GCMS MIDDLE SCHOOL

School Improvement Plan 2007

Board Approval Date:	6/16/2008
Plan Submission Date & Ref No:	8/13/2008 - SIP07 - 002953
ISBE Monitoring Date:	ISBE Monitoring Not Started.

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 090270050261003

District Name: GIBSON CITY-MELVIN-SIBLEY CUSD 5   School Name : GCMS MIDDLE SCHOOL

Superintendent: CHARLES AUBRY   Principal :MICHAEL BLEICH

District Address: 217 E 17TH ST   School Address : 316 E 19TH ST

City/State/Zip : GIBSON CITY, IL 60936 1072   City/State/Zip : GIBSON CITY, IL 60936

District Phone :   (217) 784-8296   School Phone : (217) 784-8731

District Email :   School Email :

Is this for a Title I School?   No

GCMS MIDDLE SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

Item 1 - Adequate Yearly Progress Report for 2007

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	2007-08 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

Student Groups	Percent 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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	85.3		Yes	92.2		Yes	95.9	Yes		
White	100.0	Yes	100.0	Yes	85.2		Yes	92.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	79.0		Yes	91.9		Yes				

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Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	95.9	96.0	95.4	95.9	95.7	95.9
Truancy rate (%)	0.4	0.0	0.4	0.0	0.0	0.0
Mobility rate (%)	8.5	16.4	8.3	4.2	10.6	6.9
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	255	228	243	241	265	252
Economically disadvantaged (%)	22.0	19.7	25.1	28.6	28.3	27.4
Limited English proficient (LEP) (%)	1.2	0.0	0.8	0.0	0.0	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	98.0	96.5	95.1	96.3	97.0	98.4
Black, non-Hispanic (%)	0.8	0.4	0.0	0.4	0.0	0.8
Hispanic (%)	1.2	1.3	2.5	1.7	2.3	0.4
Native American or Alaskan Native (%)	0.0	0.4	0.4	0.0	0.0	0.4
Asian/Pacific Islander (%)	0.0	1.3	2.1	0.8	0.4	0.0

Section I-A   Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	98.4	1.2	0.4	-	-	-
	2002	98.0	0.8	1.2	-	-	-
	2003	96.5	0.4	1.3	1.3	0.4	-
	2004	95.1	-	2.5	2.1	0.4	-
	2005	96.3	0.4	1.7	0.8	-	0.8
	2006	97.0	-	2.3	0.4	-	0.4
	2007	98.4	0.8	0.4	-	0.4	-
D I S T R I C T	2001	97.7	1.1	1.1	0.2	-	-
	2002	98.1	0.6	1.2	0.1	-	-
	2003	96.9	0.8	1.5	0.6	0.2	-
	2004	96.7	0.9	1.3	1.0	0.2	-
	2005	97.1	0.8	0.7	1.0	0.2	0.2
	2006	97.0	0.8	1.2	0.6	0.2	0.2
	2007	97.0	0.8	1.2	0.2	0.3	0.5
S T A T E	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

Section I-A   Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	-	20.5	100.0	95.1	11.5	-	-	-	-
	2002	1.2	22.0	100.0	95.9	8.5	1.0	0.4	-	-
	2003	-	19.7	100.0	96.0	16.4	-	-	-	-
	2004	0.8	25.1	100.0	95.4	8.3	1.0	0.4	-	-
	2005	-	28.6	100.0	95.9	4.2	-	-	-	-
	2006	-	28.3	100.0	95.7	10.6	-	-	-	-
	2007	-	27.4	100.0	95.9	6.9	-	-	-	-
D I S T R I C T	2001	0.1	16.0	99.8	94.9	13.6	2.0	0.2	4.9	89.6
	2002	0.5	18.2	99.6	95.6	10.3	6.0	0.6	2.6	86.1
	2003	0.1	19.8	99.8	95.5	13.4	4.0	0.4	1.9	94.0
	2004	0.6	19.4	99.8	95.6	11.6	3.0	0.3	1.9	78.8
	2005	0.1	25.8	100.0	95.8	8.1	16.0	1.5	0.9	91.7
	2006	0.3	27.6	100.0	95.2	11.7	11.0	1.0	3.0	82.3
	2007	-	27.2	99.9	95.4	9.4	2.0	0.2	1.5	91.5
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

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	2001	249	-	-	-	-	-	-
	2002	255	-	-	-	84	87	-
	2003	228	-	-	-	84	86	-
	2004	243	-	-	-	65	86	-
	2005	241	-	-	-	98	69	-
	2006	265	-	-	-	76	98	-
	2007	252	-	-	-	91	75	-
D I S T R I C T	2001	1,035	91	60	82	90	85	70
	2002	1,007	74	88	59	84	87	69
	2003	1,007	75	71	90	84	86	63
	2004	1,016	76	78	72	65	86	78
	2005	1,104	80	92	83	98	69	82
	2006	1,123	79	78	89	76	98	83
	2007	1,092	72	76	74	91	75	78
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

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

Section I-A   Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal ($)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (El)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	67.0	16.8	42,479	70.8	29.2	16.7	13.2	-	-
	2002	69.0	15.6	43,327	67.1	32.9	16.0	12.3	-	-
	2003	80.0	15.9	43,683	67.8	32.2	14.8	12.6	1.3	-
	2004	80.0	16.4	44,622	67.8	32.2	14.9	13.0	-	-
	2005	78.0	14.1	44,246	68.1	31.9	15.9	15.2	-	-
	2006	81.0	14.6	45,889	69.6	30.4	15.9	13.9	-	-
	2007	82.0	14.3	47,208	68.4	31.6	15.2	13.9	1.2	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

GCMS MIDDLE SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A   Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
Groups	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	67.8	83.2	91.3	86.5	82.7
White	-	-	-	-	-	-	-	-	-	-	67.4	85.9	91.0	88.1	82.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	-	38.5	-	35.7	53.4
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	46.2	57.9	90.9	81.0	81.3

Section I-A   Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	82.4	81.1	74.6	88.2	86.5	82.7
White	-	-	-	-	-	-	82.1	80.9	74.0	88.2	88.1	82.2
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	27.3	33.3	-	35.7	53.4
Economically Disadvantaged	-	-	-	-	-	-	76.9	72.0	60.8	79.2	81.0	81.3

Section I-A   Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	65.5	81.9	72.4	85.4	85.4
White	-	-	-	-	-	-	-	-	-	-	65.1	84.6	73.1	84.9	84.9
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	-	46.2	-	28.6	33.4
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	38.5	52.6	59.1	66.6	81.3

Section I-A   Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Groups	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	98.8	90.6	84.0	98.8	85.4	85.4
White	-	-	-	-	-	-	98.8	90.5	83.5	98.8	84.9	84.9
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	54.5	33.3	-	28.6	33.4
Economically Disadvantaged	-	-	-	-	-	-	96.1	92.0	82.6	100.0	66.6	81.3

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

Attendance rate remains constant at 95.9%.
Parent involvement has been maintained at 100%.
School population has remained at approximately 250 students.
The mobility rate has dropped by 3.7%.
For the third year in a row, the truancy rate is at 0%.
The Reading ISAT scores showed an increase of 13.6% at the 7th grade level, and a decrease in grade 6 of 1.3%, and grade 8 of 3.8%.
The Math ISAT scores reflected an 8.2% decrease at the sixth grade level, a 13.4% increase at the 7th grade level, and a constant of 84.9% at the 8th grade level.
Both 8th grade IEP subgroups increased in the areas of meets and exceeds. Reading scores went up 17.7%, and the math increased 14.7%

Section I-A   Data & Analysis - Report Card Data

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

The high parental involvement could likely play a part in the low truancy rate and the high attendance rate.

The Stanford 10 testing results show that students achieved better in the Math Problem Solving section, compared to the Math Procedures. Calculators are not allowed in the Math Procedures portion of the Stanford test.

Our Economically Disadvantaged population has steadily increased since 2002, though it decreased .9% in the last year.

Our Economically Disadvantaged Math scores have seen a decrease at the 6th grade level, but have increased at both the 7th and 8th grade levels.

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

Our reading scores supported the need for a reading specialist. This position was implemented in the 2007-2008 school year and will be expanded in the 2008-2009 year.
Advanced math classes at the 7th and 8th grade levels help students to achieve in the meets and exceed areas of the ISATS.

Section I-B   Data & Analysis - Local Assessment Data (Optional)

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Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data?What areas of strength are indicated?

The middle school students take the SAT 10 test in the fall and the ISAT tests in the spring. The testing data has helped to determine areas of growth, as well as objectives that need to be focused on more intensely.   Individual scores are also analyzed in order to determine which students may need special assistance.
Math areas of strength:
        *Extended Response: grades 6,7,8
        *Evaluate Algebraic Equations: grades 6,8
Math areas of weakness:
        *Fraction equations: grades 6,8
        *Algebraic expressions: grades 7, 8

Section I-B   Data & Analysis - Local Assessment Data (Optional)

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

*Additional writing practice has been implemented.
*A weak area was fractions for the students in lower grades, as well.

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

The teachers created "Target Goal" lists of the strengths and weaknesses at each grade level. It helped them to spend additional time on those areas of weakness. Also, these results help the teachers to identify which students need additional intervention at these grade levels and subject areas.

Section I-C   Data & Analysis - Other Data (Optional)

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?

*Homework completion for some students is a challenge. Some students go home to empty houses and have no one to reinforce the responsibility for homework.
*An after school homework program has been implemented to help any students who desire homework assistance.
*The middle school incorporates adult tutors, and also has a high school tutoring program in order to reinforce the daily class lessons.

Item 1 - Attributes and Challenges

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

*Those middle school students who lack home support struggle to find success in the classroom.
*The homework and tutoring programs have provided opportunities for some students to succeed in the classroom setting.

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

*There are individual students who would benefit from additional support in the areas of math, reading, and behavior.

Section I-C   Data & Analysis - Other Data (Optional)

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?

Professional development opportunities help our educators to gain knowledge in carious areas. The GCMS Middle School staff took part in the following:

    *Aug. 20, 2007: Teacher preparations and a discussion of coordination of school communications took place.
    *Aug. 21, 2007: Project Choices action plan was reviewed. Also reviewed was the communications plan for students in need.
    *Oct. 5, 2007: Joint GCMS/PBL Institute which provided sessions on a wide range of topics.
    *Dec. 7, 2007: Autism presenter, and panel on methods for dealing with autistic children
    *Jan. 25, 2008: School Improvement Day at ISU: Curriculum interpretation and motivational speaker Harry Wong
    *New teacher mentoring program
    *Various workshops attended by faculty members

Item 2 - Educator Qualifications

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

Increasing team teaching has benefited the students. The utilization of the reading specialist has also aided the students in need of extra assistance.

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

After evaluating the curriculum and assessment results, and considering the students who are in need, it appears that a plan for Response to Intervention would be worthwhile for our district.

Item 3 - Parent Involvement

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

*Parent involvement concerning conferences is at 100%.
*Parent volunteers for various activities is very beneficial.

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Item 3 - Parent Involvement

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

*While 100% of parents attend conferences, other results show that many students are "on their own" when it comes to other school responsibilities.
*Parent volunteers have created a very positive situation at the middle school.

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

*The middle school's success in part can be attributed to the parent involvement. This should continue to be a major focus, whether it be through parent communication, responsibility, or volunteerism.

Key Factors – From the preceding pages, identify key factors that are within the school's capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

*Research the best use of the increased hours for a Reading Specialist
*Student responsibility for classroom work
*Targeting key areas of weakness in Math and Reading
*Parental Involvement

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

If a school has met all the state-required performance targets identified in the School Report Card, the SIP should set forth other targets for improvement derived from and supported by data analysis.

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Part A. Objective 1

Title : Research and Develop a Middle School RtI Plan

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

The middle school teachers will become familiar with the RtI requirements, and will develop a plan for submission for January 2009. This plan will be integrated into the GCMS Middle School Model.

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Part A. Objective 1

Title : Research and Develop a Middle School RtI Plan

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

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Research and Develop a Middle School RtI Plan

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Review and research the components of the RtI plan to develop an understanding of how students will be affected by the RtI implementation. *Additional Reading Specialist time, implementation, and integration *Test options for identifying students who need assistance *Scheduling *Tutoring programs	08/08	06/09	During School	Title I	

Section II-Action Plan

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Part C. Professional Development Strategies and Activities for Objective 1

Title : Research and Develop a Middle School RtI Plan

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	**End Date**		**Fund Source**	**Amount**
1. Increase staff awareness about RtI at the middle school level. *School in-services will be provided for staff *Staff will attend RtI-related workshops. Then information will be disseminated to other staff through faculty and team meetings. *Create a committee to develop the middle school RtI plan. Reading, Math, and Behavior components will be prioritized. After the January, 2009 submission date, education of and a plan for implementation will be devised.	06/08	06/09	During School	Title I	

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Research and Develop a Middle School RtI Plan

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Educate parents about RtI mandates. Disseminate information through: *school newspaper *GCMS Website *RtI pamphlet *Parent lunches and meetings *Parent volunteers *Remediation plans *RtI informational article in local newspaper	10/08	06/09	During School	Title I	

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Research and Develop a Middle School RtI Plan

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

The progress of the program will be monitored through daily team meetings, and monthly faculty meetings. Results of all meeting updates will be communicated to Mr. Bleich, principal.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Title _____

Mike Bleich

Principal

_____

Part A - 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.

The GCMS Website provides school report card information, as well as the school improvement plans. Both the report card and the SIP will be available in the middle school office.
   The Principal's Advisory Committee (comprised of teacher representatives), the Parent Advisory Board (comprised of parent representatives), and the Curriculum Coordinating Committee review both reports annually.
   Each year at school registration, grade level parent guides are handed out. The books outline all subjects' curriculums, matched to the state standards.
    The following provide other opportunities for parent communication:
*E-mail List Serve for notification of district events and notices
*E-mail, phone and U.S. mail correspondence
*Class and school newsletters
*Edline:online grading notification system
*District needs assessment, available online
*Global Connect Automated Telephone system
*Parent-teacher conferences
*PTA Room parents
*Red Ribbon Week activities
*PACT Events, dances
*Midterm grades, quarterly progress reports
*Out-of-district resources available through social worker

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

The GCMS Middle School Improvement Team members are: Joan Ricks (6th grade), Lisa Thames (7th grade), Mark Berry (8th grade), Chad Acree (special areas), Mike Bleich (principal), and Sharon Pool (Director of Student Services).

   Student learning and achievement is discussed and reviewed with many different people, in various settings. Principal Mike Bleich meets regularly throughout the year with parent and teacher advisory groups. He also meets monthly with the GCMS Middle School Faculty. Daily grade level meetings occur in order to review student data, curriculum, and other concerns. The Director of Student Services also shares curriculum and assessment information with the middle school faculty and staff.

Part C - 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

Each curriculum area is on a seven-year rotation cycle for review. Each seven years, the faculty of that department revises the curriculum, and textbooks are selected. During the other six years, annual review meetings take place. This is the time when revisions, additions, and curriculum evaluations occur Also during the year, teachers may submit course changes for approval, all which must be matched to the Illinois State Learning Goals and Standards.

   Five times a year, the GCMS Curriculum Coordinating Committee meets. All curriculum additions, revisions, and concerns are communicated and discussed.

Part D - 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.

GCMS University is a mentoring program for new teachers that was implemented in 2004. Gene Everett, the Induction Coordinator, is an integral part of the successful program. He coordinates the training and in-service events for the new teachers. Gene helps to promote a working relationship between the inductees and the mentors. He also meets and talks with the new teachers several times a month. Gene has helped these new teachers by hosting socials at his house, as well.

   Veteran teachers are paired with a new teacher in order to: assist, coach, support, and encourage the teachers throughout the two-year program. The program begins with a three-day mentoring program before the school year begins. During this time, the new employees are provided with district background information, and explanation of district policies, timelines for filling out employment paperwork, curriculum information, and also a tour of the towns in the GCMS district. During the school year, three half-day in-services are also provided. These cover discussions on: classroom management, curriculum, assessment, building policies, and other areas. It also provides a time for new teachers to share their questions and concerns. The mentee is observed three times during the year by their mentor, and also receives two teacher observations. Then, reflective writings are required through out the year, which encourages self-evaluation.

   For the new teacher, it is very valuable to have both a mentor and a coordinator to be able to bring questions and concerns to. Also, the GCMS Director of Student Services meets with each new teacher one time a quarter. This gives the new teacher an opportunity to discuss curriculum and assessment questions with her, as well.

   GCMS University is recognized by the ISBE as a credible program that satisfies the criteria for Continued Professional Development Units (CPDUs). This enables the new teachers to move from an initial teaching certificate to a standard certificate after completing four years of teaching.

   The GCMS Superintendent and the GCMS Board of Education show great support for the district mentoring program by funding and implementing it since 2004.

Part E - 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). Identify corrective actions taken by the district if applicable.

The GCMS District provides budgets for staff development, both at the district and the school level. Staff is often encouraged to take advantage of staff development opportunities that reflect the year's SIP goals.
   The district continues to provide time and funding for the following:

*Daily grade level or team meetings
*Staff Development
*Out of district conferences and workshops
*School Improvement Teams, which address and plan improvement issues for the coming year
*Substitute teachers

Part F - 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.

The Champaign-Ford County Regional Office of Education will provide staff development, curriculum roundtables, and administrative workshops.
   The state government will provide financial funding. The federal government will provide Title I Reading Improvement monies.

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

Name	Title
1. Joan Ricks	Sixth Grade Teacher
2. Lisa Thames	Seventh Grade Teacher
3. Mark Berry	Eighth Grade Teacher
4. Chad Acree	Physical Education Teacher
5. Mike Bleich	Middle School Principal
6. Sharon Pool	Director of Student Services
7. Charles Aubry	Superintendent

Section IV-A Local Board Action

DATE APPROVED by School Board : 6/16/2008

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 reflect the alignment of curriculum, instruction, and assessment 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 this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

_____
Signature of LEA Superintendent

ISBE Monitoring - Part I