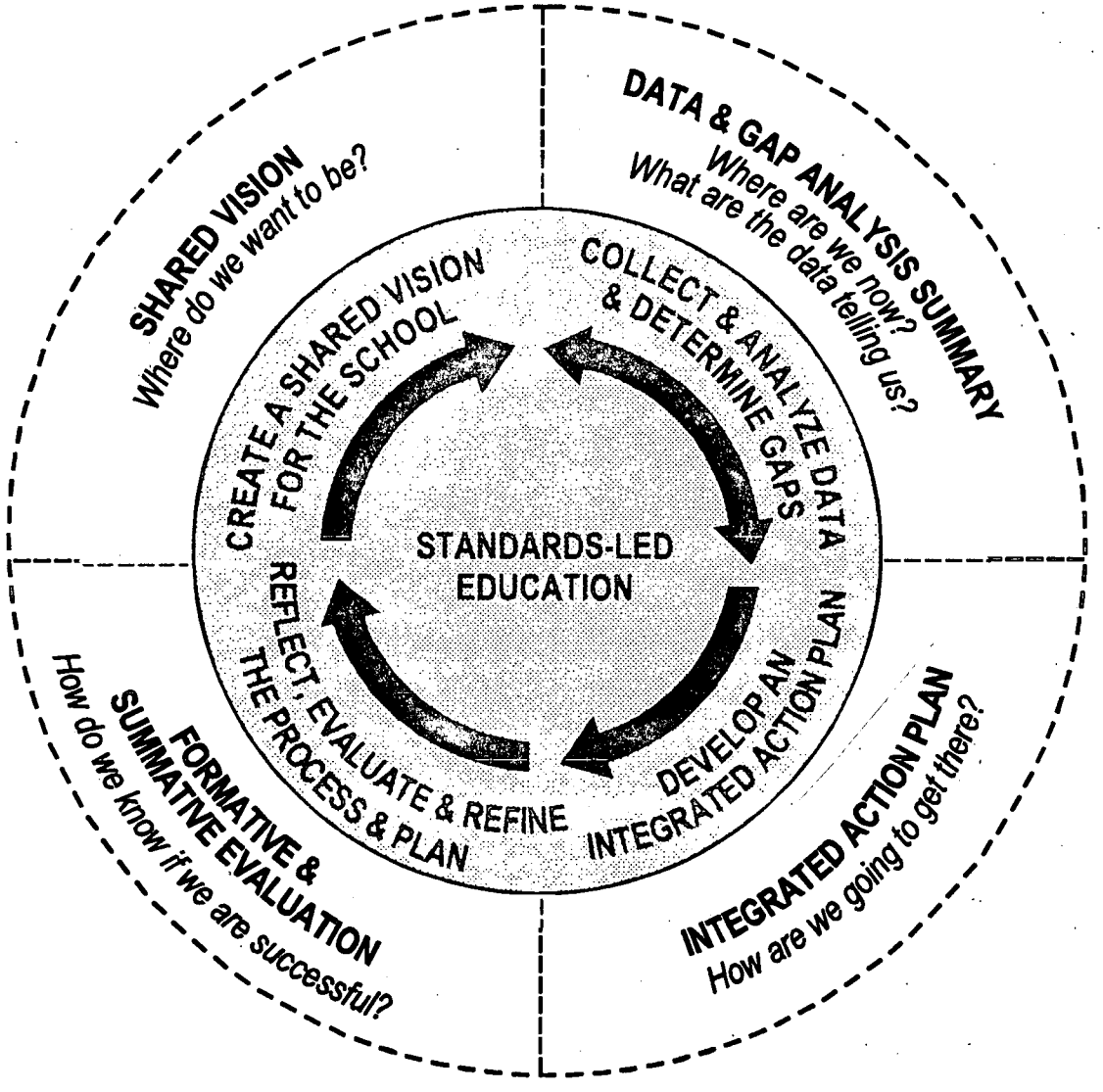
In evaluating the school improvement process (and plan), the school improvement team

- evaluates the implementation of school reforms and the student results achieved;
- judges the success of the plan in achieving expected outcomes, involving the learning community, and communicating progress;
- describes a process for ongoing evaluation of how the plan's activities will be integrated into the school curriculum and will affect student achievement and progress toward meeting the state learning standards and other program goals;
- uses measurable results to determine progress toward specific improved learning for students and adults;
- monitors progress toward results, goals and activities of the plan;
- builds in an internal monitoring (success indicators) of the action plan on a regular basis (e.g., a cycle for review quarterly, semi-annually or annually) with periodic progress reports.

Reflective Questions

- How are student and school data used to drive schoolwide decision making?
- How will we know the activity has resulted in success?
- How were the local board of education members informed of the plan's progress and provided an opportunity for input and feedback?
- How are curriculum planning and instruction monitored and evaluated?
- How is the assessment system monitored and evaluated?
- How are assessment data reviewed and how are results used for improving student achievement?
- What are the specific indicators of success and desired results such as learning outcomes, community benefits and administrative efficiencies?
- How will baseline data for the indicators be collected and benchmarked to provide for trend and comparative data?
- How is the plan periodically reviewed and modified (if needed) based on evaluation data?
- What are the standardized and authentic strategies such as portfolios for measuring the growth and progress toward the results and goals of the plan?
- What qualitative and quantitative measures will be used to assess the plan?
- What are the end results and/or products that will be produced as a result of this plan?
- How will we know we have achieved our goals and are moving toward our vision?
- How well has the school integrated key program objectives and funds (e.g., Title, technology, Education to Careers)?
- What formative and summative evaluations (e.g., teacher/student/parent satisfaction surveys, community benefits, administrative efficiency) will we conduct?
- What evidence shows that the school is making progress toward the goals? What achievements should be highlighted and celebrated?

Integrated School Improvement Process, Products, Reflective Questions



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School Improvement Plan for Advancing Academic Achievement: Recommended Guidelines and Format. January 1998 (2nd Revision.) Chicago Public Schools.

Acknowledgements

Project Team Members

Faye Coffman, Coordinator of Curriculum and Technology, Edwardsville District 7
Julie Gomes, Principal, Avon CUSD 176
Lilibeth Gumia, ISBE, Business, Community, Family Partnerships, Alternative Learning Partnerships Division
Rebecca Hackmann, ISBE, Change Initiatives Division
Nadine Headen, Chicago Teachers' Academy for Professional Development, Chicago Public School District 299
Ann Heelen, (project team leader), ISBE, Change Initiatives Division
Vicki Hensley, Assistant Regional Superintendent, Kankakee/Iroquois Regional Office of Education
Kyle Hlafka, Regional Office of Education, Carlinville
Cheryl Hood, System Director, St. Clair County/Belleville Area College Regional Vocational System
Tom Hysell, System Director, Career Preparation Network, (South Suburban-Cook and Will)
Warletta Johnson, ISBE, ROE Relations Unit
Stacey Maruska, ISBE, Change Initiatives Division
Gail Meisner, ISBE, Accountability and Quality Assurance
Jerry Ohare, ISBE, Business, Community, Family Partnerships, Workforce Preparation Partnerships Division
Sheryl Poggi, (project manager), ISBE, Change Initiatives Division
Kay Poyner Brown, West 40 Intermediate Service Center #2
Sharon Roberts, ISBE, Learning Technology Center
Bev Rutledge, KIDS, Loves Park
Susan Smith, Principal and Curriculum Coordinator, Harvard CUSD 50
Gale Steinhour, ISBE, Research and Policy Development Division
Jack Stoudt, Bureau/Henry/Stark County Regional Office of Education
Dennis Williams, ISBE, Accountability and Quality Assurance

Other Contributors

Barbara Alexander, ISBE, Grants Management Division
Glenda Bequette, ISBE, Technology Outreach Division
Veronica Haller, ISBE, Business, Community, Family Partnerships, Workforce Preparation Partnerships Division
Pete Knopf, Area 3 Learning Technology Hub
Glen Magle, North Cook Intermediate Service Center, Wheeling
Charles Schickner, ISBE, Technology Outreach Division

Legislative Requirements of the School Improvement Plan

According to amendments (adopted by the State Board of Education in September 1998) to the rules and regulations regarding school recognition requirements, school improvement plans are approved if they contain:

- demographic information about students and information about attendance, truancy, mobility, retention, and expulsion rate and, for high schools, graduation and dropout rates;
- information about the extent to which all students in the grade levels chosen by the district pursuant to Section 2-3.63 of the School Code are achieving in the fundamental learning areas;
- information on the school's state assessment results;
- an analysis, based on state and local assessment data and other available information, of factors which may be contributing to any areas of underachievement by students;
- identification of measurable goals for improving the school's programs and student performance in at least the areas of deficiency noted, including
    - specific, measurable steps to be taken;
    - a timeline for these activities; and
    - a budget for these activities;
- professional development activities for at least the staff providing services in the academic areas in which the school's performance has been deficient, which activities must also be reflected in the district's staff development plan required by Section 2-3.59 of the School Code.

[Part 1, Subpart A, Section 1.10, (b) (4)]

The Internal Quality Assurance Review that is conducted annually at each school not subject to external review in that year is designed to:

- ascertain the success of the school's program in terms of student performance and progress with respect to the State Goals for Learning, the Illinois Learning Standards, and local learning objectives;
- identify areas in which improvement is needed:
- plan for the implementation of the changes identified as appropriate, and
- yield a written school improvement plan or revisions.

[Part 1, Subpart A, Section 1.30, (a)]

A district with one or more schools included on the Academic Early Warning List shall prepare a revised school improvement plan and submit it to the State Superintendent of Education.

[Part 1, Subpart A, Section 1.85]

DATA COLLECTION AND ANALYSIS AND GAP ANALYSIS WORKSHEET

Duplicate additional pages as needed.

School Name: **Date:**

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	

Check all the areas to which these data analysis and gap analysis apply.
Refer to pp. 7-8 in the *Guide* for possible sources of data in these areas.

- ☐ Student Academic Achievement
- ☐ Student Non-Academic Achievement
- ☐ Teaching/Learning Strategies
- ☐ Professional Development
- ☐ Resource/Technology Deployment
- ☐ Partnerships
- ☐ Family/ Community Involvement (Learning Community)
- ☐ Other

A-1: Data Collection *What data do we have to inform us?*	**A-2: Source of Data** *Where did we find these data?*	**B: Findings/Analysis** *What are these data telling us?*	**C: Gap Analysis** *What are the areas for improvement?*

DATA COLLECTION AND ANALYSIS AND GAP ANALYSIS WORKSHEET - page 2

D. Priorities Based on Gap Analysis: Given the results of the Data and Gap Analysis from Columns A-1, A-2, B, and C on the prior page, please indicate in column D-1 the school's priority areas (i.e., goals) for the integrated school improvement plan and aligned with the vision. In Column D-2, indicate the resources needed to support achievement of the goal. In the D-3 column, consider the priority needs and the resources to support the goal and rank-order each goal (i.e., 1, 2, 3 and so on, with "1" the Most Important, "2" as Next Most Important.) These prioritized areas are then written as measurable goals for the Integrated Action Plan.

D-1 Priority Area/Goal	D-2 Resources to Support Goal Achievement	D-3 Rank Order

Instructions for Completing the Integrated Action Plan Template

❶ Write in a **school improvement goal** identified from the gap analysis and discussion of priorities. The goal should be stated in **measurable terms**.

Hint: The plan should contain only 4-6 **priority** goals to increase chances for successful implementation.

Academic Achievement Goal–Reading (Refer to example on page 21.)

Increase the number of students scoring at or above the national norms in reading.
(Note that the goal has a measurable outcome, i.e., "at or above national norms.")

Teaching and Learning Strategies Goal–Technology (Refer to example page 22.)

Expand the amount of student work that is completed through the use of technology.
(Note that the goal will be measured by examples of student work.)

❷ List the **Illinois Learning Standard(s)** related to this goal.

Academic Achievement Goal–Reading (Refer to example on page 21.)

1B: Apply reading strategies to improve understanding and fluency.
4A: Listen effectively in formal and informal situations.

Teaching and Learning Strategies Goal–Technology (Refer to example page 22.)

3.C.2b Produce/format compositions using available technology.
3.C.3b & 4b Using available technology, produce compositions and multimedia works for specific audiences.
4.B.3a/4a Use visual aids and contemporary technology as support (in oral presentations).
5.C.4b Produce oral presentations...incorporating contemporary technology.
8.B.3 Use graphing technology.
8.B.4a Represent algebraic concepts...and use appropriate technology.
9.A.5 Use geometric figures...with and without use of technology.
10.B.2c Analyze data...with or without technology.

❸ Indicate the **rationale** for the goal, i.e., why the goal is important to the school.

Academic Achievement Goal–Reading (Refer to example on page 21.)

State assessment data revealed 60% of 3rd grade students and 62% of 6th grade students have not met state reading goals. Students have not exceeded reading goals in the last 5 years (CAT/5).

Teaching and Learning Strategies Goal–Technology (Refer to example page 22.)
Limited use of technology was observed during the internal review.

❹ Explain what **evaluation** will be used to measure the progress of the goal.

Academic Achievement Goal–Reading (Refer to example on page 21.)

Informal teacher-made tests or observations. Compare results for current year in each grade level scoring about the 50th percentile on CAT and IGAP/ISAT during the workshop.

Teaching and Learning Strategies Goal–Technology (Refer to example page 22.)

Teachers sharing examples of student work/assignments completed with technology at monthly grade-level meetings. Teachers submitting status reports to administration on increased use of technology in the classroom.

For each activity:

❺ Identify the **steps** to be taken to implement the goal, the **timelines** by which the activity will be completed, and the **person(s) responsible** to see that the step is accomplished (but not necessarily the person who will do all the activities.) Describe how the **activity will be measured** for effectiveness and completion. Also indicate the **population served** by this activity to promote equitable program participation for students, teachers and other beneficiaries with special needs.

Hint: Only major steps/events should be included. A detailed, tactical plan can be prepared by the persons responsible to guide implementation of the goal.

Academic Achievement Goal–Reading (Refer to example on page 21.)

STEP (Activity)	TIMELINE	PERSON(S) RESPONSIBLE
Activity 1 Initiate uninterrupted reading time in the building for 20 min/day supported by a workshop on independent reading, reading in the content areas, and word walls. Measure for the Activity Improved reading scores on ISAT and CAT and student interest in reading from survey results and observation. Population Served K-6 students	Daily, beginning the 3rd week of school	Teachers, Principal

Teaching and Learning Strategies Goal–Technology (Refer to example page 22.)

STEP (Activity)	TIMELINE	PERSON(S) RESPONSIBLE
Activity 1 Participate in monthly professional development activities on student use of technology. Measure for the Activity Teacher participation and application in the daily technology lessons for students. Population Served Grade 6-8 teachers	Monthly	Technology Coordinator, Principal, Classroom Teachers

❻ Provide a **detailed explanation of expenses.**

Academic Achievement Goal–Reading (Refer to example on page 21.)

Stipends for 25 teachers x $15/hr x 4 hrs
Stipends for 5 teacher aides X $10/hr x 4 hrs
Janitorial services (use of meeting room on Saturday) $50
Food for parents/staff $6 x 30 people
Classroom libraries ($110/each x 19 classrooms)

Teaching and Learning Strategies Goal–Technology (Refer to example page 22.)

Stipends for 12 teachers & 1 technology coordinator for after-school workshop [13 persons @ $18/hr x 1 hr x 7 workshops]
Beverages $50
Technology Skill Builder books (13 @ $25/each)

❼ Total up the amounts for the **budget** column based on the detailed expenses and also indicate the funding sources for the expenditures (using the codes.) The Sample B template provides references to the detailed object descriptors to categorize the expenses. (Refer to the *Illinois Program Accounting Manual* for additional information about expenditure account classification.)

Academic Achievement Goal–Reading (Refer to example on page 21.)

Salaries/Stipends	$1,500.00 (QA)
	$ 200.00 (T1)
Purchased Services	$ 50.00 (QA)
Classroom Libraries	$2,090.00 (SS)
Food	$ 180.00 (QA)
Total for the activity:	$4,020.00

Note: The parenthesis indicate the funding sources, e.g., Salaries/Stipends for teachers are from Quality Assurance (QA) and for teachers' aides from Title 1 (T1). System of Support will fund materials for the classroom libraries.

◆ **Samples and formats for an Integrated Action Plan are included on pages 21-24.** ◆

School _____ School Year _____

INTEGRATED ACTION PLAN – Academic Achievement Sample

❶ SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis)
Goal # 1: Increase the number of students scoring at or above the national norms in reading.

❸ RATIONALE FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
State assessment data revealed 60% of 3rd grade students and 62% of 6th grade students not meeting reading goals. For last 5 years no student has exceed reading goals (CAT/5).

❷ STANDARD(S) SUPPORTED BY THIS GOAL
Standard 1B: Apply reading strategies to improve understanding and fluency.
Standard 4A: Listen effectively in formal and informal situations.

❹ EVALUATION (How will the goal be measured?) *Include assessment instrument, assessment expectations, success indicators.* Informal teacher made tests or observations. Compare results for current year in each grade level scoring above the 50th percentile on CAT and IGAP/ISAT during workshop.

SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE	BUDGET FOR THE ACTIVITY ❺ EXPLANATION OF EXPENSES		❼ AMOUNT	FUND (CODE)
❺ Activity 1 Initiate uninterrupted reading time in the building for 20 minutes/day supported by a workshop on independent reading, reading in the content areas, and word walls. Measure for this Activity Improved reading scores on ISAT and CAT and student interest in reading from student survey and observations. Population Served K-6	Daily, beginning the 3rd week of school	Teachers, Principal	SALARIES/STIPENDS (3) (Obj. 100's) EMPLOYEE BENEFITS (4) (Obj. 200's) PURCHASED SERVICES (5) (Obj. 300's) SUPPLIES/MATERIALS (6) (Obj. 400's) CAPITAL OUTLAY (7) (Obj. 500's) OTHER (specify) (8) (Obj. 600's) TOTAL for the Activity	25 teachers x $15/hr x 4 hrs 5 aides x $10/hr x 4 hrs Janitorial Services $50 (for use of meeting room on Saturday) Classroom libraries $110/classroom x 19 Food for parents/staff $6 x 30 people	$ 1,500 $ 200 $ 50 $ 2,090 $ 180 $ 4,020	QA T1 QA SS QA
Activity 2 Implement listening centers in each classroom supported by after-school workshop on establishing and using listening centers. Measure for this Activity Improved listening habits and skills of students Population Served K-6	March – June	All teachers	SALARIES/STIPENDS (3) (Obj. 100's) EMPLOYEE BENEFITS (4) (Obj. 200's) PURCHASED SERVICES (5) (Obj. 300's) SUPPLIES/MATERIALS (6) (Obj. 400's) CAPITAL OUTLAY (7) (Obj. 500's) OTHER (specify) (8) (Obj. 600's) TOTAL for the Activity	25 persons x $15/hr x 2 hrs 5 aides x $10/hr x 4 hrs 19 listening centers x $150 19 overhead projectors X $400/each $11,400	$ 750 $ 200 $ 2,850 $ 7,600	T1 T1 T1 T1

Sample

POSSIBLE FUNDING SOURCES (Use codes): Title I (T1); Title II (T2); Title IV (T4); Title VI (T6); Gifted (G); Technology (Tech); Education to Careers (ETC); Quality Assurance (QA); Vocational Education(VocEd); General Revenue Funds (GR); System of Support (SS); Competitive Grants (Grnt); Other

DETAILED OBJECT DESCRIPTORS: **100-Salaries** paid to permanent, temporary or substitute employees on the payroll for regular, temporary and overtime services; **200-Employee Benefits** paid on behalf of employees over and above the gross salary, e.g., retirement, life, health and dental insurance, Medicare; **300-Purchased Services** paid for personal services and other services rendered by personnel who are not on the payroll (e.g., professional services, operation and maintenance services, staff and student transportation, printing; **400-Supplies/Materials** paid for items that are to be consumed, worn out, or deteriorated, e.g. supplies, textbooks, library books, periodicals,, computer software) and also capital outlay items costing less than $500 per unit; **500-Capital Outlay** expenses for acquiring fixed assets or additions, e.g., computers and other non-disposable equipment costing more than $500 per unit; **600-Other Objects** paid for goods and services not otherwise classified above, e.g., membership dues or professional association fees.

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School _____ School Year _____

INTEGRATED ACTION PLAN – Teaching and Learning Strategies Sample

❶ SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis)	❸ RATIONALE FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
Goal # 2: Expand the amount of student work that is completed through the use of technology.	Limited use of technology was observed during the internal review.
❷ STANDARD(S) SUPPORTED BY THIS GOAL: 3.C.2b Produce/format compositions using available technology; 3.C.3b & 4b Using available technology, produce compositions and multimedia works for specific audiences; 4.B.3a/4a Use visual aids and contemporary technology as support (in oral presentations); 5.C.4b Produce oral presentations … incorporating contemporary technology; 8.B.3 Use graphing technology; 8.B.4a Represent algebraic concepts . . and use appropriate technology; 9.A.5 Use geometric figures . . with and without use of technology; 10.B.2c Analyze data . . with or without technology	❹ EVALUATION (How will the goal be measured?) *Include assessment instrument, assessment expectations, success indicators.* Teachers sharing examples of student work/assignments at monthly grade-level meetings. Teachers submitting status reports to administration on increased use of technology in the classroom.

SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE	BUDGET FOR THE ACTIVITY ❻ EXPLANATION OF EXPENSES	❼ AMOUNT	FUND (CODE)
❺ Activity 1 Participate in monthly professional development activities on student use of technology. Measure for this Activity Teacher participation and application in the daily technology lessons for students Population Served Teachers of Grade 6-8 students	Monthly	Technology Coordinator, Principal, Classroom Teachers	SALARIES/STIPENDS (3) (Obj. 100's) EMPLOYEE BENEFITS (4) (Obj. 200's) PURCHASED SERVICES (5) (Obj. 300's) SUPPLIES/MATERIALS (6) (Obj. 400's) CAPITAL OUTLAY (7) (Obj. 500's) OTHER (specify) (8) (Obj. 600's) TOTAL for the Activity	Stipends for 12 teachers & tech coordinator $18/hr x 1 hr x 7 workshops $ 1,638 Beverages (7 workshops) $ 50 Technology Skill Builder books (13 @ $25) $ 325 $ 2,013	Tech Tech Tech
Activity 2 Implement a daily lesson that builds specific technology skills. Measure for this Activity Lesson plans; student proficiency of the skill as observed in student products Population Served Grades 6-8 students	Daily	Classroom teachers	SALARIES/STIPENDS (3) (Obj. 100's) EMPLOYEE BENEFITS (4) (Obj. 200's) PURCHASED SERVICES (5) (Obj. 300's) SUPPLIES/MATERIALS (6) (Obj. 400's) CAPITAL OUTLAY (7) (Obj. 500's) OTHER (specify) (8) (Obj. 600's) TOTAL for the Activity	[No expenses for this activity]	

Sample

POSSIBLE FUNDING SOURCES (Use codes): Title I (T1); Title II (T2); Title IV (T4); Title VI (T6); Gifted (G); Technology (Tech); Education to Careers (ETC); Quality Assurance (QA); Vocational Education(VocEd); General Revenue Funds (GR); System of Support (SS); Competitive Grants (Grnt); Other

DETAILED OBJECT DESCRIPTORS: **100-Salaries** paid to permanent, temporary or substitute employees on the payroll for regular, temporary and overtime services; **200-Employee Benefits** paid on behalf of employees over and above the gross salary, e.g., retirement, life, health and dental insurance, Medicare; **300-Purchased Services** paid for personal services and other services rendered by personnel who are not on the payroll (e.g., professional services, operation and maintenance services, staff and student transportation, printing; **400-Supplies/Materials** paid for items that are to be consumed, worn out, or deteriorated, e.g. supplies, textbooks, library books, periodicals,, computer software) and also capital outlay items costing less than $500 per unit; **500-Capital Outlay** expenses for acquiring fixed assets or additions, e.g., computers and other non-disposable equipment costing more than $500 per unit; **600-Other Objects** paid for goods and services not otherwise classified above, e.g., membership dues or professional association fees.

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School _____ School Year _____

INTEGRATED ACTION PLAN – Sample Format A

SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis) Goal #_____:	RATIONALE FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
STANDARD(S) SUPPORTED BY THIS GOAL	EVALUATION (How will the goal be measured?) *Include assessment instrument, assessment expectations, success indicators.*

POSSIBLE FUNDING SOURCES (Use codes): Title I (T1); Title II (T2); Title IV (T4); Title VI (T6); Gifted (G); Technology (Tech); Education to Careers (ETC); Quality Assurance (QA); Vocational Education(VocEd); General Revenue Funds (GR); System of Support (SS); Competitive Grants (Grnt); Other

SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE	EXPLANATION OF EXPENSES	BUDGET / FUNDING SOURCES (Code)
Activity 1 Measure for this Activity Population Served				SALARIES/STIPENDS $ CONTRACTUAL SERVICES $ MATERIALS/SUPPLIES $ TRAVEL $ OTHER (specify) TOTAL for the Activity $
Activity 2 Measure for this Activity Population Served				SALARIES/STIPENDS $ CONTRACTUAL SERVICES $ MATERIALS/SUPPLIES $ TRAVEL $ OTHER (specify) TOTAL for the Activity $
Activity 3 Measure for this Activity Population Served				SALARIES/STIPENDS $ CONTRACTUAL SERVICES $ MATERIALS/SUPPLIES $ TRAVEL $ OTHER (specify) TOTAL for the Activity $

School_____ School Year _____

INTEGRATED ACTION PLAN – Sample Format B

SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis) Goal #_____:	RATIONALE FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
STANDARD(S) SUPPORTED BY THIS GOAL	EVALUATION (How will the goal be measured?) *Include assessment instrument, assessment expectations, success indicators.*

SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE	BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES	AMOUNT	FUND (CODE)
Activity 1 Measure for this Activity Population Served			SALARIES/STIPENDS (3) (Obj. 100's) EMPLOYEE BENEFITS (4) (Obj. 200's) PURCHASED SERVICES (5) (Obj. 300's) SUPPLIES/MATERIALS (6) (Obj. 400's) CAPITAL OUTLAY (7) (Obj. 500's) OTHER (specify) (8) (Obj. 600's) TOTAL for the Activity		
Activity 2 Measure for this Activity Population Served			SALARIES/STIPENDS (3) (Obj. 100's) EMPLOYEE BENEFITS (4) (Obj. 200's) PURCHASED SERVICES (5) (Obj. 300's) SUPPLIES/MATERIALS (6) (Obj. 400's) CAPITAL OUTLAY (7) (Obj. 500's) OTHER (specify) (8) (Obj. 600's) TOTAL for the Activity		

POSSIBLE FUNDING SOURCES (Use codes): Title I (T1); Title II (T2); Title IV (T4); Title VI (T6); Gifted (G); Technology (Tech); Education to Careers (ETC); Quality Assurance (QA); Vocational Education(VocEd); General Revenue Funds (GR); System of Support (SS); Competitive Grants (Grnt); Other

DETAILED OBJECT DESCRIPTORS: **100-Salaries** paid to permanent, temporary or substitute employees on the payroll for regular, temporary and overtime services; **200-Employee Benefits** paid on behalf of employees over and above the gross salary, e.g., retirement, life, health and dental insurance, Medicare; **300-Purchased Services** paid for personal services and other services rendered by personnel who are not on the payroll (e.g., professional services, operation and maintenance services, staff and student transportation, printing; **400-Supplies/Materials** paid for items that are to be consumed, worn out, or deteriorated, e.g. supplies, textbooks, library books, periodicals,, computer software) and also capital outlay items costing less than $500 per unit; **500-Capital Outlay** expenses for acquiring fixed assets or additions, e.g., computers and other non-disposable equipment costing more than $500 per unit; **600-Other Objects** paid for goods and services not otherwise classified above, e.g., membership dues or professional association fees

Glossary

Consensus: A group decision that all stakeholders can live with, support and commit to carry out based on an open discussion and mutual understanding of all the issues; consensus is not reached by voting and is not necessarily unanimous but is a decision that appears to be most acceptable to the group as a whole.

Engaged Learning: Opportunities for challenging tasks and experience; opportunities to learn by doing; guided participation and intelligent tutoring; information just in time and just enough. For a complete reference, see Beau Fly Jones, Bridget Valdez, Jeri Nowakowski, Claudette Rasmussen. 1994. *Designing Learning and Technology for Education Reform.* North Central Regional Education Laboratory (NCREL).

Gap Analysis: The difference between the current reality and the vision based on data analysis, i.e., areas for improvement.

Illinois Learning Standards: Statements of what students should know and be able to do at benchmark grade levels throughout their schooling. [The Illinois Learning Standards were adopted by the State Board of Education in July 1997 and are available on the Internet at http://www.isbe.state.il.us.]

Internal Review: A yearly process in which members of a school faculty with community members will review student progress and achievement, teaching and learning, and the learning community to examine and reflect upon ongoing school improvement activities.

Learning Community: Comprised of students, teachers, staff, administrators, families, caregivers, and members of the wider community (e.g., businesses, civic organizations, local leadership.) A learning community is committed to continuing its own learning and encourages, supports and participates in continuous improvement activities for the school. [The term "learning organization" may also be used.]

National Board for Professional Teaching Standards (NBPTS): Advanced standards of what experienced teachers should know and be able to do as determined by research and best practices and promulgated by the National Board for Professional Teaching Standards. The standards can be located at http://www.nbpts.org.

National Staff Development Council Standards: The National Staff Development Council (NSDC), a non-profit professional association of approximately 8,000 educators, developed high standards for professional development for everyone who affects student learning. The standards are organized into context, process, and content categories. The NSCD website is http://www.nsdc.org.

Occupational Skill Standards: The Illinois Occupational Skill Standards and Credentialing Council (IOSCC), in collaboration with the Illinois State Board of Education, has established occupational skill standards for occupations in 23 clusters (http://www.standards.siu.edu/).

Performance Assessment: Type of assessment that requires the individual to perform or produce a product as opposed to selecting a response from a given list of alternatives.

Professional Development: The purposeful attempt to promote and sustain the continuous growth of educational personnel to increase student achievement and accomplish individual and organizational goals more effectively.

School Improvement Team: Representatives of the learning community (e.g., teachers, staff, administration, students, families, business or/and community members) who have major responsibility for planning and coordinating the school improvements efforts.

School Leaders: Individuals designated to lead groups of teachers and staff in roles such as grade-level/ content-area team leaders, department chairs, middle school team leaders, project/activity team leaders, and leadership team facilitators.

Senior Leaders: Those assigned or designated as school administrators such as principal and assistant principal.

Six Essential Learnings in a Technological Society: (Refer to Technology Plan Progress Guidelines, Illinois State Board of Education, September 1997, for complete description.)

1. The student as information seeker, navigator and evaluator.
2. The student as critical thinker, analyzer and selector of information and technologies appropriate to the task.
3. The student as creator of knowledge using information resources and technology.
4. The student as effective communicator using a variety of appropriate technologies/media.
5. The student as a technologist.
6. The student as a responsible citizen in a technological age.

Special Needs Population: As required under Section 427 of the General Education Provisions Act (GEPA), this statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Stakeholders: Anyone who has a vested interest in the operations and functions of a school/district (i.e., persons within the geographic boundaries of the district, taxpayers, business/industry/agricultural entities, cultural groups, service groups, special populations and any other person or group who directly or indirectly pay for support of or use the services of the school district. Use the term Learning Community.

Vision: A clear, unique, statement of the values, principles and beliefs developed by the learning community and modeled in their attitudes and behaviors. Often mission and vision are used interchangeably. A vision is more futuristic; a mission is more immediate.

Illinois State Board of Education
100 North First Street • Springfield, Illinois 62777-0001
www.isbe.state.il.us

Ronald J. Gidwitz
Chairman

Glenn W. McGee
State Superintendent

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