

Local Board Approved	
Submitted	
Plan Resubmitted	
ISBE Monitoring Completed	

Section I-A Data & Analysis - Report Card Data
Item 1 - 2009 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2009-10 State Improvement Status	

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	66.3		Yes	57.3		No			89.0	
White	100.0	Yes	100.0	Yes	68.7		Yes	57.8		No				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION	
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The Differentiated Accountability classification for the school is:	-
Is this school making AYP in the ALL subgroup in reading?	-
Is this school making AYP in the ALL subgroup in math?	-

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assist in distinguishing between schools that need focused supports versus more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2009 AMAO Report

Schools are not accountable for AMAO. This is a district level requirement only.

**Section I-A Data & Analysis - Report Card Data
Item 3 - School Information**

School Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	94.0	94.5	94.3	94.2	94.3	93.6	93.1	93.4
Truancy Rate (%)	0.8	1.1	0.3	1.5	1.7	0.5	3.1	0.6
Mobility Rate (%)	3.4	4.3	7.0	5.1	5.8	6.1	11.0	11.4
HS Graduation Rate, if applicable (%)	98.9	87.4	92.1	91.4	95.4	100.0	85.7	89.0
HS Dropout Rate, if applicable (%)	2.2	1.1	2.4	0.5	1.2	1.5	3.1	0.3
School Population (#)	368	370	375	393	415	406	386	358
Low Income (%)	10.9	10.0	16.0	11.5	13.7	18.0	17.6	18.7
Limited English Proficient (LEP) (%)	-	-	-	-	-	-	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	99.7	99.2	96.3	95.4	94.5	95.3	95.9	96.1
Black, non-Hispanic (%)	-	-	0.5	0.5	0.2	0.5	0.5	0.6
Hispanic (%)	0.3	0.5	2.9	2.8	3.1	2.0	1.8	2.0
Asian/Pacific Islander (%)	-	0.3	0.3	0.8	1.7	1.2	1.0	0.8
Native American or Alaskan Native(%)	-	-	-	-	-	-	-	-
Multiracial/Ethnic (%)	-	-	-	0.5	0.5	1.0	0.8	0.6

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	1999	99.5	-	0.2	0.2	-	-
	2000	99.5	-	0.3	0.3	-	-
	2001	99.8	-	0.2	-	-	-
	2002	99.7	-	0.3	-	-	-
	2003	99.2	-	0.5	0.3	-	-
	2004	96.3	0.5	2.9	0.3	-	-
	2005	95.4	0.5	2.8	0.8	-	0.5
	2006	94.5	0.2	3.1	1.7	-	0.5
	2007	95.3	0.5	2.0	1.2	-	1.0
	2008	95.9	0.5	1.8	1.0	-	0.8
2009	96.1	0.6	2.0	0.8	-	0.6	
D I S T R I C T	1999	98.6	0.2	0.5	0.5	0.2	-
	2000	98.8	0.2	0.6	0.4	-	-
	2001	98.8	0.2	0.6	0.5	-	-
	2002	98.6	0.2	0.8	0.4	-	-
	2003	98.0	0.1	1.2	0.8	-	-
	2004	95.7	0.5	3.1	0.7	-	-
	2005	93.6	0.6	2.5	0.9	-	2.4
	2006	94.0	0.6	3.8	1.2	-	0.3
	2007	94.3	0.7	2.0	0.7	-	2.4
	2008	94.1	0.7	2.2	0.6	0.1	2.2

	2009	94.6	0.6	1.6	0.4	0.2	2.6
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	1999	-	8.4	93.3	93.2	8.3	20	5.0	3.7	86.4
	2000	-	8.1	96.6	94.7	3.9	4	1.0	1.3	96.3
	2001	-	8.2	97.3	94.6	5.3	7	1.8	2.0	95.1
	2002	-	10.9	85.6	94.0	3.4	3	0.8	2.2	98.9
	2003	-	10.0	83.0	94.5	4.3	4	1.1	1.1	87.4
	2004	-	16.0	94.0	94.3	7.0	1	0.3	2.4	92.1
	2005	-	11.5	80.0	94.2	5.1	6	1.5	0.5	91.4
	2006	-	13.7	97.0	94.3	5.8	7	1.7	1.2	95.4
	2007	-	18.0	97.0	93.6	6.1	2	0.5	1.5	100.0
	2008	-	17.6	96.7	93.1	11.0	12	3.1	3.1	85.7
2009	-	18.7	98.3	93.4	11.4	2	0.6	0.3	89.0	
D I S T R I C T	1999	0.1	13.0	98.3	95.6	10.5	22	1.7	3.7	86.4
	2000	-	16.0	100.0	96.1	7.7	4	0.3	1.3	96.3
	2001	-	13.9	99.1	95.9	6.1	8	0.6	2.0	95.1
	2002	-	20.2	95.8	95.8	7.7	7	0.6	2.2	98.9
	2003	0.1	20.0	94.7	95.8	5.7	6	0.5	1.1	87.4
	2004	0.1	20.1	97.1	96.0	6.5	1	0.1	2.4	92.1
	2005	-	17.5	92.3	95.5	5.8	6	0.5	0.5	91.4
	2006	-	20.6	98.9	95.4	8.2	7	0.6	1.2	95.4
	2007	-	25.0	99.0	95.2	9.7	2	0.2	1.5	100.0
	2008	-	24.9	98.9	94.7	10.2	17	1.5	3.1	85.7

	2009	-	25.6	99.4	94.9	9.0	7	0.7	0.3	89.0
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43,332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	1999	405	-	-	-	-	-	-
	2000	383	-	-	-	-	-	-
	2001	401	-	-	-	-	-	-
	2002	368	-	-	-	-	-	101
	2003	370	-	-	-	-	-	84
	2004	375	-	-	-	-	-	70
	2005	393	-	-	-	-	-	110
	2006	415	-	-	-	-	-	110
	2007	406	-	-	-	-	-	105
	2008	386	-	-	-	-	-	91
	2009	358	-	-	-	-	-	89
D I S T R I C T	1999	1,296	-	-	-	-	-	-
	2000	1,265	-	-	-	-	-	-
	2001	1,260	106	87	106	117	81	90
	2002	1,214	90	105	83	106	114	101
	2003	1,194	81	96	98	108	103	84
	2004	1,169	81	82	97	92	105	70
	2005	1,170	81	83	83	105	89	110
	2006	1,206	79	83	83	93	104	110
	2007	1,187	75	82	87	79	94	105
	2008	1,161	81	84	89	81	82	91
	2009	1,130	85	80	81	96	80	89

S T A T E	1999	1,962,026	-	-	-	-	-	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data**

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	1999	83	16	43,073	58	42	17	16	-	-
	2000	87	16	44,949	57	43	18	13	-	-
	2001	88	16	46,781	57	43	17	14	-	-
	2002	88	16	50,355	51	49	17	13	-	-
	2003	78	16	52,622	40	60	18	16	-	-
	2004	66	18	57,283	25	75	20	20	-	-
	2005	66	18	48,962	22	78	21	20	-	-
	2006	66	17	54,478	27	73	21	21	2	-
	2007	69	17	55,470	26	74	19	19	1	-
	2008	70	16	55,798	29	71	18	18	-	-
2009	75	17	57,249	29	71	17	16	-	-	
S T A T E	1999	119,718	15	45,337	53	47	20	18	-	-
	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1

2007	127,010	13	58,275	48	52	19	19	2	3
2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	12	61,402	44	56	18	18	1	1

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	71.7	66.4	75.2	58.5	66.0	65.2
White	72.3	68.0	76.2	58.9	65.9	67.5
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	0.0	-	10.0	-	-
Low Income	80.0	53.0	46.2	54.5	69.3	36.4

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)**

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	73.2	64.5	70.5	59.6	69.3	54.8
White	73.8	66.0	72.3	61.1	68.2	55.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	0.0	-	10.0	-	-
Low Income	60.0	47.1	46.2	45.5	61.6	18.2

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data

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

Each year the Illinois School District Report Card shares information regarding student performance on state assessments, student demographics, financial data, and Adequate Yearly Progress (AYP) status. AYP, in accordance with the No Child Left Behind Act (NCLB), is based on graduation rate, the number of students tested, and the percent of students and student subgroups meeting state standards on the reading and math portions of the Prairie State Achievement Exam (PSAE). This year the benchmark for graduation was 78%, the benchmark for students tested was 95%, and the benchmark for meeting standards in reading and math was 70%. Each year the minimum number of students needed to make AYP increases by 7.5% through the year 2014, when 100% of students across the nation must meet standards. Because minimum state standards increase each year through the year 2014, it is necessary to maintain our emphasis on reading and math.

Although overall ACT scores improved from the previous year, including improvements in each individual category (English, Math, Reading, and Science), Morrison High School did not see the improvement in AYP as expected. Reading scores remained near the 2008 benchmark and Math score dropped from the previous year which resulted in Morrison High School not making AYP in mathematics.

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

Key external factors that may influence testing results in all areas at Morrison High School:

* Morrison High School has seen its low income rate increase the last four years:

'06 - 13.7
'07 - 18.0
'08 - 17.6
'09 - 18.7

* Morrison High School has seen its mobility rate increase dramatically the last two years:

'07 - 6.1
'08 - 11.0
'09 - 11.4

Key internal factors that may influence test results in all areas at Morrison High School:

- * Inconsistent practices in using the WIN program.
- * Low expectations of some students.
- * Student apathy contributes to lack of ownership for their learning.
- * Curriculum alignment to prepare all students for expectations for PSAE.

What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Reading and Math must continue to remain a high priority throughout Morrison High School in order to continue to raise the scores of students. There will be an increased effort in the following areas:

- * Emphasis on effective reading strategies that can be used across the curriculum.
- * Continued staff development in areas of reading, math, and differentiated instruction, motivating students, and Rti strategies.
- * Continued staff development concerning the topics of student poverty.
- * Use data gathered from common quarterly assessments to guide classroom practices and to continue to align curriculum to state standards.
- * Increase efforts to involve and educate parents of the importance of educational support for their students in academic areas.
- * Provide homeroom tutoring for students who need additional support in math.

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?

Morrison High School developed and used quarterly common assessments. Teachers of the same subject and grade level have determined what students should know at the end of each quarter.

The Morrison High School math department designed pre-and post-class assessments.

Morrison High School uses information from the PLAN and EXPLORE tests to identify students who needed extra help in reading and math.

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

Student who fall behind in math because they fail Algebra 1 or pre-Algebra are not on target to do well on the testing by their junior year. Some of the problems that cause this include students not being prepared for high school algebra, students who do not quickly adjust to the rigor of high school, and failure to see the relevance of math in their future. Older students that have failed classes and are repeating with younger students also served as poor role models for the younger students.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Morrison is focusing on math in their Rti planning hoping to identify struggling students earlier. The implementation of credit recovery may help in removing repeating students from the younger students.

Section I-C Data & Analysis - Other Data Item 1 - Attributes and Challenges

Data - *Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?*

Morrison Schools are located in a small rural community in Northwestern Illinois near the Mississippi River. The population is approximately 4300 with one school district made up from citizens of the town and students bussed in from rural areas. The students are 96% white. In addition to agriculture, the major employers in the area include manufacturing facilities, local hospital, law enforcement department, a distribution center, and a minimum security prison as well as the local school district. The town is beginning to feel the effects caused by the weak national economy. One of the manufacturing facilities in town will be closing their doors within the year. The town was founded in 1857 and still remains the county seat.

Some of the identified problems within the community include a lack of job opportunities, little new industry, and substance abuse. The number of low socio-economic

households in the school district have increased each year.

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

The factors that have helped contribute to student success results include the following:

- * Continued efforts to increase communication with parents through fliers, on-line systems, and parent forums has increased awareness.
- * Standards aligned curriculum with common quarterly objectives and assessments has opened communication between teachers and has made data analysis possible.

The factors that contribute to challenge student achievement include the following:

- * Inconsistent use of quarterly assessment data.
- * Inconsistent use of WIN program.
- * Continue staff development to maintain and better classroom practices must continue in order to assure that the staff maintain excellence in the classroom.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Steps in improvement planning:

- * Continue to provide necessary services to low income families. such as free/reduced lunch program, and fee waivers.
- * Provide professional development to help teachers understand the motivation of students' from poverty stricken homes.
- * Send teachers to professional workshops that address researched-based reading strategies.
- * Continue to use common quarterly assessments as tools for individual student assessment.

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?

Morrison High School offers opportunities for staff members to participate in school improvement through professional development training. Each spring, staff members and administrators are asked to identify staff development needs based on current trends of students and/or their school improvement plan. The professional development itinerary is prepared for the year presenting the topics at the opening day faculty meeting.

Morrison High School spent \$5,710 on professional development during 2008-09. High School faculty participated in 26 out of district professional development training workshops. Our district uses the State of Illinois Professional Development Evaluation form at the conclusion of each staff development session. The forms are gathered and compiled, reporting the overall rating and comments. After this process is complete, a copy is sent to each building for the staff to review. Opportunities are available to all staff to meet the state of Illinois certification requirements through the professional development plan. Funds are available for teachers to attend outside workshops and meet with grade-level or subject-area teams.

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

The teaching staff in the Morrison School District has an average of 17 years of teaching experience. 71% of the staff has a Master's Degree or higher. We feel that continued education of staff benefits our students. Our staff learn new ideas, concepts, and practices from attending professional development.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

We will continue to encourage our staff to enroll in staff development. Issues such as technology in the classroom, autism spectrum, poverty level learners, reading and math strategies, classroom management techniques, and motivation will all be areas for future professional development sessions.

Section I-C Data & Analysis - Other Data Item 3 - Parent Involvement

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

Morrison High School utilizes parent volunteers in several ways. Classroom volunteers, Strategic Planning Committee, Athletic and Music Boosters, School Board, Citizens Advisory Council, Technology Committee, Tutors, Extra-Curricular Code of Conduct Committee, and surveys.

Surveys administered for the 2008-09 school year where Plan on a Page, School Satisfaction, and Parent-Teacher Conference. Feedback from the surveys indicate that parents like class size, friendly atmosphere and the caring teachers at Morrison Schools.

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

Parents can take advantage of the various opportunities for involvement, however Morrison High School would like to continue to find ways to have more parents active.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Morrison High School will continue to seek ways to increase our involvement with parents and help them understand the need for an effective school-parent partnership.

Section I-D Data & Analysis - 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?

- * Emphasis on effective reading strategies that can be used across the curriculum.
- * Continued staff development in areas of reading, math, and differentiated instruction, motivating students, and RtI strategies.
- * Continued staff development concerning the topics of student poverty.
- * Use data gathered from common quarterly assessments to guide classroom practices and to continue to align curriculum to state standards.
- * Increase efforts to involve and educate parents of the importance of educational support for their students in academic areas.
- * Provide homeroom tutoring for students who need additional support in math.
- * Continue to provide necessary services to low income families. such as free/reduced lunch program, and fee waivers.
- * Provide professional development to help teachers understand the motivation of students' from poverty stricken homes.
- * Send teachers to professional workshops that address researched-based reading strategies.
- * Continue to use common quarterly assessments as tools for individual student assessment.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	While our current achievement in reading is 65.2%, Morrison High School will improve reading scores to meet the AYP target of 77.5% in 2010 and 85% in 2011 or safe harbor through implementation of reading strategies across the curriculum.	
2	Implement RtI plan to increase reading and math scores to 77.5% meets and exceeds in 2010 and 85% or safe harbor in 2011.	
3	While Morrison High School continues to show improvement in all areas of the ACT exam, the eleventh grade will improve PSAE scores with emphasis on Workkeys portion of the exam.	

The following deficiencies have been identified from the most recent AYP Report for your school.

- 1. School is deficient in Mathematics Meets and Exceeds
- 2. White students are deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

While our current achievement in reading is 65.2%, Morrison High School will improve reading scores to meet the AYP target of 77.5% in 2010 and 85% in 2011 or safe harbor through implementation of reading strategies across the curriculum.

Objective 1 Description

Our objective is to raise reading scores using strategies and activities as outlined in the Action Plan, and implement a continuous cycle of school improvement to improve the

curriculum, instruction, and student achievement in all content areas across the curriculum.

This objective addresses the following areas of AYP deficiency:

- Ⓔ 1. School is deficient in Mathematics Meets and Exceeds
- Ⓔ 2. White students are deficient in Mathematics Meets and Exceeds

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

While our current achievement in reading is 65.2%, Morrison High School will improve reading scores to meet the AYP target of 77.5% in 2010 and 85% in 2011 or safe harbor through implementation of reading strategies across the curriculum.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Implement Reading Across the Curriculum through reading assignments that are incorporated into all courses across the curriculum where teachers help students predict, find main ideas, make inferences, sequence, and summarize in order to improve their reading achievement in all subject areas.	10/18/2010	05/27/2010	During School	Title II	350
2	Identify those incoming 9th grade students at below grade level based on the ISAT scores and 8th grade teacher referrals.	08/19/2009	05/27/2010	During School	Local Funds	0
3	Students will be identified using PLAN and EXPLORE test scores in order to target them for additional reading assistance and course planning. Results will be shared with all teachers of struggling students so that reading strategies can be targeted in all content areas.	08/19/2009	05/27/2010	During School	Local Funds	0
4	All 11th grade students will receive test taking strategies and practice in reading. The English, Social Studies, Math and Science departments will all take responsibility for test prep for 11th grade students using	08/19/2009	05/27/2010	Before School	Other	0

WIN for Work Keys Courseware to prepare student for the reading portion of the PSAE.					
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Section II-C Action Plan - Professional Development Strategies and Activities

While our current achievement in reading is 65.2%, Morrison High School will improve reading scores to meet the AYP target of 77.5% in 2010 and 85% in 2011 or safe harbor through implementation of reading strategies across the curriculum.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	School Improvement Team members will attend professional workshops with a focus on research-based reading strategies to help improve student performance.	08/19/2009	05/27/2010	During School	Title II	500
2	School Improvement Team members will guide all other content area teachers in implementing researched-based reading strategies. All area content teachers will be provided assistance with improving test scores by implementing reading related assignments within their curriculum.	08/19/2009	05/27/2010	During School	Local Funds	0
3	Quarterly assessments will be given in each course of study to help determine how well our students are learning the powerstandards and quarterly instructional objectives. Following each assessment will be an opportunity for teachers to evaluate the test data.	08/19/2009	05/27/2010	After School	Local Funds	0

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

While our current achievement in reading is 65.2%, Morrison High School will improve reading scores to meet the AYP target of 77.5% in 2010 and 85% in 2011 or safe harbor through implementation of reading strategies across the curriculum.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents are able to access class assignments on school web page.	08/19/2009	05/27/2010	After School	Other	0

2	Parents are able to access student grades through the on-line grading system.	08/19/2009	05/27/2010	After School	Other	0
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Section II-E Action Plan - Monitoring

While our current achievement in reading is 65.2%, Morrison High School will improve reading scores to meet the AYP target of 77.5% in 2010 and 85% in 2011 or safe harbor through implementation of reading strategies across the curriculum.

The school improvement team will monitor this process throughout the year. Teachers will administer practice ACT tests, reading tests, PSAE, EXPLORE, and PLAN tests, and use the WIN program to measure reading improvement. The principal will visit classrooms to monitor the teaching of reading strategies as well as collect lessons from the teachers that qualify for reading across the curriculum.

	Name	Title
1	Cory Bielema	Principal
2	Jennifer Robinson	Counselor
3	Melissa Landes	Teacher
4	Heather Stoudt	Teacher

Section II-A Action Plan - Objectives

Objective 2

Implement RtI plan to increase reading and math scores to 77.5% meets and exceeds in 2010 and 85% or safe harbor in 2011.

Objective 2 Description

Morrison High School will use a three-tier model in its implementation of the RtI plan. All students will receive annual screenings (EXPLORE, PLAN, PSAE/ACT, and Quarterly Assessments), and the school will use information from these screenings to identify at risk students. Upon identification, at risk students will be moved to Tier II status and will receive added interventions along with monthly progress monitoring in the area that the students are deficient in. Incoming freshmen will be identified for Tier II services through ISAT scores and 8th grade teacher referrals.

This objective addresses the following areas of AYP deficiency:

- e 1. School is deficient in Mathematics Meets and Exceeds
- e 2. White students are deficient in Mathematics Meets and Exceeds

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

Implement RtI plan to increase reading and math scores to 77.5% meets and exceeds in 2010 and 85% or safe harbor in 2011.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All students (Tier I) will receive math screenings in their math courses. These screenings will be conducted in the fall, winter, and spring. Students who fail to meet the specified goal will be moved to Tier II.	08/19/2009	05/28/2010	During School	Other	0
2	Students who are moved into Tier II will participate in the Math Homeroom to increase math competence and will receive monthly progress monitoring to assess improvement.	08/19/2009	05/28/2010	During School	Other	0
3	Algebra I will be the first course for incoming freshman, and only a selected number of "at-risk" students will be allowed to take Pre-Algebra. The goal of increasing numbers in Algebra I is to ensure that all students have the opportunity to take Geometry and Algebra II by their junior year.	02/08/2010	08/25/2010	Before School	Other	0
4	Freshman students who are identified in 8th grade through ISAT and teacher referral will be considered Tier II and will be monitored closely for improvements in math.	08/19/2009	08/18/2010	Before School	Other	0
5	All students have access to additional math support before, during, and after school. Math teachers are available during homeroom periods during the day.	08/19/2009	05/28/2010	Before School	Other	0

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

Implement RtI plan to increase reading and math scores to 77.5% meets and exceeds in 2010 and 85% or safe harbor in 2011.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff members will participate in staff development regarding the process of RtI and its implementation.	08/19/2009	05/28/2010	During School	Title II	500
2	Staff will receive training on accomodating learners who are from poverty.	08/19/2009	05/28/2010	During School	Title II	500
3	Teachers will attend Teacher Assistance Team meetings for students who have been identified as at need for intervention.	08/19/2009	05/28/2010	During School	Local Funds	0
4	Staff will receive training on the continued use of curriculum alignment through the use of common assessments.	08/19/2009	05/29/2009	After School	Local Funds	0

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

Implement RtI plan to increase reading and math scores to 77.5% meets and exceeds in 2010 and 85% or safe harbor in 2011.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Morrison High School will continue to communicate with parents through a variety of modes such as on-line parent access to grades through the district's website that also provides school highlight information and event postings, email and voicemail access to teachers, and monthly newsletters.	07/01/2009	06/30/2009	After School	Other	0
	Parents will be invited to attend meetings for all students who are moved into Tier II or III. Parents will be asked input regarding their					

2	child's academic process as well as deficiencies, will be clearly informed of goals and academic expectations, and will be expected to be actively engaged in the process of returning their child to a Tier I status.	08/19/2009	05/29/2009	After School	Other	0
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Section II-E Action Plan - Monitoring

Implement RtI plan to increase reading and math scores to 77.5% meets and exceeds in 2010 and 85% or safe harbor in 2011. The RtI committee will monitor this process. Periodic meetings and updates with the entire staff will help keep everyone informed.

	Name	Title
1	Cory Bielema	Principal
2	Jennifer Robinson	Counselor
3	Scott Vance	Teacher - RtI committee member
4	Gwenn Rickertsen	Teacher - RtI committee member

Section II-A Action Plan - Objectives

Objective 3

While Morrison High School continues to show improvement in all areas of the ACT exam, the eleventh grade will improve PSAE scores with emphasis on Workkeys portion of the exam.

Objective 3 Description

Our objective is to raise PSAE test scores to meet AYP targets using strategies and activities as outlined in the Action Plan, and implement a continuous cycle of school improvement to improve curriculum, instruction, and student achievement in all content areas.

This objective addresses the following areas of AYP deficiency:

- e 1. School is deficient in Mathematics Meets and Exceeds
- e 2. White students are deficient in Mathematics Meets and Exceeds

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

While Morrison High School continues to show improvement in all areas of the ACT exam, the eleventh grade will improve PSAE scores with emphasis on Workkeys portion of the exam.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will use the computer program WIN to familiarize students with the WorkKeys portion of the PSAE.	08/19/2009	05/27/2010	During School	Other	0
2	Students will be assigned math homerooms based on their individual needs. Tutoring will be available in these homerooms.	08/19/2009	05/27/2010	During School	Other	0
3	Teacher will administer practice ACT tests to students in their classes.	08/19/2009	05/27/2010	During School	Local Funds	50
4	The EXPLORE and PLAN tests will be administered to freshmen and sophomore students.	08/19/2009	05/27/2010	During School	Local Funds	0
5	Quarterly assement evaluations will identify students who need extra help in content areas.	10/14/2009	05/27/2009	During School	Other	0

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

While Morrison High School continues to show improvement in all areas of the ACT exam, the eleventh grade will improve PSAE scores with emphasis on Workkeys portion of the exam.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
	Send math teachers to professional workshops/conferences with a					

1	focus on research-based teaching strategies that will help improve student performance on math assessments and in classroom performance.	08/19/2009	05/27/2010	During School	Title II	250
2	Quarterly assessments will be given in each course of study to help determine how well students are learning the power standards and quarterly instructional objectives. Following each assessment will be an opportunity for teachers to evaluate the test data.	08/19/2009	05/27/2010	During School	Local Funds	0
3	All staff will receive training on the use of data to drive decision making.	08/19/2009	05/27/2010	Before School	Other	0

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

While Morrison High School continues to show improvement in all areas of the ACT exam, the eleventh grade will improve PSAE scores with emphasis on Workkeys portion of the exam.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will be able to view their students grades on-line.	08/19/2009	05/27/2010	During School	Other	0
2	Parents will receive EXPLORE and PLAN results with a letter explaining the test and results.	12/01/2009	01/29/2010	During School	Other	0
3	Parents will be included in teacher assistance team meeting for students who have been identified as having a need.	08/19/2009	05/27/2010	During School	Other	0

Section II-E Action Plan - Monitoring

While Morrison High School continues to show improvement in all areas of the ACT exam, the eleventh grade will improve PSAE scores with emphasis on Workkeys portion of the exam.

The school improvement team will monitor this process as it progresses throughout the year ensuring that teachers use the WIN program to prepare students for the WorkKeys portion of the PSAE test.

	Name	Title
1	Cory Bielema	Principal
2	Jennifer Robinson	Counselor

Section III - Development, Review and Implementation Part A. Parent Notification*

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (**Requirement for Title I Schools only.*)

Section III - Development, Review and Implementation Part B. 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 and titles of the school improvement team or plan developers must be identified here.

Parents and staff have the opportunity to read the school improvement plan and make suggestions.

	Name	Title
1	Cory Bielema	Principal
2	Jennifer Robinson	Counselor
3	Sandra Bechtel	Teacher
4	Heather Stoudt	Teacher
5	Adam Smith	Teacher
6	Melissa Landes	Teacher
7	Shari Elfline	Parent

Section III - Development, Review and Implementation Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Description of peer review process including participants and date(s) of peer review.

Section III - Development, Review and Implementation Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Section III - Development, Review and Implementation

Part E. District Responsibilities

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school'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 school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

- ☺ Require implementation of a new research-based curriculum of instructional program;
- ☺ Extension of the school year or school day;
- ☺ Replacement of staff members relevant to the school's low performance;
- ☺ Significant decrease in management authority at the school level;
- ☺ Replacement of the principal;
- ☺ Restructuring the internal organization of the school;
- ☺ Appointment of an outside expert to advise the school.

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

- ē Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- ē Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ē Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- ē Implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - ē governance and management, and/or
 - ē financing and material resources, and/or
 - ē staffing.

Section III - Development, Review and Implementation Part F. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school 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 school if district fails to do so.

Section III - Development, Review and Implementation
Part G. School Support Team

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board:

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6)).
2. 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).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessments with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the school 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 the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes No

Have the areas of low achievement been clearly identified? [C]

Yes No

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]

Yes No

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]

Yes No

Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

LOCAL ASSESSMENT DATA

Yes No N/A

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

Yes No N/A

Do these local assessment results add clarity to the state assessment data?

Yes No N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

Yes No N/A

If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?

Yes No N/A

Do the other data add clarity to the state assessment data?

Yes No N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

Yes No Have data or research been used to determine the key factors believed to cause low performance? [C]

Yes No Are the key factors within the district's capacity to change or control? [C]

CLARITY OF OBJECTIVES

Yes No Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]

Yes No N/A Do the objectives address all areas of AYP deficiency? [C]

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Yes No Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes No Will the selected strategies and activities likely improve student learning and achievement? [C]

Yes No Are the strategies and activities measurable? [C]

Yes No Are the measures of progress for the strategies and activities clearly identified? [C]

Yes No Are expectations for classroom behavior and practice related to the objectives clear? [C]

Yes No N/A Is professional development aligned with the strategies and activities for students? [C]

Yes No N/A Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?

Yes No N/A Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
MONITORING	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) [C]
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STAKEHOLDER INVOLVEMENT

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

PEER REVIEW

Yes No

Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have “the greatest likelihood” of ensuring that all groups will achieve AYP? [C]

TEACHER MENTORING PROCESS

Yes No

Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? [C]

DISTRICT RESPONSIBILITIES

Yes No

Is it clear what support the district will provide to ensure the success of the plan? [C]

Yes No N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITIES

Yes No

Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

SCHOOL SUPPORT TEAM

Yes No N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]

APPROVAL DATE OF LOCAL BOARD

Yes No

The plan indicates the approval date of this plan. [C]

PART II - COMMENTS