



# **District Improvement Plan**

**2011-2012**

# Special Education Action Plan

- Implement math and reading interventions to supplement core curriculum
- Support math instruction with the use of manipulatives
- Implement math and reading activities to support small group instruction
- Continue progress monitoring
- Continue professional development on specific instructional strategies in math and reading
- Staff will conduct ongoing data analysis and adjust curriculum accordingly to meet the needs of the students
- Provide parents with links to reading and math resources through the teacher s' web pages
- Continue with writing across the content areas
- Continued collaboration with the general education staff

# ELL Action Plan

- Students will receive tiered support in small group settings in addition to the core instruction
- Research based reading interventions will be implemented to support the tiered instruction
- Students will be progress monitored through district assessments.
- Focused professional development for general education staff
- Provide parent programs quarterly
- Mentoring first year staff: Every Teacher a Teacher of ELL
- ELL strategy of the month provided to all staff

# District Action Plan 2011 -2012

## Strategies and Activities for Students

- Response to Intervention model of instruction will be implemented with a focus on the behavioral aspect of the model (PBIS)
- Implementation of PBIS Bullying Prevention
- Benchmark data will be analyzed to guide curricular decisions for all students
- Continue to utilize AIMSweb to progress monitor students
- Administer district writing prompts



## District Action Plan 2011 -2012

### Professional Development Strategies and Activities

- Building principals will provide professional development at the building level to staff with information regarding the reading and math improvement strategies.
- Specialized staff will provide instructional strategies to staff to support the English Language Learners and students receiving Special Education.
- During the October In-service we will be providing support in the specific areas of ELL strategies, reading comprehension, content area reading, extended response writing, vocabulary, number sense, and problem solving strategies.

# District Action Plan 2011 -2012

## Parent Involvement Strategies and Activities

- Parent workshops at the district and building level will be provided to enhance the parent knowledge of reading and math instruction.
- Technology will be utilized to communicate to the parents information pertaining to all content area subjects.

# **Summit Hill School District 161**

## **District Improvement Plan**

### **2011 - 2012**

## Section I-A Data & Analysis - Report Card Data

**Data** - What do your District Report Card data tell you about student performance in your district? What areas of weakness are indicated by these data? What areas of strength are indicated?

Our overall strength is that our district scores exceed 90% in both math and in reading. Students in disaggregated groups met AYP. Areas of focus would be with the subgroups of the low income students, students identified with disabilities, and LEP..

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

Factors likely to have contributed to the results include:

1. The use of the established curriculum and curriculum maps
2. Provided professional development to support the teachers to develop knowledge and skills to implement strategies to instruct students with disabilities and LEP students.
3. Implemented research-based interventions specific to deficit skill areas.
4. Increase in parent involvement.
5. Increase in parent communication through the use of technology: online grades, virtual backpack, etc.
6. Progress monitoring of students performing below benchmarks.

**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.)

The next steps for improvement planning include:

1. Continue to develop a framework for service delivery to improve district programming.
2. Develop and align district curriculum maps with English Language Proficiency Standards.
3. Develop a staff development plan to support teachers to improve instructional practices for subgroups listed above.
4. Continue to implement the Response to Intervention model of instruction.
5. To continue to increase curricular expectations for all subgroups of students.



## 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?

According to our NWEA Measures of Academic Progress scores, in the area of reading, 92 % of our students met their growth target. In the area of mathematics, 87% of our students met their growth targets. In the areas of reading, a focus will be on the 5.6% Tier 2 students with a specific need on fluency, vocabulary and reading comprehension strategies. In the area of math, the focus will be on the 8.5% Tier 2 students with a specific need to focus on extended response, number sense, algebra, geometry, measurement, and vocabulary.

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

Factors likely to have contributed to the results include:

1. The use of the established curriculum and curriculum maps
2. Provided professional development to support the teachers to develop knowledge and skills to implement strategies to instruct students with disabilities and LEP students.
3. Implemented research-based interventions specific to deficit skill areas.
4. Increase in parent involvement.
5. Increase in parent communication through the use of technology: online grades, virtual backpack, etc.
6. Progress monitoring of students performing below benchmarks.

**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.)

The next steps for improvement planning include:

1. Continue to develop a framework for service delivery to improve district programming.
2. Develop and align district curriculum maps with English Language Proficiency Standards.
3. Develop a staff development plan to support teachers to improve instructional practices for subgroups listed above.
4. Continue to implement the Response to Intervention model of instruction.
5. To continue to increase curricular expectations for all subgroups of students.
6. Continue targeted, skill specific instruction as identified through NWEA/Map Assessment.

## 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?

Our parent community is very involved and has contributed to the excellent scores we have been able to achieve. Our mobility rate has remained constant over time which has probably been one of the attributing factors to the improved student achievement. We have had an increase in enrollment over the last few years from many other districts and this has been a challenge to acclimate them to our curriculum. Due to the present economic conditions, we have also had an increase in the population of low income students in our district which has been a challenge to design programming to meet the needs of this population.

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

The increase in the low income students has been challenging in the fact that we have had to design programs and provide professional development to meet the needs of these students in a very short time span. We have had to evaluate and change programming to meet the needs of the diverse student populations that have entered our district over the last 2 years. As we have changed the programming due to the diverse student needs, we continue to try to identify the gaps for curriculum and individual student populations.

**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.)

The next steps for improvement planning include:

1. Continue to develop a framework for service delivery to improve district programming.
2. Develop and align district curriculum maps with English Language Proficiency Standards.
3. Develop a staff development plan to support teachers to improve instructional practices for subgroups listed above.
4. Continue to implement the Response to Intervention model of instruction.
5. To continue to increase curricular expectations for all subgroups of students.
6. Continue an inclusive approach in reading and math regular education classrooms that service students with an IEP, ELL students, economically disadvantaged students and

struggling readers.

7. Full implementation of school-wide Positive Behavior Intervention System (PBIS)

## 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?

All teachers in our district are highly qualified with approximately 40% having a bachelor's degree and 60% having a master's degree. All classes are taught by highly qualified staff. Professional development opportunities are offered at the district level and at the building level. Monthly meetings are scheduled for professional development at each building while focus groups are scheduled at the district level with a variety of topics directly related to the district goals. More specific professional development needs to be focused on in the areas of instructing diverse groups of students such as ELL, special education, and gifted students.

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

Our continued high achievement can be attributed to the highly qualified staff and their commitment to their own education and professional development. Professional development has been a district focus for all staff members both administrative and certified staff which has impacted teacher practice and improved student learning.

**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.)

We will continue to focus professional development in the areas of reading, mathematics and writing. Reading and writing professional development will focus on integrating both areas across the curriculum. Professional development for all staff will focus on supporting the needs of the sub-groups of students such as the ELL and special education students.

### Item 3 - Parent Involvement

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

100% of our parents have had contact with our staff.

Parents attend Annual Review meetings and PST (Problem Solving Team) meetings to discuss concerns. Parents are also invited to team meetings when students are struggling in classes. These meetings are held at times to accommodate parental needs within limits. We have had ELL Library nights for our parents as well as Parent Universities throughout the school year in a variety of formats in all buildings.

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

In our 5<sup>th</sup> -8<sup>th</sup> grade building, there are several opportunities for parents and students to become familiar school and building procedures. In addition, there is a step-up day for incoming 5<sup>th</sup> graders as well as a step evening/Scavenger Hunt for parents and students. There is a visitation day for any parent or child to find their homeroom and drop off supplies.

We have standing room only on our step-up evenings for our incoming students. We have two days for schedule pick-up and had over a 90% turn out rate. There are two evenings (one for 7th and one for 8th) for Curriculum Night. Our turnout rate is over 80%. We host an annual 8th grade parent night informing them of end-of-the year activities up to and including graduation. We have hosted Parent University Nights/Resource Nights and the turn-out is averages approximately 50%. We believe our parents trust the decisions we are making on behalf of their children when we are planning and programming for their children. We will continue to offer Parent Resource Nights (Parent University) on various topics.

We have two days of P/T conferences. The turn-out rate is low due to the fact that our teachers invite parents who they believe would benefit from attending in order to work together to support the needs of the struggling child. Parent turn-out is high for our Code of Conduct meetings. Our parents are involved in three of our Parent Organizations. They communicate through the use of technology. Parents attend recognition ceremonies (athletics, end of the year, etc).

We have a few parents sit in on our yearly update of our student handbook as well. Parents are very comfortable contacting us through the use of technology, face-to-face visits and phone calls in order to discuss concerns with their student. At our special education Annual Review meetings, the turnout is very high. If parents are unable to attend, we reschedule to meet their needs or have a phone conference.

Finally, upon request principals from all buildings provide personal tours for special needs students and 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.)

These factors indicate that even though we have strong parental involvement in our district, we still need to reach out to all parents through a variety of activities to meet their needs. We need to address the needs of the parents with ELL students with more activities to focus on their specific needs.

## 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?

In order to address all students and all sub-groups, factors that affect the student achievement are:

1. Staff development opportunities
2. Curricular support materials
3. Data review and progress monitoring
4. Data analysis to drive instruction and assessment

### 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):**

Increase the number of students meeting and exceeding targeted growth in reading, math and language in local and state assessments.



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

All students will be monitored through local benchmark assessments and state assessments in reading, math and language. A focus of instructional improvement will address the needs of subgroups of students in the areas of reading comprehension/strategies, extended response writing, vocabulary, number sense, problem solving strategies. Professional development will focus on the development of instructional strategies to support teachers to improve instruction for the sub-groups of students identified as needing improvement.

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

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

If a district has met all the state-required performance targets identified in the District Report Card for only one year, it is still required to revise the District Improvement Plan while a district remains in status. The district should set forth other targets for improvement derived from and supported by data analysis to insure that the district continues to meet state targets.

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

**Short Title for Objective 1:** Increase the number of students meeting and exceeding targeted growth in reading, math and language in local and state assessments.

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I-D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

Note: All strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date		Fund Source	Amount
Students will be benchmarked three times per year in all grades with NWEA Measures of Academic Progress assessment.	8/18/11	6/30/12	During School	Local Funds	\$46,000
AimsWeb will be utilized to progress monitor all students that are identified as struggling in core subject areas.	8/18/11	6/30/12	During School	Local Funds	<input type="text"/>
District writing prompts will be given to all students to assess writing according to the six traits.	8/18/11	6/30/12	During School	Local Funds	<input type="text"/>
Response to Intervention model of instruction will continue to be implemented with a focus on the behavior for the 2011-2012 school year. The PBIS model will be utilized to advance academic and social outcomes.	8/18/11	6/30/12	During School	Local Funds	<input type="text"/>

			Before School ▼	Title I ▼	
			Before School ▼	Title I ▼	
			Before School ▼	Title I ▼	

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

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

**Short Title for Objective 1:** Increase the number of students meeting and exceeding targeted growth in reading, math and language in local and state assessments.

**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
Provide professional development to support the staff on reading comprehension, content area reading instruction, extended response writing, vocabulary, number sense, and problem solving strategies to instruct students with disabilities as well as limited English.	08/18/11	06/30/12	During School	Local Funds	<input type="text"/>
Building principals will provide professional development at the building level to staff with information regarding the reading and math improvement strategies.	08/18/11	06/30/12	During School	Local Funds	<input type="text"/>
Specialized staff will provide instructional strategies to staff to enhance instructional strategies to support the sub-groups.	08/18/11	06/30/12	During School	Local Funds	<input type="text"/>

District workshops will be provided to support specific areas of need in the area of reading comprehension, content area reading, extended response writing, vocabulary, number sense, problem solving strategies.	08/18/10	06/30/12	During School	Local Funds	
			Before School ▼	Title I ▼	
			Before School ▼	Title I ▼	
			Before School ▼	Title I ▼	

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

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

**Short Title for Objective 1** Increase the number of students meeting and exceeding targeted growth in reading, math and language in local and state assessments.

**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
Parent workshops at the district and building level will be provided to enhance the parent knowledge of reading and math instruction.	8/18/11	6/30/12	During School	Local Funds	<input type="text"/>
Technology will be utilized to communicate to the parents, information pertaining to all content area subjects.	8/18/11	6/30/12	During School	Local Funds	<input type="text"/>
District and School Web Site	8/18/11	6/30/12	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"/>
	<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:** Increase the number of students meeting and exceeding targeted growth in reading, math and language in local and state assessments.

**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?)

Our staff will continue to monitor progress through data study. Teachers will use data from local assessment (NWEA, AIMSweb and CBM) and ISAT data to plan accordingly to support students in making progress in reading. The teachers across content areas will continue to include reading strategies in their classes. The administrative team will meet with the ELL department monthly to monitor progress, review the data and support the team on the implementation of research based instructional strategies (Marzano, Pickering, & Pollock, 2001) that have been modified to suit ELLs. The administrative team will continue to encourage professional development both in and out of the district. The specialists will review the progress monitoring data with classroom teachers and utilize the data to make instructional decisions related to the effects of interventions and appropriate instructional changes. Equipped with the data, appropriate instructional strategies and interventions, all teachers are accountable for consistent high expectations for students to be able to read grade-level text and meet content standards.

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.

<b>Name</b>	<b>Title</b>
Kathryn Klein Julie Egan	Curriculum Coordinator Director of Special Services
All Building Administrators	Principals and Assistant Principals

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

This plan has been developed in collaboration with administrators: Summit Hill Junior High (Beth Lind), Hilda Walker (Jan Zevkovich), Mary Drew Principal and Curriculum Coordinator (Kathryn Klein), Director of Special Services (Julie Egan) and the Superintendent (Barb Rains). The implementation of the plan has been discussed with administrative leadership team as they will support the implementation of the plan.

#### Names and Titles of District Planners

Beth Lind, Summit Hill Junior High Principal  
Jan Zevkovich, Hilda Walker Principal  
Kathryn Klein Mary Drew Principal and Curriculum Coordinator  
Julie Egan, Director of Special Services  
Barb Rains, Superintendent

### 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).

---

The district will assist with providing on-going professional development in reading, math and writing necessary to instruct the students.

We will also assist in analyzing data to monitor the on-going progress of the students.

## B. State Responsibilities

**State Responsibilities** - Specify the services and resources that ISBE, ROEs/ISCs, and other service providers have provided the district during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. The technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

## Section IV-A Local Board Action

**DATE APPROVED by Local Board:** September 22, 2010

### 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.