

District Improvement Plan Submission and ISBE Monitoring	
Local Board Approved	10/19/2009
District Plan Submitted	11/09/2009
District Plan Resubmitted	
ISBE District Improvement Plan Monitoring Completed	

Additional Compliance Submissions by District	
Rtl Compliance Submission	11/09/2009
Special Education Compliance Submission	
Title III Compliance Submission	

District Information

RCDT Number:	140161670020000		
District Name:	Brookwood SD 167	Superintendent:	Dr. Pamela K Hollich
District Address:	201 Glenwood-Dyer Rd	Telephone:	7087585190
City/State/Zip:	Glenwood,IL 60425 1845	Extn:	0
Email:	phollich@brookwood167.org		
<b>Is this for a Title I district ?</b>		<input checked="" type="radio"/> Yes	<input type="radio"/> No
<b>Is this for a Title III district that did not meet AMAO?</b>		<input type="radio"/> Yes	<input checked="" type="radio"/> No

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

Is this District making Adequate Yearly Progress (AYP)?	No	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2009-10 Federal Improvement Status	District Improvement Year 1
Is this District making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 1

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	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	68.0		Yes	69.4		Yes	95.1			
White	100.0	Yes	100.0	Yes	78.3		Yes	71.7		Yes				
Black	100.0	Yes	100.0	Yes	66.5	67.9	Yes	67.8		Yes	95.3			
Hispanic	100.0	Yes	100.0	Yes	70.1		Yes	78.4		Yes				
Asian/Pacific Islander														

Native American														
Multiracial / Ethnic														
LEP	100.0	Yes	100.0	Yes	57.7	61.8	Yes	71.8		Yes	95.5			
Students with Disabilities	100.0	Yes	100.0	Yes	26.9	38.5	No	38.7	46.7	No	93.8			
Low Income	100.0	Yes	100.0	Yes	65.6	65.6	Yes	67.3		Yes	95.0			

Four Conditions Are Required For Making Adequate Yearly Progress
<ol style="list-style-type: none"> <li>1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.</li> <li>2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***</li> <li>3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</li> <li>4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.</li> </ol>
<p>* Includes only students enrolled as of 5/01/2008.                      ** Safe Harbor Targets of 70% or above are not printed.                      *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.</p>

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



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

AMAO Reports for 2009 are not yet available for posting.

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

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	94.8	95.3	95.1	94.8	95.2	95.0	94.9	95.1
Truancy Rate (%)	0.2	-	0.1	0.2	0.2	0.7	0.4	0.3
Mobility Rate (%)	13.6	11.5	14.7	15.3	16.3	15.7	19.3	27.2
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	1,247	1,294	1,321	1,360	1,324	1,332	1,305	1,237
Low Income (%)	43.3	53.6	54.1	60.4	61.4	61.6	67.0	69.9
Limited English Proficient (LEP) (%)	0.1	0.7	0.5	0.1	0.1	-	3.3	10.1
Students with Disabilities (%)								
White, non-Hispanic (%)	24.7	19.4	15.9	12.6	10.2	8.3	6.5	5.5
Black, non-Hispanic (%)	63.5	67.5	71.2	75.6	76.4	78.0	77.3	77.7
Hispanic (%)	10.3	12.0	12.0	11.2	12.4	12.4	14.2	14.1
Asian/Pacific Islander (%)	1.4	1.2	0.9	0.7	0.8	0.5	0.3	0.2
Native American or Alaskan Native(%)	0.2	-	-	-	0.1	0.1	0.1	0.1
Multiracial/Ethnic (%)	-	-	-	-	0.2	0.8	1.6	2.4

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 (%)
D I S T R I C T	2000	34.2	56.2	8.0	1.7	-	-
	2001	28.7	59.6	8.9	2.8	0.1	-
	2002	24.7	63.5	10.3	1.4	0.2	-
	2003	19.4	67.5	12.0	1.2	-	-
	2004	15.9	71.2	12.0	0.9	-	-
	2005	12.6	75.6	11.2	0.7	-	-
	2006	10.2	76.4	12.4	0.8	0.1	0.2
	2007	8.3	78.0	12.4	0.5	0.1	0.8
	2008	6.5	77.3	14.2	0.3	0.1	1.6
	2009	5.5	77.7	14.1	0.2	0.1	2.4
S T A T E	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 (%)
DISTRICT	2000	-	37.0	100.0	95.1	9.2	1	0.1	-	-
	2001	0.6	37.5	100.0	95.0	12.2	-	-	-	-
	2002	0.1	43.3	100.0	94.8	13.6	2	0.2	-	-
	2003	0.7	53.6	100.0	95.3	11.5	-	-	-	-
	2004	0.5	54.1	100.0	95.1	14.7	1	0.1	-	-
	2005	0.1	60.4	100.0	94.8	15.3	2	0.2	-	-
	2006	0.1	61.4	100.0	95.2	16.3	3	0.2	-	-
	2007	-	61.6	96.9	95.0	15.7	9	0.7	-	-
	2008	3.3	67.0	100.0	94.9	19.3	5	0.4	-	-
2009	10.1	69.9	100.0	95.1	27.2	3	0.3	-	-	
STATE	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)
D I S T R I C T	2000	1,291	-	-	-	-	-	-
	2001	1,239	148	130	128	141	148	-
	2002	1,247	130	149	140	135	140	-
	2003	1,294	144	136	144	159	143	-
	2004	1,321	142	134	143	155	164	-
	2005	1,360	125	146	132	185	171	-
	2006	1,324	119	141	139	157	171	-
	2007	1,332	150	117	137	138	180	-
	2008	1,305	133	157	118	153	151	-
2009	1,237	126	133	138	155	152	-	
S T A T E	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	

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

	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 (%)
DISTRICT	2000	85	14	38,406	74	26	17	-	-	-
	2001	84	14	39,549	74	26	17	-	-	-
	2002	85	14	41,767	73	27	16	-	-	-
	2003	87	13	40,601	74	26	17	-	1	-
	2004	85	11	42,555	76	24	17	-	1	2
	2005	86	12	45,610	66	34	18	-	-	-
	2006	90	12	44,683	61	39	17	-	-	-
	2007	84	11	45,372	56	44	17	-	1	-
	2008	86	11	46,867	56	44	17	-	2	-
	2009	85	11	48,457	59	41	16	-	-	-
STATE	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)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	54.0	55.0	61.4	62.9	65.5	71.1	-	-	53.7	56.5	65.3	67.7	46.2	41.8	45.8	47.2	68.7	60.9
White	71.4	-	75.0	69.3	-	80.0	-	-	-	-	-	-	75.1	53.9	64.3	-	-	70.0
Black	50.0	56.8	57.5	60.5	66.7	69.3	-	-	54.2	53.0	63.5	68.0	40.9	39.2	43.5	44.0	64.7	59.0
Hispanic	57.2	43.8	66.6	-	65.2	75.0	-	-	36.9	60.0	70.0	63.1	60.0	36.4	50.0	58.3	80.9	75.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	30.8	70.0	-	-	-	-	75.0	41.6	-	-	-	-	75.0	66.7
Students with Disabilities	-	28.6	16.7	44.5	33.4	23.1	-	-	21.1	0.0	38.1	20.0	0.0	0.0	5.6	13.4	8.3	18.8
Low Income	47.7	46.5	56.7	56.1	62.5	69.4	-	-	45.8	50.0	60.7	63.4	37.3	29.5	42.0	43.8	62.0	57.0

Groups	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>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	-	-	51.1	57.6	66.9	70.2	-	-	57.1	52.2	61.0	64.7	48.5	58.4	57.7	70.2	62.2	66.7
White	-	-	72.7	46.2	-	-	-	-	-	50.0	-	-	68.7	58.6	72.7	-	50.0	-
Black	-	-	48.1	57.0	64.9	64.7	-	-	53.7	50.4	59.1	64.6	42.4	57.8	53.9	68.3	63.6	65.3
Hispanic	-	-	46.2	66.6	66.7	89.5	-	-	80.0	-	68.5	57.9	50.0	60.0	62.5	90.0	50.0	68.4
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	38.5	81.3	-	-	-	-	58.3	33.3	-	-	-	-	-	50.0
Students with Disabilities	-	-	0.0	11.1	30.8	10.0	-	-	13.3	5.9	12.5	21.4	7.1	8.7	10.5	14.3	12.5	20.0
Low Income	-	-	45.8	55.6	62.9	71.2	-	-	49.5	45.1	61.3	57.3	39.3	52.5	47.3	64.5	60.0	67.9

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					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	76.1	71.3	87.7	81.8	76.8	84.3	-	-	72.8	77.1	75.3	75.4	46.5	50.7	61.8	60.1	58.2	58.0
White	80.0	-	100.0	92.3	-	80.0	-	-	-	-	-	-	68.8	69.2	85.7	-	-	40.0
Black	76.0	68.3	86.3	79.8	76.0	84.6	-	-	71.6	73.8	72.8	74.0	40.9	44.9	58.1	59.0	53.0	58.2
Hispanic	71.5	93.8	85.7	-	91.3	83.4	-	-	73.7	80.0	90.0	89.4	-	72.7	66.6	66.7	71.5	75.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	76.9	80.0	-	-	-	-	91.6	83.3	-	-	-	-	68.8	73.4
Students with Disabilities	-	50.0	83.3	83.4	40.0	61.6	-	-	47.4	64.3	55.0	33.3	14.3	13.3	16.7	13.3	16.7	43.8
Low Income	71.7	69.8	86.5	80.2	73.8	85.9	-	-	67.0	71.0	69.9	74.2	38.6	43.2	57.0	58.4	51.9	53.0

Groups	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>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	-	-	56.2	66.0	67.6	69.3	-	-	54.5	50.0	52.7	68.7	27.2	33.0	59.1	61.1	53.8	59.5
White	-	-	63.6	61.5	-	-	-	-	-	66.6	-	-	53.1	44.8	63.6	-	80.0	-
Black	-	-	52.7	63.6	64.9	69.4	-	-	50.7	46.0	48.3	68.1	21.1	28.4	55.7	58.0	50.4	54.8
Hispanic	-	-	69.2	85.7	76.2	68.4	-	-	90.0	-	75.0	79.0	16.7	40.0	75.1	90.0	60.0	78.9
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	53.8	62.6	-	-	-	-	75.0	58.3	-	-	-	-	-	75.0
Students with Disabilities	-	-	15.0	22.2	23.1	10.0	-	-	13.3	11.8	24.0	14.3	7.1	0.0	10.5	0.0	18.8	24.0
Low Income	-	-	51.6	63.3	65.7	67.1	-	-	52.7	49.5	55.1	67.3	21.3	23.8	52.7	50.5	52.6	56.3

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

- In 2009 only 26.9% of the special education students met or exceeded standards for the 2009 ISAT testing in reading. Special education students as a subgroup across the district did not make adequate yearly progress in reading by meeting/exceeding the Safe Harbor target of 38.5%. The percentage of students with disabilities who met/exceeded state standards in reading declined in 2009 compared to 2008. Only 18.8% of the fifth grade special education students met or exceeded standards; 10.0% of the sixth grade students; 21.4% of the seventh grade students; and 20.0% of the eighth grade students.
- Of the students with an IEP in third grade at Hickory Bend or Longwood Schools only 23.1% of the students met standards and the remaining 76.9% of the students were below standards or placed on academic watch in reading for the 2009 ISAT. Of the students in fifth grade with an IEP only 18.8% student met/exceeded standards

and 81.3% of the students were below standards. In eighth grade of the students with an IEP only 20.0% of the students met standards and 80% of the students were below standards in reading on the 2009 ISAT.

- Improvement needs to be made in the areas of reading at the elementary grades (K-4) and in reading and math at the upper grades (5-8) for all students if the district is to meet the annual yearly progress benchmarks. Reading instruction needs to provide extra assistance to special education students. Principals have identified the individual special education students in their school who require extra instruction and assistance in reading using the Illinois Interactive Report Card. Special education students as a sub-group for the district did not make Adequate Yearly Progress in the area of reading or mathematics for the 2008-2009 school year.
- All other subgroups made AYP in the areas of reading and mathematics for the 2008-2009 school year.

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

Brookwood School District 167 has seen a transition in the socio-economic status of our population over the last seven years. Our low-income population represents 69.9% of the student population an increase in the 61.4% level in 2006. Differences in socioeconomic status create diverse family patterns of living and structures. There is a high percentage of unemployment among these families, a lack of transportation, and access to technology. The mobility rate in 2000 was 12.2% and had been increasing fairly consistently at the rate of approximately 1% per year. the mobility rate in according to the 2006 report card was 16.3%. The mobility rate according to the 2009 report card is 27.2% which represents a substantial increase over the past three years.

The size of the student population had remained fairly constant over the past six years with 1,239 students enrolled during the 2000-2001 school year and 1,324 enrolled students during the 2005-2006 school year. This amounts to an increase of less than 100 students. However, the size of the student population decreased in 2009 to 1,237 students, a loss of approximately 100 students. The number of special education students had also remained fairly constant with 222 students with an IEP (17.9%) during the 2000-2001 school year and 227 students(17.1%) with an IEP during the 2005-2006 school year. This trend continued through the 2008-2009 school year with 212 students (17.1%) with an IEP. With the increase in the mobility rate and poverty level, more of these special education students are living in poverty and single parent households than special education students seven years ago. The demographics of the district have changed over the past six years. The percent of economically disadvantaged students rose from 61.4% in 2005-2006 to 60.0% in 2008-2009. In 2005-2006, 10.2% of the population was White, non-Hispanic and 76.4% was Black, non-Hispanic. In 2009-2010, 5.5% of the student population was White, non-Hispanic; 77.7% was Black, non-Hispanic; and 14.1% Hispanic. From 2000 to 2008, our school district has seen an increase in our black and Hispanic student population although the teaching staff is still primarily Caucasian and female. As a result, staffing trends have focused on developing/maintaining diversity among the teaching staff. Staff development is needed to address the poverty, diversity, and instructional delivery systems that are responsive to the needs of our students.

Aligning the curriculum to the state standards and benchmarks and providing all students with an opportunity to learn higher level content is a factor in our achievement scores. The curriculum for the core academic subjects needs to be rewritten to be in line with the Illinois State Standards and Benchmarks. Through administrative observations and monthly meetings of the district's Curriculum Council it has emerged that our special education students need to be exposed to a richer curriculum in reading as well as mathematics, science, and social science.

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

The district made AYP because the percentage of students with disabilities meeting/exceeding state standards met the safe harbor target on the 2008 ISAT. The district did not meet the safe harbor target on the 2009 ISAT for the special education subgroup in order to be removed from improvement status. A support network has been established and needs to be augmented to assist students and parents in completion of daily homework, school projects, and development of reading and mathematics skills. Increased parental involvement will increase student learning.

A written curriculum for all for science (K-4), mathematics (K-8) and writing (K-) has been developed and implemented. Hands on mathematics using manipulatives and inquiry based science lessons are areas for future staff development. Development and implementation of a comprehensive reading curriculum is underway. This curriculum needs to address differentiation of instruction to meet the needs of all students particularly special education students who have been identified as needing special assistance in the area of reading. Staff development in the development and implementation of assessments and interventions for Tier 1, 2, and 3 is required as well. All core curricula should be aligned to state standards and expose all students to higher levels of learning and academic content.

**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?**

- Longwood, Hickory Bend Elementary, Brookwood Middle and Brookwood Junior High Schools' needs are based off of common assessments that are conducted throughout the school year. Up until the end of the 2008-09 school year, the assessments used to analyze student progress included DIBELS in grades K-6, Rigby reading assessments in grades 1-4, Stanford 10 Achievement Test in grades 3-8, and local district writing assessments in grades 3-8. DIBELS benchmark assessments were given three times a year with standard benchmarks for each grade level. Starting with the 2009-2010 school year, AIMSweb assessments will be implemented at all four schools. Students who did not meet the benchmark expectations will be continuously monitored throughout the year. The Rigby assessment will continue to be given twice a year to all students in grades K-4 and immediately to newly enrolled students. The results of these assessments will be used to determine the individual needs of each student.
- The 2008-09 school year is the first year of implementation for the AIMSweb assessments so benchmark data is not yet available. In past years, DIBELS and Rigby assessments have shown a need for 25% of our K-6 students to receive intensive reading instruction throughout the school year. The Stanford 10 from 2008-09 and ISAT reading scores show a need for an increase and upgrade in reading instruction in the areas of vocabulary and comprehension. SAT math scores show a significant drop in math scores in grades 4-5. An increase in the instructional time in the areas of math content and number sense continues to be a need in grades 3-6.
- Students at Longwood and Hickory Bend Schools who require additional assistance in reading as determined from the DIBELS and Rigby assessments receive 30 minutes of intervention each day. Students at Brookwood Middle School and Brookwood Junior High School receive additional assistance in reading and mathematics in after school tutoring sessions.

- Historically collection of assessment data has been an area of weakness across the district. Starting with the 2009-10 school year, the district has converted to a new student database system. The new database system will allow the professional staff to use echnology based assessment programs to implement universal screening three times a year in math and reading for all students for the purpose of collecting data for individual students to monitor academic progress and progress monitoring for those students in need of additional academic support.
- Since the 2006-2007 school year, the district has been in the process of implementing Problem Based Intervention Strategies (PBIS) in all four schools. During the 2007-08 school year, all four schools collected data on office discipline referrals and will continue to do so in subsequent years.. Data is analyzed to determine which behaviors are the most common in each area of the school. Data is analyzed from grade levels, individual classrooms, and areas of the school such as the playground, lunchroom, and hallways. This data gives us a framework for the development of a behavior matrix at each school using the framework of (PBIS). Through the use of this type of analysis, each school has created school specific goals to reduce the number of office referrals. Three tiers of behavior consistent with the Response to Intervention model are monitored with the goal of having 80-90% percent of our students funcitoning in Tier I along with support plans for students in Tier 2 and Tier 3.

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

- Brookwood School District 167 has seen a transition in the socio-economic status of our population over the last seven years. Our low-income population represents 69.9% of the student population in 2008. Differences in socioeconomic status create diverse family patterns of living and structures.
- There is a high percentage of unemployment among these families, a lack of transportation, and access to technology. The mobility rate in 2000 was 12.2% and has been increasing fairly consistently at the rate of approximately 1% per year. The mobility rate in according to the 2006 report card was 16.3%. The mobility rate according to the 2009 report card is 27.2% which represents a substantial increase over the past three years.
- The size of the student population had remained fairly constant over the past six years with 1,239 students enrolled during the 2000-2001 school year and 1,324 enrolled students during the 2005-2006 school year. This amounts to an increase of less than 100 students. However, the size of the student population decreased in 2009 to 1,237 students, a loss of approximately 100 students. The number of special education students has also remained fairly constant with 222 students with an IEP (17.9%) during the 2000-2001 school year and 227 students (17.1%) with an IEP during the 2005-2006 school year. This trend continued through the 2008-2009 school year with 212 students (17.1%) with an IEP. With the increase in the mobility rate and poverty level, more of these special education students are living in poverty and single parent households than special education students seven years ago.
- The demographics of the district have changed over the past six years. The percent of economically disadvantaged students rose from 61.4% in 2005-2006 to 60.0% in 2008-2009. In 2005-2006, 10.2% of the population was White, non-Hispanic and 76.4% was Black, non-Hispanic. In 2009-2010, 5.5% of the student population was White, non-Hispanic; 77.7% was Black, non-Hispanic; and 14.1% Hispanic. From 2000 to 2008, our school district has seen an increase in our black and Hispanic student population although the teaching staff is still primarily Caucasian and female. As a result, staffing trends have focused on developing/maintaining diversity among the teaching staff. Staff development is needed to address the the challenges that children living in poverty face each day and instructional delivery methods that are responsive to the needs of our students.
- Aligning the curriculum to the state standards and benchmarks and providing all students with an opportunity to learn higher level content is a factor in our achievement scores. The curriculum work for the core academic subjects needs to continue with special emphasis on pacing and scope and sequence to be in line with the Illinois State Standards and Benchmarks. Through administrative observations and monthly meetings of the district's Curriculum Council it has emerged that our special education

students need to be exposed to a richer curriculum in reading as well as mathematics, science, and social science.

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

The district made AYP in 2008 because the percentage of students with disabilities meeting/exceeding met the safe harbor target on the 2008 ISAT. The district did not meet the safe harbor target on the 2009 ISAT in order to be removed from improvement status. Steady improvement in math and reading achievement has occurred at the school level but more work in the development of the math and reading curricula needs to occur with particular emphasis on scope and sequence and pacing in order to meet the needs that our demographics require. Tier 2 and 3 assessments and interventions need to be developed for reading and mathematics as alternative instructional methods to meet the needs of our special education students.

Staff development should also focus on the challenges that students living in poverty face each day.

A stronger support network for parents needs to be established to assist special education students in completion of daily homework, school projects, and development of reading and mathematics skills. Increased parental involvement will increase student learning.

A written curriculum for all for science (K-4), mathematics (K-8) and writing (K-) has been developed and implemented. Hands on mathematics using manipulatives and inquiry based science lessons are areas for future staff development. Staff development using mathematical models and manipulatives is necessary to provide teachers with alternative ways to teach mathematics to special education and under achieving students.

Development and implementation of a comprehensive reading curriculum is underway. This curriculum needs to address differentiation of instruction to meet the needs of all students particularly special education students who have been identified as needing special assistance in the area of reading. Staff development in the development and implementation of assessments and interventions for Tier 1, 2, and 3 is required as well. All core curricula should be aligned to state standards and expose all students to higher levels of learning and academic content.

Create and implement a district-wide assessment plan to accurately assess student progress in reading and mathematics in grades K-8

Implementation of the PBIS model needs to continue in order to reduce office referrals and incidents of gross disobedience with particular emphasis on the development of Tier 2 and Tier 3 interventions as well as school based Tier 2 Teams.

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

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

- Brookwood School District 167 has seen a transition in the socio-economic status of our population over the last seven years. Our low-income population represents 69.9% of the student population. Differences in socioeconomic status create diverse family patterns of living and structures.
- There is a high percentage of unemployment among these families, a lack of transportation, and access to technology. The mobility rate is currently 27.2% according to the 2009 report card compared to a mobility rate of 12.2% in 2000.
- The size of the student population had remained fairly constant over the past six years with 1,239 students enrolled during the 2000-2001 school year and 1,324 enrolled students during the 2005-2006 school year. This amounts to an increase of less than 100 students. However, the size of the student population decreased in 2009 to 1,237 students, a loss of approximately 100 students. The number of special education students has also remained fairly constant with 222 students with an IEP (17.9%) during the 2000-2001 school year and 227 students (17.1%) with an IEP during the 2005-2006 school year. This trend continued through the 2008-2009 school year with 212 students (17.1%) with an IEP. With the increase in the mobility rate and poverty level, more of these special education students are living in poverty and single parent households than special education students seven years ago.
- The demographics of the district have changed over the past six years. The percent of economically disadvantaged students rose from 61.4% in 2005-2006 to 60.0% in 2008-2009. In 2005-2006, 10.2% of the population was White, non-Hispanic and 76.4% was Black, non-Hispanic. In 2009-2010, 5.5% of the student population was White, non-Hispanic; 77.7% was Black, non-Hispanic; and 14.1% Hispanic. From 2000 to 2008, our school district has seen an increase in our black and Hispanic student population although the teaching staff is still primarily Caucasian and female. As a result, staffing trends have focused on developing/maintaining diversity among the teaching staff. Staff development is needed to address the poverty, diversity, and instructional delivery systems that are responsive to the needs of our students.
- Aligning the curriculum to the state standards and benchmarks and providing all students with an opportunity to learn higher level content is a factor in our achievement scores. The curriculum work for the core academic subjects needs to continue with special emphasis on pacing and scope and sequence to be in line with the Illinois State Standards and Benchmarks. Through administrative observations and monthly meetings of the district's Curriculum Council it has emerged that our special education students need to be exposed to a richer curriculum in reading as well as mathematics, science, and social science.

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

- Many of our students face significant challenges at home which impact their readiness in school.
- More students are living in poverty and single parent households than seven years ago due to the steady increase in the poverty level and mobility rate.
- The number of limited English proficient students who require bilingual services is increasing.
- Many students are living in a text poor environment and need to be exposed to a richer curriculum in reading, mathematics, science, and social studies.

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

- Meeting students' basic needs will be an important step in promoting readiness to learn.
- Additional personnel to meet the needs of limited English proficient students may be required.
- Explore delivery systems for limited English proficient students.
- Provide differentiated learning experiences to meet the needs of special education students through a variety of instructional styles.

**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 tell you?**

- District teachers have an average of 11 years of experience in 2009 compared to an average of 16 years of experience in 1999. Teacher turnover which has been approximately 20% for the last three years has contributed to a drop in the average number of years of experience in the district among the teaching staff. In spite of a relatively high turnover, the district has maintained its commitment to hiring highly qualified teachers per the requirements of the No Child Left Behind Act. The percentage of teachers with master's degrees has risen from 30% in 1999 to 41% in 2009. According to the 2009 report card the average class size is 15.7 students per teacher. Class size is an area of strength for the district.
- The demographics of the district have changed over the past six years. The percent of economically disadvantaged students rose from 37.5% in 2000-2001 to the current rate of 69.9% in 2009-2010. In 2000-2001, 28.7% of the student population was White, non-Hispanic and 59.6% was Black, non-Hispanic. In 2008-2009, 5.5% of the population was White, non-Hispanic, 77.7% was Black, non-Hispanic, and 14.1% Hispanic. From 2000 to 2009 our school district has seen a 30% increase in our black student population although the teaching staff is primarily Caucasian and female.

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

- There is a lack of diversity within our staff that can account for poor understanding of cultural differences and miscommunication of poor connections between teachers, students, and parents. As a result, staffing trends need to focus on developing/maintaining diversity among the teaching staff. Staff development is needed to address the challenges that students living in poverty face each day; cultural differences between teachers and students; and instructional delivery systems that are responsive to the needs of students living in poverty.
- A written curriculum for all core academic areas is being developed and implemented especially in the areas of reading and math. This curriculum addresses the importance of differentiating instruction to meet the needs of all students, particularly special education students and black, male students who have been identified as needing additional assistance in the area of reading. It will be aligned to state standards and expose all students to higher levels of learning and academic content.

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

- In order to continually improve the reading and mathematics curricula, teachers will need professional development, time for collaboration, classroom sets of mathematics manipulatives and classroom libraries, and common assessments in order for student achievement to improve.
- Each classroom needs a substantial increase in guided reading instructional materials and literature for classroom libraries in grades 4-8.
- RtI and literacy workshops conducted by Dr. Susan Hall and Associates from the 95% Group, Inc., staff workshops on diversity, and cultural awareness need to be included in professional development opportunities for all staff.
- Continued development of a math and reading curriculum aligned to state standards.

**Section I-C. Data & Analysis - Other Data  
Item 3 - Parent Involvement****Data - Briefly describe data on parent involvement. What do these data tell you?**

- In order to involve parents and community members to a greater extent in the learning process, the district has hired a Parent Volunteer Coordinator since the 2006-2007 school year. She is a parent in the community and has dramatically increased the number of volunteers assisting in all four school. Approximately 350 parents and community members are registered volunteers since August 2009. Through personal contacts, district sponsored social events, and training/support for volunteers the number of volunteers assisting in all four schools has increased.
- Data collected regarding parent attendance at Parent/Teacher Conferences and Open House indicate that parent participation is an area that continues to be targeted for improvement. Parent involvement at Open House and August 2009 orientation activities was up from previous years. Approximately 80% of parents attended Open House at Longwood and Hickory Bend Schools. Approximately 60% attend at Brookwood Middle School, and 50% at Brookwood Junior High School. Teachers are required to meet

with all parents in person or on the phone during conferences to provide a personal update to parents regarding academic progress and behavior.

- Although parent education workshops are presented throughout the school year by the district and PTA, historically attendance has been poor. The September 2009 PTA meeting was well attended compared to prior months. Attendance at other parent education workshops sponsored by the school district continues to be low. Using technology to present virtual workshops is being explored as a possibility to spark parent interest and attendance at district functions.
- Each school sponsors quarterly Family Nights to promote reading, math, and technology in addition to music and band concerts. A large number of parents and family members attend these events.
- A Parent-School Compact is in place at all four schools to outline responsibilities for student learning. This agreement is jointly signed by the school principal, parent, and student. An annual parent meeting is held to explain the interventions program, e.g. small group instruction for math and reading, leveled materials and instruction, etc. to allow parents the opportunity to provide input regarding the school-wide program. This Compact is available in English and Spanish. Parent attendance at this yearly meeting continues to be poor.
- Each school holds a Parent Advisory Council meeting each quarter to gather feedback from parents regarding the instructional program and learning environment. Attendance at these meetings continues to be poor.
- The Bilingual Parent Advisory Council meets four times per year. Approximately 15 parents are actively attending and participating in these meetings. A new president will need to be elected for the 2009-10 school year.

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

- The students whose parents regularly attend school events and are involved in their learning experience demonstrate greater academic achievement. Many students whose parents are not involved in the learning process face serious challenges at home each day and do not come to school ready to learn.
- Many parents have limited resources and in some cases a lack of education to provide academic support to their children.

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

- Continue to employ a Parent Volunteer Coordinator.
- Meeting basic physical, social, and emotional needs will continue to be an issue for some students before they are ready to learn each day.
- Find different ways to provide parents with the opportunity to become involved in their child's education.
- Find different ways to solicit feedback from parents regarding the instructional program and learning environment.
- Involve more parents in the planning and dissemination of information regarding Coordinated Early Intervention Services.
- Include parents on the District Leadership Team for RtI.

**Section I-D Data & Analysis - Key Factors**

*Section I-D - Key Factors - From the preceding screens (I-A, I-B, I-C), identify key factors that are within the district'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?*

- Provide increased opportunities for the parents of special education students to learn how to help their children with school work.
- Continue to provide opportunities for increased parental and community involvement in the school environment through our Parent Volunteer Coordinator.
- Provide staff development to address issues of poverty, diversity, effective parent education, and instructional delivery methods that are responsive to the needs of our special education students through the Instructional Service Center #4.
- A written curriculum for all core academic areas needs to be developed and implemented especially in the area of reading. This curriculum should address differentiation of instruction to meet the needs of all students especially special education students and African American male students who have been identified as needing special assistance in the area of reading. It should be aligned to state standards and expose all students to higher levels of learning and academic content.
- Continued implementation of the PBIS model needs to continue in order to reduce office referrals and incidents of gross disobedience.
- Continue to develop and implement the Bilingual Program.
- Continue to build a more effective and efficient assessment and multi-tier intervention system using the RtI model.
- Find different ways to solicit feedback from parents regarding the instructional program and learning environment.
- Continue to reorganize the special education delivery model at Hickory Bend School, Longwood School, and Brookwood Middle School to a cluster, push-in model that will provide more opportunities for special education students to interact with their grade level peers, more access to the regular curriculum and more involvement of parents in the problem solving process.
- Involve more parents in the planning and dissemination of information regarding Coordinated Early Intervention Services.
- Include parents on the District Leadership Team for implementation of RtI.

**Section II-Action Plan**

**Action Plan Objectives and Deficiencies**

Objective Number	Title	Deficiencies Addressed	
		AYP	AMAO
1	Improve reading achievement for special needs students	1,	

2	Improve mathematics achievement for special needs students	2,	
3	To improve academic achievement for all students in reading and mathematics.	1,2,	

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

1 Students with disabilities are deficient in Reading Meets and Exceeds

2 Students with disabilities are deficient in Mathematics Meets and Exceeds

2009 AMAO reports are not yet available for posting.

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

**Objective 1 Title :**

Improve reading achievement for special needs students

**Objective 1 Description :**

Reading scores for the special education subgroup for Brookwood School District 167 will increase from the current achievement level as measured by the ISAT to at least 77.5% meets/exceeds for 2010 and 85% for 2011 as measured by the ISAT or safe harbor as an alternative target.

**This objective addresses the following areas of AYP deficiency:**

1 Students with disabilities are deficient in Reading Meets and Exceeds

2009 AMAO reports are not yet available for posting.

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

Objective 1 Title :

Improve reading achievement for special needs students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Special education students in Grades K-8 will use SMART board technology to integrate reading with the core academic subject areas.	09/01/2009	06/15/2011	During School	Other	30000
2	Identified special education students in Grades 3-8 will participate in after school tutoring in reading.	09/01/2009	06/15/2011	After School	Title I	24000
3	Special education students in Grades K-8 will participate in video production projects to foster reading, writing, speaking, and listening skills.	09/01/2009	06/15/2011	During School	Local Funds	0
4	Special education students in grades K-8 will use e-library to gather information for research projects.	09/01/2009	06/15/2011	During School	Local Funds	0
5	Special education students in grades K-8 will participate in lessons and AIMSweb assessments to improve reading achievement.	09/01/2009	06/15/2011	Before School	Title I	11000
6	Special education students in Grades K-8 will have the opportunity to choose from high interest books with an appropriate level of challenge.	09/01/2009	06/15/2011	During School	Other	30000
7	Special education students will have the opportunity to participate in online book chats created by the district's learning center directors.	09/01/2009	06/15/2011	During School	Local Funds	0
8	Special education students will continue to complete at least 7 major writing assignments each year.	09/01/2009	06/15/2011	During School	Local Funds	0
9	Special education students will participate in technology based universal screening three times per year in reading.	09/01/2009	06/15/2011	During School	Local Funds	0

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

Objective 1 Title :

Improve reading achievement for special needs students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	K-8 teachers will receive professional development training for reading instruction that will include lesson planning, goal setting, and the pacing of instruction.	09/01/2009	06/15/2011	After School	Title I	24000
2	K-8 teachers will receive training in the use of the AIMSweb assessments to plan instruction for special education students in reading.	09/01/2009	06/15/2011	After School	Local Funds	3500
3	Staff will receive training in the use of software to develop informational literacy and critical thinking skills to improve reading achievement for special education students.	09/01/2009	06/15/2011	After School	Local Funds	15000
4	Teachers in grades 3-8 will participate in workshops to develop their skills using SMART board technology to foster student engagement in reading.	09/01/2009	06/15/2011	After School	Other	65000
5	Literacy Coaches will provide ongoing staff development and support to K-8 teachers in the area of reading.	09/01/2009	06/15/2011	During School	Title I	107000
6	Teachers will participate in the district's Reading Committee to align the reading curriculum with state benchmarks and standards.	09/01/2009	06/15/2011	After School	Local Funds	5000
7	Teachers will receive training on the Response to Intervention model to provide differentiated instruction for regular and special education students.	09/01/2009	06/15/2011	After School	Local Funds	5000
8	Building principals will reorganize their building schedules and student class assignments to accomodate clustering of special education students within the regular education classroom.	09/01/2009	06/15/2011	Before School	Local Funds	0
9	All teachers new to the district will receive training on differentiating instruction for special education and gifted students.	09/01/2009	06/15/2011	After School	Local Funds	1000
10	All teachers will receive training on cultural awareness and teaching students living in poverty.	09/01/2009	06/15/2011	During School	Title I	8000
11	K-8 teachers will receive professional development training on the use of diagnostic assessments for reading instruction in the areas of data	09/01/2009	06/15/2011	Before School	Other	19000

collection, analysis, and interpretation to determine Tier 2 interventions.				
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**Section II-D Action Plan - Parent Involvement Strategies and Activities**

**Objective 1 Title :**

Improve reading achievement for special needs students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Reading tips for parents to assist their children with assignments at home will be published on the district website and school newsletters.	09/01/2009	06/15/2011	After School	Local Funds	0
2	Workshops will be available for parents on how to work on reading skills at home with their child.	09/01/2009	06/15/2011	After School	Local Funds	0
3	Family Fun Nights to promote reading and the development of reading skills at home will be held at each school.	09/01/2009	06/15/2011	After School	Local Funds	0
4	The District's Volunteer Coordinator will work with teachers, administrators, and parents to foster parent involvement in the school environment.	09/01/2009	06/15/2011	During School	Local Funds	30000

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

**Objective 1 Title :**

Improve reading achievement for special needs students

**Curriculum and Instruction**

The building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor reading instruction by monitoring the pace and level of instruction outlined in teachers' weekly lesson plans, teachers observations, and evaluations, and ISAT results. **BEGINNING WITH THE 2009-2010 SCHOOL YEAR, THE DISTRICT WILL IMPLEMENT PROGRESS MONITORING FOR GRADES K-8 USING A AIMSweb AS A UNIVERSAL SCREENER USING THE NEW DATABASE.** The building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor reading achievement in grades K-8 by analyzing the data from local common grade level assessments **IN ADDITION TO DATA GATHERED FROM AIMSweb. Diagnostic reading assessments will be used starting with the 2009-2010 school year to determine the appropriate Tier 2 interventions for reading.**

**Professional Development** Data will be collected and analyzed regarding Institute Day sessions for effectiveness and relevance of the sessions and attendance at workshops

conducted outside of the district.

**Parent/Community Involvement**

Data will be collected and analyzed regarding parent attendance at district events and functions including but not limited to Open House, parent education workshops, parent/teacher conferences, Family Fun Nights, Parent Advisory Council meetings, **AND PROBLEM SOLVING MEETINGS WITH SCHOOL-BASED PPS TEAMS**. Results will be used to expand and increase parental involvement. The superintendent (Dr. Pamela Hollich) and building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor parent involvement.

	Name	Title
1	Dr. Pamela K. Hollich	Superintendent
2	Sharon Price	Director of Student Special Services
3	Reginald Patterson	Principal Longwood School
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5	Onquanette Nowels	Principal Brookwood Middle School
6	Beth Lindsay	Principal Brookwood Junior High School
7		
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**Section II-A Action Plan - Objectives**

**Objective 2 Title :**

Improve mathematics achievement for special needs students

**Objective 2 Description :**

District mathematics scores will increase from the current achievement level as measured by the ISAT to at least 77.5% meets/exceeds for 2010 and 85% for 2011 as measured by the ISAT or safe harbor as an alternative target.

**This objective addresses the following areas of AYP deficiency:**

2 Students with disabilities are deficient in Mathematics Meets and Exceeds

2009 AMAO reports are not yet available for posting.

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

**Objective 2 Title :**

Improve mathematics achievement for special needs students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All special education students in grades K-8 will use SMART board technology to integrate mathematics with the core academic subjects.	09/01/2009	06/15/2011	During School	Other	30000
2	Identified special education students in grades 3-8 will participate in after school tutoring in mathematics.	09/01/2009	06/15/2011	Before School	Title I	24000
3	Special education students will participate in hands-on mathematics lessons using mathematical models and manipulatives to develop mathematical understanding.	09/01/2009	06/15/2011	Before School	Title I	24000
4	Special education students will participate in technology based universal screening three times per year in mathematics.	09/01/2009	06/15/2011	During School	Local Funds	0

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

**Objective 2 Title :**

Improve mathematics achievement for special needs students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The Mathematics Task Force will continue to refine the scope and sequence of the math curriculum in line with state standards.	09/01/2009	06/15/2011	After School	Local Funds	5000
2	Staff will continue to receive training in the use of software to develop critical thinking skills to improve mathematics achievement.	09/01/2009	06/15/2011	After School	Local Funds	0
3	Teachers in grades K-8 will participate in a variety of workshops on the use of mathematical models to promote achievement in mathematics.	09/01/2009	06/15/2011	During School	Local Funds	0
4	The district will purchase classroom sets of mathematical manipulatives for K-8 classrooms.	09/01/2009	06/15/2011	During School	Title I	24000
5	Staff will participate in staff development using the AIMSweb					

assessments to collect, analyze, and interpret student assessment data in mathematics.	09/01/2009	06/15/2011	After School	Local Funds	3000
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**Section II-D Action Plan - Parent Involvement Strategies and Activities**

**Objective 2 Title :**

Improve mathematics achievement for special needs students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Mathematics tips for parents of special education students to assist their child with assignments at home will be published on the district website and school/classroom newsletters.	09/01/2009	06/15/2011	After School	Local Funds	0
2	Workshops will be available for parents of special education students on how to work on mathematics skills at home with their child.	09/01/2009	06/15/2011	After School	Local Funds	0
3	Family Fun Nights to promote development of mathematics skills at home will be held at each school.	09/01/2009	06/15/2011	After School	Local Funds	0

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

**Objective 2 Title :**

Improve mathematics achievement for special needs students

**Curriculum and Instruction**

The building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor mathematics instruction by monitoring the pace and level of instruction outlined in teachers' weekly lesson plans, teachers observations, and evaluations, and ISAT results. **BEGINNING WITH THE 2009-2010 SCHOOL YEAR, THE DISTRICT WILL IMPLEMENT PROGRESS MONITORING FOR GRADES K-8 USING A AIMSweb AS A UNIVERSAL SCREENER USING THE NEW DATABASE.** The building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor mathematics achievement in grades K-8 by analyzing the data from local common grade level assessments **IN ADDITION TO DATA GATHERED FROM AIMSweb.**

**Professional Development**

Data will be collected and analyzed regarding Institute Day sessions for effectiveness and relevance of the sessions and attendance at workshops conducted outside of the district.

**Parent/Community Involvement**

Data will be collected and analyzed regarding parent attendance at district events and functions including but not limited to Open House, parent education workshops, parent/teacher conferences, Family Fun Nights, Parent Advisory Council meetings, **AND PROBLEM SOLVING MEETINGS WITH SCHOOL-BASED PPS TEAMS**. Results will be used to expand and increase parental involvement. The superintendent (Dr. Pamela Hollich) and building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor parent involvement.

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6	Beth Lindsay	Principal Brookwood Junior High School

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

<p><b>Objective 3 Title :</b> To improve academic achievement for all students in reading and mathematics.</p> <p><b>Objective 3 Description :</b> To improve academic achievement for all students in reading and mathematics so that local assessment data as measured on a universal assessment, diagnostic assessments, and ISAT data show an upward trend in adequate yearly progress for all subgroups.</p> <p><b>This objective addresses the following areas of AYP deficiency:</b></p> <p>1 Students with disabilities are deficient in Reading Meets and Exceeds</p> <p>2 Students with disabilities are deficient in Mathematics Meets and Exceeds</p> <p>2009 AMAO reports are not yet available for posting.</p>
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**Section II-B Action Plan - Strategies and Activities for Students**

**Objective 3 Title :**

To improve academic achievement for all students in reading and mathematics.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All students will continue to participate in district local writing assessments three times per year.	09/01/2009	06/15/2011	During School	Local Funds	0
2	All students will complete at least seven major writing assignments each year.	09/01/2009	06/15/2011	During School	Local Funds	0
3	All students will participate in technology based universal screening three times per year in reading and mathematics.	09/01/2009	06/15/2011	During School	Local Funds	0
4	Students identified for Tier 2 and Tier 3 will participate in an intervention period to participate in a variety of intervention strategies for mathematics and/or reading.	09/01/2009	06/15/2011	During School	Title I	24000
5	Students in K-3 at Hickory Bend School will continue to participate in the DIBELS and Rigby assessments through a continuation of the Reading First Grant.	09/01/2009	06/15/2010	During School	Title I	75000
6	Students identified through the AIMSweb universal assessments will participate in diagnostic assessments to pinpoint specific reading skill deficiencies.	09/01/2009	06/15/2011	During School	Title I	3000

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

**Objective 3 Title :**

To improve academic achievement for all students in reading and mathematics.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The district will continue to implement the AIMSweb assessments for reading and mathematics.	09/01/2009	06/15/2011	During School	Local Funds	22000

2	District personnel will receive training in the administration, scoring, and interpretation of the AIMSweb assessments.	09/01/2009	06/15/2011	After School	Local Funds	7000
3	District personnel will develop and implement Tier 2 and Tier 3 interventions for mathematics and reading.	09/01/2009	06/15/2011	During School	Title I	10000
4	Personnel in each school will continue to implement a school based problem solving model.	09/01/2009	06/15/2011	Before School	Title I	0
5	Each school based problem solving team will create procedures and expectations for the problem solving process.	09/01/2009	06/15/2011	Before School	Title I	0
6	Each school based problem solving team will create criteria for determining placement of students in Tier 2 and Tier 3 interventions.	09/01/2009	06/15/2011	Before School	Title I	0
7	Internal and external coaches providing leadership to school based problem intervention strategies (PBIS) teams will receive training through the PBIS network.	09/01/2009	06/15/2011	During School	Local Funds	15000
8	District personnel will receive training on the criteria and implementation for Tier 2 and Tier 3 interventions for reading, mathematics, and PBIS.	09/01/2009	06/15/2011	During School	Local Funds	5000
9	District personnel will create procedures and documents to regularly report student academic and behavioral progress to parents.	09/01/2009	06/15/2011	Before School	Title I	0
10	District personnel will continue to collect data on student behavior using the SWIS software.	09/01/2009	06/15/2011	Before School	Title I	0
11	District personnel will continue to develop and implement high quality curriculum guides aligned to state objectives and benchmarks.	09/01/2009	06/15/2011	During School	Local Funds	10000
12	A district social worker will serve as an external coach within the guidelines established by PBIS.	09/01/2009	06/15/2011	Before School	Title IV	18000
13	District personnel will receive staff development to address issues of poverty, diversity, instructional delivery systems that are responsive to the needs of our special education students.	10/01/2009	06/15/2011	During School	Other	5000
14	District personnel will receive staff development regarding the education of bilingual students.	10/01/2009	06/15/2011	During School	Local Funds	5000
15	District personnel will participate in a series of workshops that include model reading lessons to implement Tier 2 and Tier 3 interventions effectively.	01/04/2010	06/15/2011	During School	Title I	12000

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

**Objective 3 Title :**

To improve academic achievement for all students in reading and mathematics.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will have the opportunity to participate in parent education workshops on the Response to Intervention model.	09/01/2009	06/15/2011	After School	Local Funds	0
2	Parents will have the opportunity to participate in parent education workshops regarding the district's assessment program and interpretation of student progress.	09/01/2009	06/15/2011	After School	Local Funds	0
3	Parents of students receiving bilingual education services will have the opportunity to participate on the district's Bilingual Parent Advisory Council.	09/01/2009	06/15/2011	After School	Local Funds	0
4	Parents will have the opportunity to participate on school based Parent Advisory Councils.	09/01/2009	06/15/2011	After School	Local Funds	0
5	Parents will have the opportunity to serve as a parent representative on the District's Response to Intervention Leadership Team.	09/01/2009	06/15/2011	After School	Local Funds	0
6	Parents will have the opportunity to attend and actively participate in a problem solving meeting regarding their child's academic progress and behavior.	09/01/2009	06/15/2011	During School	Local Funds	0
7	Parents will have the opportunity to participate in surveys to provide input on parent education offerings in the district.	10/01/2009	06/15/2010	During School	Local Funds	0

Section II-E Action Plan - Monitoring

**Objective 3 Title :**

To improve academic achievement for all students in reading and mathematics.

**Curriculum and Instruction**

The building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor instruction and student progress by monitoring the pace and level of instruction outlined in teachers' weekly lesson plans, teachers observations, and evaluations, and ISAT results. **BEGINNING WITH THE 2009-2010 SCHOOL YEAR, THE DISTRICT WILL IMPLEMENT PROGRESS MONITORING FOR GRADES 2-8 USING AIMSweb ASSESSMENTS AS A UNIVERSAL SCREENER.** Diagnostic assessments in reading will be used to

**determine appropriate Tier 2 and Tier 3 interventions.**

The district superintendent (Dr. Pamela K. Hollich) and building principals (Beth Lindsay, Brookwood Junior High School, Onquanette Nowels, Brookwood Middle School, Reginald Patterson, Longwood Elementary School, and Shirley Bragg, Hickory Bend School) will monitor the pacing of instruction of the core curriculum in order to meet ISBE benchmarks and objectives for all students in the core academic areas.

The building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor student progress and achievement in grades K-8 by analyzing the data from local common grade level assessments **IN ADDITION TO DATA GATHERED FROM THE UNIVERSAL SCREENER.**

The building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will analyze achievement data to identify students for participation in Tier 2 and 3 interventions.

The building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor the academic progress of students participating in Tier 2 and Tier 3 interventions.

The building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor the master schedule at their respective schools for the implementation of Tier 2 and Tier 3 interventions.

**Professional Development**

Data will be collected and analyzed regarding Institute Day sessions for effectiveness and relevance of the sessions and attendance at workshops conducted outside of the district.

**Parent/Community Involvement**

Data will be collected and analyzed regarding parent attendance at district events and functions including but not limited to Open House, parent education workshops, parent/teacher conferences, Family Fun Nights, Parent Advisory Council meetings, **AND PROBLEM SOLVING MEETINGS WITH SCHOOL-BASED PPS TEAMS.** Results will be used to expand and increase parental involvement. The superintendent (Dr. Pamela Hollich) and building principals (Bethany Lindsay, Onquanette Nowels, Shirley Bragg, and Reginald Patterson) will monitor parent involvement.

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### Section III - Development, Review and Implementation

#### A. Stakeholder Involvement

***Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the district improvement team or plan developers are identified here.***

The District Improvement Committee was formed in conjunction with the District's Response to Intervention Committee to update the District Improvement Plan. Teachers, administrators, parents, and community members were involved in the development of the plan. Committee members are listed below.

Mary Baker, Title I Teacher  
Pam Bartusiewicz, School District Library Director  
Jenny Binning, Reading First Coach  
Jay Blackman, Technology Director  
Shirley Bragg, Hickory Bend Principal  
Terry Campbell, School Board Member  
Bernard Chapin, Psychologist  
Amber Crews, Psychologist  
Alma Howard, Special Education Teacher  
Joyce Johnson-James, Social Worker  
Katie Lally, Teacher  
Beth Lindsay, Jr. High Principal  
Denise McField, Social Worker  
Timel Moore, Social Worker  
Lisa Panozzo, Special Education Teacher  
Reggie Patterson, Longwood Elementary Principal  
Kathy Puchkors, Reading First Coach  
Sabrina Shedwell, Language Arts Teacher  
Linda Tatum, Teacher  
Peg Tessling, Teacher

Barb Townsend, Teacher

School Improvement Teams for Brookwood Junior High School, Brookwood Middle School, Hickory Bend School, and Longwood Elementary School meet in August each year to analyze the previous's years ISAT data by demographic groups. At the October Board of Education meeting each building principal reports to the community on the School Improvement Plans developed by their teams. The School Improvement Teams annually analyze local assessments and ISAT results in comparison with teaching and learning practices. Parents are informed each year of the status of their child's school via a letter sent home through the U.S. mail. These letters and information regarding NCLB are also posted on the district's website. The District Improvement Plan is developed in conjunction with the building level School Improvement Plans. Implementation and revision of the District Improvement Plan will continue on an annual basis with the continued involvement of the School Improvement Teams, Response to Intervention Teams, District Improvement Committee, Administrative Council, and Board of Education for the improvement of academic achievement in reading and mathematics. Collected data is shared with staff members at all four schools.

### Section III - Development, Review and Implementation

#### B. 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 responsibilities include providing technical assistance to the schools including data analysis, identification of the district's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the district's budget to ensure that funds provided under Title I and Title III supplement, not supplant, non federal funds, and that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I ( NCLB, Section 1116 and 1120A).***

The Board of Education will provide the financial support necessary to fulfill the objectives and strategies of this plan including updated technology, technical assistance for data collection, and staff development.

Staff development will be provided for all certified and non-certified staff to meet the objectives and strategies for this plan.

Title 1 funds will be used to supplement reading and mathematics instruction for grades K-8.

The district will continue to participate in the Teacher Mentoring Program offered through Governors State University, University Park, IL. First and second year teachers are assigned to a mentor. Mentors and their proteges are required to attend meetings at GSU in addition to meetings sponsored by building principals on topics pertinent to the school district.

The Administrative Team will provide technical assistance and procedures for data collection at the school level.

Section III - Development, Review and Implementation  
C. State Responsibilities

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

In previous years, RESPROS has provided technical assistance in the development of the District Improvement Plan and all four School Improvement Plans.

RESPROS provided advice in the development of Objective 4 of the revised District Improvement Plan 2007-2009 and Objectives 1-3 of the District Improvement Plan for 2009-2011.

RESPROS will provide staff development for certified staff as necessary to fulfill the objectives of the District and School Improvement Plans.

Peer review was provided by Dr. Joyce Carmine, Superintendent, Park Forest School District 163.

## Section IV-A Local Board Action

**DATE APPROVED** by Local Board: 10/19/2009

**A.Assurances**

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

**B.Superintendent's Certification**

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.

Section IV-B ISBE Monitoring

Note: The items marked with a [C] are compliance items the ISBE readers will review for those district improvement plans that are required to be submitted based on the district's academic status as reported in the 2009 Report Card. These district improvement plans are to span a two year period: 2009-2011.

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 DIP 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 data, provide clear direction for the selection of the objectives, strategies, and activities?[C]

LOCAL ASSESSMENT DATA

Yes  No Do these local assessment results add clarity to the state assessment data?

Yes  No Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

Yes  No Do the other data add clarity to the state assessment data?

Yes  No 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]

<input type="radio"/> Yes <input type="radio"/> No	Are the key factors within the district's capacity to change or control?[C]
<b>CLARITY OF OBJECTIVES</b>	
<input type="radio"/> Yes <input type="radio"/> No	Has the DIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?
<input type="radio"/> Yes <input type="radio"/> No	Has the DIP team stated <u>measurable objectives</u> that clarify the present areas needed for improvement for the two years of the plan?[C]
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the objectives address all areas of AYP and AMAO deficiency?[C]
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the objectives address the areas of special education compliance?
<b>ALIGNMENT OF STRATEGIES AND ACTIVITIES</b>	
<input type="radio"/> Yes <input type="radio"/> No	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
<input type="radio"/> Yes <input type="radio"/> No	Will the selected strategies and activities likely improve student learning and achievement?[C]
<input type="radio"/> Yes <input type="radio"/> No	Are the strategies and activities measurable?[C]
<input type="radio"/> Yes <input type="radio"/> No	Are the measures of progress for the strategies and activities clearly identified?
<input type="radio"/> Yes <input type="radio"/> No	Are expectations for classroom behavior and practice related to the objectives clear?[C]
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Is professional development aligned with the strategies and activities for students?[C]
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or special education non-compliance?
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the parent involvement strategies and activities 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**

**METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION**

**STAKEHOLDER INVOLVEMENT**

Yes  No Does the plan describe how stakeholders have been consulted?[C]

Yes  No Does the DIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that best effect necessary changes?[C]

**DISTRICT RESPONSIBILITIES**

Yes  No Is it clear what support the district will provide to ensure the success of the plan?[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]

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**APPROVAL DATE OF LOCAL BOARD**

Yes  No

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

**PART II - COMMENTS**