

Plan Submission and ISBE Monitoring	
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)?	Yes	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?	Yes	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	82.7		Yes	95.1		Yes	95.4			
White	100.0	Yes	100.0	Yes	82.7		Yes	94.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														



**DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION**

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 (%)	96.4	96.2	97.2	96.2	96.1	95.7	95.3	95.4
Truancy Rate (%)	1.2	0.4	-	-	-	-	-	0.5
Mobility Rate (%)	9.0	8.9	6.3	9.4	11.1	13.9	11.0	6.1
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	246	250	237	235	267	281	267	264
Low Income (%)	29.3	28.4	24.9	22.1	24.3	27.4	30.7	29.9
Limited English Proficient (LEP) (%)	-	-	-	-	-	-	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	96.3	94.8	94.5	90.6	94.4	94.7	94.8	97.0
Black, non-Hispanic (%)	0.4	-	0.4	-	0.7	1.4	1.9	0.8
Hispanic (%)	2.8	3.2	4.2	2.1	3.7	-	1.1	1.1
Asian/Pacific Islander (%)	0.4	2.0	0.8	1.3	1.1	-	0.4	0.4
Native American or Alaskan Native(%)	-	-	-	-	-	-	-	-
Multiracial/Ethnic (%)	-	-	-	6.0	-	3.9	1.9	0.8

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	97.9	0.4	0.4	0.4	1.1	-
	2000	97.9	0.4	1.4	0.4	-	-
	2001	98.1	0.4	1.1	0.4	-	-
	2002	96.3	0.4	2.8	0.4	-	-
	2003	94.8	-	3.2	2.0	-	-
	2004	94.5	0.4	4.2	0.8	-	-
	2005	90.6	-	2.1	1.3	-	6.0
	2006	94.4	0.7	3.7	1.1	-	-
	2007	94.7	1.4	-	-	-	3.9
	2008	94.8	1.9	1.1	0.4	-	1.9
2009	97.0	0.8	1.1	0.4	-	0.8	
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 (%)
<b>S C H O O L</b>	1999	-	19.6	100.0	96.3	13.8	-	-	-	-
	2000	-	20.7	100.0	96.3	13.1	-	-	-	-
	2001	-	25.7	100.0	96.3	9.2	1	0.4	-	-
	2002	-	29.3	100.0	96.4	9.0	3	1.2	-	-
	2003	-	28.4	100.0	96.2	8.9	1	0.4	-	-
	2004	-	24.9	100.0	97.2	6.3	-	-	-	-
	2005	-	22.1	100.0	96.2	9.4	-	-	-	-
	2006	-	24.3	100.0	96.1	11.1	-	-	-	-
	2007	-	27.4	100.0	95.7	13.9	-	-	-	-
	2008	-	30.7	100.0	95.3	11.0	-	-	-	-
2009	-	29.9	100.0	95.4	6.1	1	0.5	-	-	
<b>D I S T R I C T</b>	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	280	-	-	-	-	-	-
	2000	280	-	-	-	-	-	-
	2001	261	-	-	-	-	-	-
	2002	246	-	-	-	-	-	-
	2003	250	-	-	-	-	-	-
	2004	237	-	-	-	-	-	-
	2005	235	-	-	-	-	-	-
	2006	267	-	-	-	-	-	-
	2007	281	-	-	-	-	-	-
	2008	267	-	-	-	-	-	-
	2009	264	-	-	-	-	-	-
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 (%)
<b>D I S T R I C T</b>	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	-	-	
<b>S T A T E</b>	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

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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)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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)

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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?*

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

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

**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?*

Local assessments in the area of Reading include the DIBELS, the Reading Recovery Observation Survey, local quarterly assessments, unit assessments, weekly skills assessments, and STAR testing. Based on local assessment data, 30% of First grade students qualify for Tier 2 Reading interventions and 25% of Second grade students qualify for Tier 2 Reading interventions based on the Response to Intervention model. At the Tier 3 Reading intervention level, 16-20 students are served annually in the Northside Reading Recovery program. Local assessment data indicates strengths in the following areas: Phonemic skills, such as beginning consonants, blending sounds, segmenting sounds, sound articulation; and sight word recognition. Local assessments also show positive progress in the area of Reading comprehension. Data demonstrates a weakness or need for improvement in the following areas: phonemic skills, such as vowel sounds and blends; fluency; comprehension; and retell fluency.

Local assessments in the area of Math include: local quarterly assessments, weekly skills assessments, and the first grade year-end test. Kindergarten CanDo Skills serve as an indicator of student progress. Local assessment data in the area of Math indicates strength in fact knowledge, understanding of basic number concepts, and problem-solving

strategies. On the contrary, students need additional support in the area of reasoning ability.

Local assessments in the realm of behavior include: disciplinary notices, attendance, teacher observation, and parent input. With regards to behavior, data indicates that teachers are strong in the area of classroom management. There have been some suspensions from school and there is a high percentage of parent participation at the pre-k through second grade level. Considering the data, there is a pronounced weakness in the ability to address and serve those students with social and/or emotional issues. Additionally, Northside School is not equipped to provide transition or support services for those students who have been hospitalized for mental health issues, as they attempt to return and reacclimate to the school environment. The employment of a school counselor will help alleviate some of these concerns. Finally, the school frequently experiences inappropriate parent involvement or lack of involvement.

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

## POSITIVE

Parent and stakeholder support

Community volunteers

Standards based, articulated curriculum

75% of teachers hold Masters degrees or higher

Attendance rate

Reading specialists K2

Community, peer, and after school tutoring programs

Collaborative/Team planning time

Technology to support student learning

Support for continuing education for professional staff

**NEGATIVE**

Increasing poverty rate

Increased student mobility

Lack of parent availability to children

Parent surveys indicate lack of parenting skills

Increase in teen pregnancy rate

Increase in high school dropoutrate

Lack of diagnostic assessments

Lack of alternative programming for at-risk students

Increase in student mental health issues and hospitalizations

Administrative support is thin

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

**Based on this information, one may draw the following conclusions:**

There is a need for additional programs, materials, and technology to support Tier 2 and Tier 3 interventions in Reading, Math, and behavior in grades K-2.

There is a need for additional diagnostic testing and intervention materials for grades K-2 Math and behavior.

There is a need for additional progress monitoring in grades K-2 in the areas of Reading, Math, and behavior.

There is a need for further parent education to support student learning endeavors.

There is a need for continued staff education and development.

There is a need to review schedules and staffing assignments to support Tier 2 & Tier 3 interventions in the Response to Intervention model.

### 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?*

The Morrison School District and Northside Elementary School has identified and analyzed the following data in an effort to create an accurate data picture of the community of Morrison:

- Parent need and satisfaction surveys
- Parent feedback following conferences

- Student exit surveys
- Parent compacts - Pre-K and Title I
- Data collection on parent participation
- Teacher and support staff survey forms

Additionally, Northside School supported a student population of approximately 258 students during the 2007-08 school year. Of the 258 students, 97% of the student population is identified as White, non-Hispanic; 1.1% of the student population is classified as Hispanic; 0.8% of the student population is identified as Black; 0.4% of the student population is identified as Asian; and 0.8% is reported as Multi-racial or Multi-ethnic. At the time of testing in 2007-08, there was a 6.1% mobility rate, and 29.9% of the student population was classified as low income.

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

Morrison Community Unit District #6 is a small, rural district in Whiteside County in northwestern Illinois. The city of Morrison consists of 4,447 residents and is located approximately 45 miles northeast of the Quad Cities metropolitan area. The area surrounding Morrison is agricultural and residential in nature.

Due to the closure and downsizing of a number of businesses, there are minimal employment opportunities in the area. Many parents are have to commute to larger areas to find sustainable income, allowing less time to build and foster family and community relationships. 25.3% of our population earns less than \$25,000 per household. In October of 2008, Morrison's unemployment rate was 9.8%.

Other challenges facing the Morrison community and its children include:

- rural setting
- remote area
- unemployment

- mobility
- single parent homes
- crime
- low income families
- increase in teen pregnancies

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

Based on the afore mentioned data, Northside School must address the following issues related to community challenges and education:

- Northside School is facing a steady mobility rate. Therefore, teachers and staff must continue to research and establish various curriculum, methods, and teaching strategies to continue to reach and educate our diverse population.
- Northside School must address its ever-expanding low income population. The number of students who qualify for free or reduced lunch has grown steadily from 24% in 2006, to 30% in 2009. Therefore, teachers and staff must continue to research and establish various curriculum, methods, and teaching strategies to continue to reach and educate our diverse population.

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**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?

Northside School employs 17 certified classroom teachers; eleven certified paraprofessionals; one certified Elementary Programs and Services Coordinator; and one certified principal.

All but one of Morrison CUSD #6 staff members are highly qualified.

Northside School staff members serve on building committees in an effort to improve school climate, programs, and instruction.

Northside School staff members participate annually on the School Improvement Committee. They work together to conduct an internal review of school climate, curriculum, programs, and instruction, as well as to formulate an accurate data picture of student and building level performance.

Teachers at Northside School participate in all district in-services. Early release time provides teachers with quality time to work on the revision of grade level power standards, quarterly objectives, and local common assessment. At this time, teachers also engage in data analysis of student performance on quarterly assessments, as well as reflections on teaching practices and curriculum.

**Strengths**

Teachers are highly qualified.

There is a high percentage of teachers who hold masters degrees.

Highly qualified instructors are available at Northside School to provide Tier 2 & Tier 3 Reading interventions.

Teachers view Morrison Community District #6 as a desirable district in which to teach, therefore there is a very low turnover rate.

The Northside staff has received extensive training in curriculum alignment with State and District standards and objectives.

The Northside staff has received training on Response to Intervention

The Northside staff is knowledgeable and trained in the area of differentiated instruction.

### **Weaknesses**

There is a limited staff capacity in the area of Math at Northside, therefore it is difficult to provide strategic interventions at the Tier 2 & Tier 3 levels in the Response to Intervention model.

There is a need for more training and support in Response to Intervention - especially in the areas of Tier 2 & Tier 3 interventions.

There is a need for further identification and selection of programming, as well as further staff development in the areas of Tier 1, 2 & 3 behavior support and interventions.

There is a need for training on technology interventions at the Tier 2 & Tier 3 levels in the Response to Intervention model.

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

Based on data regarding educator qualifications, staff capacity, and professional development opportunities, Northside School has identified the following staff strengths and areas of improvement:

### **Strengths**

Teachers are highly qualified.

There is a high percentage of teachers who hold masters degrees.

Highly qualified instructors are available at Northside School to provide Tier 2 & Tier 3 Reading interventions.

Teachers view Morrison Community District #6 as a desirable district in which to teach, therefore there is a very low turnover rate.

The Northside staff has received extensive training in curriculum alignment with State and District standards and objectives.

The Northside staff has received training on Response to Intervention

The Northside staff is knowledgeable and trained in the area of differentiated instruction.

### **Weaknesses**

There is a limited staff capacity in the area of Math at Northside, therefore it is difficult to provide strategic interventions at the Tier 2 & Tier 3 levels in the Response to Intervention model.

There is a need for more training and support in Response to Intervention - especially in the areas of Tier 2 & Tier 3 interventions.

There is a need for further identification and selection of programming, as well as further staff development in the areas of Tier 2 & 3 behavior support and interventions.

There is a need for training on technology interventions at the Tier 2 & Tier 3 levels in the Response to Intervention model.

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

In contemplating future professional development and staffing needs at Northside Elementary School, it may be concluded that:

Northside School may need to investigate alternative staffing or scheduling in an effort to provide strategic interventions in the area of Math at the Tier 2 & Tier 3 levels in the Response to Intervention model.

INorthside School may need to pursue additionaltraining and support in Response to Intervention - especially in the areas of Tier 2 & Tier 3 interventions.

Northside School may need to investigate further identification and selection of programming, as well as further staff development in the areas of Tier 1, 2 & 3 behavior support and interventions.

Northside School may need to investigate additional training on technology interventions at the Tier 2 & Tier 3 levels in the Response to Intervention model

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

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

Data in the realm of parental involvement includes:

Teacher - reported data regarding the percentage of parent contact

Parent volunteer hours

Title 1 Parent compacts

At-Risk Pre-Kindergarten program parent compacts

Attendance sign-in sheets and school-sponsored events or seminars

Parent-Teacher conference attendance

Teacher contact logs

Parent contact via school disciplinary referral notices

Attendance and truancy data

Data demonstrates that Northside School in Morrison is at the forefront of parental involvement and communication.

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Northside School publishes a monthly school newsletter, which is distributed to parents and stakeholders. An electronic version of this newsletter is also available on the district's web page.

Press releases for community events are regularly sent to and published in area newspapers. These informational releases are also available for parent and community access on the home page of the district web site.

Northside School holds an annual open house. The school also sponsors a book fair in the spring of each year. Many parents and other extended family members attend this event to purchase books for children, as well as for the school.

Northside School offers two opportunities for parent-teacher conferences in the fall of each year. Each teacher has 100% contact with the parents of each child in their classroom. Student watch list and retention conferences are also held regularly throughout the third and fourth quarters.

School disciplinary notices are sent home on a daily basis, with a copy of the school's disciplinary philosophy.

Parents are encouraged and reminded of the opportunity to eat school lunch with their child. On an average week, there are approximately two to four parents that partake in the school lunch program with their children.

Volunteers have worked at Northside School for numerous years. During the 2008-089 school year, volunteers logged thousands of hours in the Morrison School District. At Northside School volunteers are utilized on a daily basis in classrooms to listen to students read, to tutor students who may be struggling, to perform clerical work, to attend fieldtrips, and to assist students with computer technology.

Northside School also works in conjunction with Big Brothers & Big Sisters of the Mississippi Valley to provide mentoring opportunities children in third through fifth grade via parent and community involvement, including the:

School-Based "Lunch Buddy" Program: a one-to-one program that matches a "little" with a "big" in the community during lunch for approximately 30-45 minutes per week;

and the

• Community-Based Big Brother/Sister Program: a one-to-one mentoring program that matches a "little" with a "big" in the community. This is a one-year commitment to spend ten hours per month with a child (outside of the school day) doing activities of interest.

Many parents are active and involved in the Northside/Southside School Parent Teacher Organization. These parents hold monthly meetings which focus on fundraising for student incentives, providing financial support for classroom supplies, and planning special events. Special events have included a welcome back cookout, a family fall fest, and other family-oriented activities.

At the District level, parents and other stakeholders participate in the strategic planning phase of the District "Plan On A Page," as well as on the Citizen's Advisory Committee.

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

Parental involvement has contributed to the academic success of kindergarten through second grade students, as well as the overall well-being of the school building. Specifically:

Teacher websites, emails, and other forms of electronic communication have improved communication between parents and teachers.

Parent newsletters (available in print and online formats) have informed stakeholders of school events and educational information in an effort to increase parental participation.

Monthly, positive school-parent contact fosters a better relationship between parents and school professionals.

Informational releases to local newspapers and radio stations increase parent and community awareness, communication, and participation.

School disciplinary notices create awareness of and may curtail disciplinary problems.

Parents receive school handbooks that discuss provisions with the Disabilities Education Improvement Act of 2004, as well as other important information on school policy and procedures.

The involvement of parents as volunteer members of the school improvement team, promote parent and stakeholder input and overall buy-in.

The Teacher Support Teams/Teacher Assistance Teams (that meet when a student begins to struggle) include the parents of said child as part of the team and solution process.

Challenges that Northside School may face in the near future with regards to parental participation may include:

Due to parents work schedules and places of employment, it is difficult for them to play an active role in their children's education.

Teachers and staff report increased difficulties in contacting parents in order to share student success and challenges.

There is a continual increase in poverty rates within the school and district, which impacts student and parent involvement and achievement.

The lack of community/parent buy-in.

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

Based on this data and contributing factors, the following conclusions may be reached:

Northside School may need to investigate outside resources to provide parent support group and educational classes, as well as links to critical resources in the community

Northside School may need to investigate the feasibility of providing additional parent access to and education on computer resources and student grades.

### 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?*

Key factors that are within the district's capacity to change or control include:

Further interventions, strategies, curriculum, support, or interventions are necessary to increase Reading scores of students in grades kindergarten through second grade.

The Economically Disadvantaged subgroup is a population that will need to be addressed with increased training, understanding, interventions, programs, and teaching strategies at Northside and Southside Schools to increase student progress and achievement.

There is a need for additional programs, materials, and technology to support Tier 2 and Tier 3 interventions in Reading, Math, and behavior in grades K-2.

There is a need for additional diagnostic testing and intervention materials for grades K-2 Math and behavior.

There is a need for additional progress monitoring in grades K-2 in the areas of Reading, Math, and behavior.

There is a need for further parent education to support student learning endeavors.

There is a need for continued staff education and development.

There is a need for additional programs, materials, and technology to support Tier 2 and Tier 3 interventions in Reading, Math, and behavior in grades K-2.

Northside School may need to pursue additional training and support in Response to Intervention - especially in the areas of Tier 2 & Tier 3 interventions.

Northside School may need to investigate outside resources to provide parent support group and educational classes, as well as links to critical resources in the community

Northside School may need to investigate the feasibility of providing additional parent access to and education on computer resources and student grades.

Conclusion:

**1. Northside School needs to continue to seek out, review, and utilize Response to Intervention Materials in the Areas of Reading, Math and Behavior.**

**Action Plan Objectives and Deficiencies**

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	<a href="#">Northside School needs to continue to seek out, review, and utilize Response to Intervention Materials in the Areas of Reading, Math and Behavior.</a>	

No deficiencies have been identified in the most recent AYP Report for your school

**Section II-A Action Plan - Objectives**

**Objective 1**

Northside School needs to continue to seek out, review, and utilize Response to Intervention Materials in the Areas of Reading, Math and Behavior.

**Objective 1 Description**

In an effort to support and improve student progress and achievement in the areas of Reading and Math, Northside School will:

Evaluate current resources and programs.

Identify further resources and technology in the areas of universal screening, diagnostic assessments, progress monitoring, and intervention to implement RtI.

Attend conferences that specifically address RtI interventions

Conduct grade level/departmental meetings to evaluate, select, and implement RtI interventions and strategies with regards to behavior at Tiers 1, 2, and 3.

No deficiencies have been identified from your most recent AYP Report.

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

Northside School needs to continue to seek out, review, and utilize Response to Intervention Materials in the Areas of Reading, Math and Behavior.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Continue to investigate materials for K-2 Reading, Math and Behavior interventions at the Tier 2 and Tier 3 levels.	08/19/2009	05/31/2010	During School	Title I	
2	Investigate additional universal screening of all students in the area of Math at the Tier 1 level.	08/19/2009	02/26/2010	During School	Title I	
3	Continue to investigate materials & technology for K-2 Math interventions at the Tier 2 & Tier 3 levels.	08/19/2009	05/31/2010	Before School	Title I	

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

Northside School needs to continue to seek out, review, and utilize Response to Intervention Materials in the Areas of Reading, Math and Behavior.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Evaluate current resources and programs.	08/19/2009	10/30/2009	After School	Title I	
2	Identify further resources and technology in the areas of universal screening, diagnostic assessments, progress monitoring, and intervention to implement RtI.	09/01/2009	12/18/2009	Before School	Title I	
3	Observe teaching strategies and curriculum of peers in the Morrison School District in an effort to improve teaching methods and instruction.	10/01/2009	03/31/2010	During School	Title I	
4	Attend conferences that specifically address RtI interventions.	09/01/2009	05/31/2010	During School	Title I	

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

Northside School needs to continue to seek out, review, and utilize Response to Intervention Materials in the Areas of Reading, Math and Behavior.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Evaluate current resources and programs with regards to parent support, knowledge, and awareness of student academics and interventions.	09/01/2009	10/30/2009	After School	Title I	
2	Inform and educate parents via monthly newsletter, district website, school alert system and podcasts.	10/01/2009	08/01/2010	Before School	Title I	

**Section II-E Action Plan - Monitoring**

Northside School needs to continue to seek out, review, and utilize Response to Intervention Materials in the Areas of Reading, Math and Behavior.

Staff will attend conferences specifically aligned to RtI. They will report back to staff any new ideas or findings from each conference.

Northside school will continue to monitor students in Math, Reading and Behavior. At risk students will be identified and additional interventions will be appropriately used.

	Name	Title
1	Joe Robbins	Principal
2	Anji Garza	Programs Coordinator

### 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.*)

Northside School offers the following resources for written and verbal communication and education regarding the school's academic status:

Northside School publishes a monthly school newsletter, which is distributed to parents and stakeholders. An electronic version of this newsletter is also available on the district's web page.

Northside School Press has generated news releases for informational purposes that are regularly sent to and published in area newspapers. These informational releases are also available for parent and community access on the home page of the district web site.

Northside School holds an annual open house. Both print and verbal communications regarding the schools' academic status are available during this time.

Northside School offers two opportunities for parent-teacher conferences in the fall of each year. Each teacher has 100% contact with the parents of each child in their classroom. Both print and verbal communications regarding the schools' academic status are available during this time.

All communication is presented in an easily accessible and understandable format that parents can read and understand.

### 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.

Staff has been included in meetings as to the areas that the SIP will cover. Input was taken from all staff to recognize areas of concern. Community and Parents have been an integral part of the district's Strategic Planning Committee.

	Name	Title
1	Joe Robbins	Principal
2	Anji Garza	Programs Coordinator

### 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.

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### 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.

The District has provided stipends for staff members who complete work on this plan outside of school hours.

The District Plan is based on the School Improvement Plans.

**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.

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

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**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]

Yes  No  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?

Yes  No

Are timelines reasonable and resources coordinated to achieve the objectives? [C]

### MONITORING

Yes  No

Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]

Yes  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

Yes  No  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]

#### STAKEHOLDER INVOLVEMENT

Yes  No

Does the plan describe how stakeholders have been consulted? [C]

Yes  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**