

GIBSON CITY-MELVIN-SIBLEY CUSD 5

District Improvement Plan 2006

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ISBE Monitoring Date:	Monitoring Not Started.
Plan previously submitted on:	4/30/2008

GIBSON CITY-MELVIN-SIBLEY CUSD 5

PRELIMINARY INFORMATION

District Information

RCDT Code Number : 0902700500000

District Name: GIBSON CITY-MELVIN-SIBLEY CUSD 5

Superintendent: CHARLES AUBRY

District Address: 217 E 17TH ST

Telephone # : 217-784-8296 X:

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

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Is this for a Title I district?

Is this for a Title III district that did not meet AMAO? No

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2006

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
Is this School making AYP in Reading?	No	2006-07 Federal Improvement Status		District Improvement
Is this School making AYP in Mathematics?	Yes	2006-07 State Improvement Status		Academic Early Warning

	Percent 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		47.5			47.5			89.0		69.0	
All	100.0	Yes	100.0	Yes	76.6		Yes	87.6		Yes	95.2	Yes	82.3	Yes
White	100.0	Yes	100.0	Yes	76.5		Yes	87.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	32.1		No	56.4		Yes				
Economically	100.0	Yes	100.0	Yes	63.0		Yes	79.3		Yes				

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2006

This district is not accountable for Annual Measurable Achievement Objectives (AMAO) for 2006.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 3 - District Information

Basic Information	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Attendance Rate (%)	94.9	95.6	95.5	95.6	95.8	95.2
Truancy rate (%)	0.2	0.6	0.4	0.3	1.5	1.0
Mobility rate (%)	13.6	10.3	13.4	11.6	8.1	11.7
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	89.6	86.1	94.0	78.8	91.7	82.3
HS dropout rate, if applicable (%)	4.9	2.6	1.9	1.9	0.9	3.0
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 (#)	1,035	1,007	1,007	1,016	1,104	1,123
Economically disadvantaged (%)	16.0	18.2	19.8	19.4	25.8	27.6
Limited English proficient (LEP) (%)	0.1	0.5	0.1	0.6	0.1	0.3
Students with disabilities (%)						
White, non-Hispanic (%)	97.7	98.1	96.9	96.7	97.1	97.0
Black, non-Hispanic (%)	1.1	0.6	0.8	0.9	0.8	0.8
Hispanic (%)	1.1	1.2	1.5	1.3	0.7	1.2
Native American or Alaskan Native (%)	0.0	0.0	0.2	0.2	0.2	0.2
Asian/Pacific Islander (%)	0.2	0.1	0.6	1.0	1.0	0.6

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial./Ethnic(%)
D I S T R I C T	2000	97.8	1.0	1.1	0.2	-	-
	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
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

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

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low	Parental Involvement	Attendance	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout	HS Graduation Rate (%)
D I S T R I C T	2000	0.1	18.1	100.0	95.4	10.3	13.0	1.3	2.6	89.4
	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
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109.0	2.4	5.8	82.6
	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

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

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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	1,035.0	-	-	-	-	-	-
	2001	1,035.0	91.0	60.0	82.0	90.0	85.0	70.0
	2002	1,007.0	74.0	88.0	59.0	84.0	87.0	69.0
	2003	1,007.0	75.0	71.0	90.0	84.0	86.0	63.0
	2004	1,016.0	76.0	78.0	72.0	65.0	86.0	78.0
	2005	1,104.0	80.0	92.0	83.0	98.0	69.0	82.0
	2006	1,123.0	79.0	78.0	89.0	76.0	98.0	83.0
S T A T E	2000	1,983,991.0	-	-	-	-	-	-
	2001	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	2002	2,029,821.0	-	-	-	-	-	-
	2003	2,044,539.0	-	-	-	-	-	-
	2004	2,060,048.0	-	-	-	-	-	-
	2005	2,062,912.0	-	-	-	-	-	-
	2006	2,075,277.0	136,123.0	139,619.0	146,935.0	153,566.0	154,856.0	-

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

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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 (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2000	67.0	15.9	39,545	68.9	31.1	16.9	12.7	-	-
	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	-	-
S T A T E	2000	122,671.0	14.8	45,766	53.2	46.6	19.3	18.1	-	-
	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

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

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, 2002-2006

	Grade 3 - Reading				Grade 5 - Reading				Grade 8 - Reading			
Groups	02-03	03-04	04-05	05-06	02-03	03-04	04-05	05-06	02-03	03-04	04-05	05-06
All	74.4	74.4	73.1	66.2	71.9	73.4	76.1	69.4	67.8	83.2	91.3	86.5
White	73.6	75.1	73.1	67.6	73.0	72.6	77.7	69.0	67.4	85.9	91.0	88.1
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/EthnicLEP	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	33.3	33.3	14.2	36.9	35.7	-	18.2	-	38.5	-	35.7
Economically Disadvantaged	68.2	59.1	52.6	52.2	56.5	68.4	78.6	62.0	46.2	57.9	90.9	81.0

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006						
Groups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All	66.2	77.1	69.4	82.4	74.6	86.5
White	67.6	76.7	69.0	82.1	74.0	88.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with	14.2	40.0	18.2	-	33.3	35.7
Economically	52.2	31.3	62.0	76.9	60.8	81.0

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	65.1	66.6	68.3	72.4
White	68.3	66.2	70.9	72.0
Black	-	-	-	-
Hispanic	-	-	-	-
Asian/Pacific	-	-	-	-
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	-
Students with	-	-	-	-
Economically	-	-	53.3	66.7

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2006

	Grade 3 - Mathematics				Grade 5 - Mathematics				Grade 8 - Mathematics			
Groups	02-03	03-04	04-05	05-06	02-03	03-04	04-05	05-06	02-03	03-04	04-05	05-06
All	89.2	84.1	86.1	90.5	80.9	86.7	92.1	87.0	65.5	81.9	72.4	85.4
White	88.9	85.1	86.1	91.5	82.4	86.3	91.8	86.9	65.1	84.6	73.1	84.9
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/EthnicLEP	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	53.4	63.2	57.1	52.7	57.1	-	54.5	-	46.2	-	28.6
Economically Disadvantaged	77.3	72.7	70.0	82.6	65.2	89.4	89.2	86.2	38.5	52.6	59.1	66.6

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006						
Groups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All	90.5	89.2	87.0	98.8	84.0	85.4
White	91.5	89.0	86.9	98.8	83.5	84.9
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with	57.1	73.4	54.5	-	33.3	28.6
Economically	82.6	68.8	86.2	96.1	82.6	66.6

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	55.6	69.3	59.7	73.7
White	58.3	68.9	62.0	73.4
Black	-	-	-	-
Hispanic	-	-	-	-
Asian/Pacific	-	-	-	-
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	-
Students with	-	-	-	-
Economically	-	-	40.0	41.7

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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 (if any) are indicated by these data?

- PSAE scores in meets and exceeds for both reading and math reflect a trend of increasing scores.
- Among all students there is a general decline in meets and exceeds in reading. There is a significant decline in meets and exceeds for students with disabilities.
- Over the last five years the percentage of students in the low-income subgroup is slightly lower in meets and exceeds categories in reading than all students. We notice the same trend exists for math district wide.
- Typical fluctuations are noted in the enrollment. The district population has seen a 10% increase since in the last three years. The number of students in the Special Education Subgroup is expected to rise accordingly.
- Attendance rate remains strong averaging 95% across the district.
- The economically disadvantaged population has significantly increased by 11.6% since 00-01.
- The student population remains largely Caucasian with very few multi-racial/ ethnic students.
- Pupil to teacher ratio continues to remain steady with the average K-8 around 16 and 14 at HS as compared with state which is 19 for both K-8 & HS
- The percentage of teachers with master's degrees has increased by 6% over the last 8 years. Currently nearly 33% of the teachers have master's degrees compared to the state's 50%.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results?

·The contributing factors of low percentages in meets and exceeds are rising mobility rate, increase in the number of low-income students and students identified as special needs.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

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

-The contributing factors of low percentages in meets and exceeds are rising mobility rate, increase in the number of low-income students and students identified as special needs.

Based on the above data the district will focus on increasing academic performance in reading for students with disabilities.

As the number of students in the low-income group increases more emphasis will have to be placed on addressing the needs of those students.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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?

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

Factors - What factors are likely to have contributed to these results?

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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?

Gibson City is the largest town in Gibson City-Melvin-Sibley CUSD 5. Other towns are Melvin, Sibley, Elliott, and Foosland. The student population in grades K-12 reported on the 2005-06 Report Card is 1123. Parental involvement and attendance continue to remain strong. Pupil-teacher ratio in all buildings remains consistently low. The mobility rate increased 3.6% from 2004-05 to 2005-06. The low-income population has steadily increased over the past six years from 16% in 2000-01 to 27.6% in 2005-06. A Breakfast Program was established Feb. 2007 for Elementary and Middle School. It will be made available to High School students in 07-08.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

Item 1 - Attributes and Challenges

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

The contributing factors of low percentages in meets and exceeds are rising mobility rate, increase in the number of low-income students and students identified as special needs.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

Item 1 - Attributes and Challenges

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

Based on the above data the district will focus on increasing academic performance in reading for students with disabilities.

As the number of students in the low-income group increases more emphasis will have to be placed on addressing the needs of those students.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

Item 2 - Educator Qualifications

Data - Briefly describe data on educator qualifications. What do these data tell you?

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

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications contributed to student performance results?

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

Item 2 - Educator Qualifications

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

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

Item 3 - Parent Involvement

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

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

Item 3 - Parent Involvement

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

GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

Item 3 - Parent Involvement

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

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-D Data & Analysis - Key Factors

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.

After identifying students with significant risk factors the district will focus improvement efforts by:

- Increasing Special Ed. Staff
- Developing performance data
- Providing nutritious breakfast
- Increasing reading instruction
- Providing appropriate staff development
- Commitment to co-teaching (push-in vs pull out)
- Implementation on Rtl focus in K-5

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Section II-Action Plan

The following areas of deficiency have been identified from the most recent AYP Report for your school:

1. Students with disabilities are deficient in Reading Meets and Exceeds

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Section II-Action Plan

Part A. Objective 1

Title : Increase academic performance in reading for students with disabilities

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.

During the 07-8 school year the district will concentrate on strategies to increase reading achievement in the students with disabilities subgroup.

Appropriate assessments will be administered at periodic times throughout the year to drive instruction. These assessments will be used to gather data to drive instruction.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section II-Action Plan

Part A. Objective 1

Title : Increase academic performance in reading for students with disabilities

This objective covers the following AYP deficiency areas.

1. Students with disabilities are deficient in Reading Meets and Exceeds

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Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Increase academic performance in reading for students with disabilities

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
<p>1. The Elementary will implement Rtl addressing reading weaknesses. An additional reading teacher will result in increased individual and small group reading instruction time.</p> <p>Middle School</p> <p>1. will increase time in regular classrooms for students with disabilities by increasing the number of co-taught classes by regular & Spec. Ed. Teachers.</p> <p>2. will work to expand the AR program currently used in K-5 and Gr. 8.</p> <p>High School will increase the number of co-taught classes, and use of specialized WorkKeys curricula.</p> <p>Middle School & High School staff will be added for Spec. Ed. students, which improves teacher to pupil ratio.</p>	6/1 and summer school 08	6/2	During School	Local Funds	\$55,000

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Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Increase academic performance in reading for students with disabilities

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. Elementary Staff will train in RtI including MAP and DIBELS. Professional development includes the 5 components of reading to be shared with the staff and TEACCH. Middle School Staff will continue with Project Choices to increase the teachers receiving co-teaching training. Middle School Staff will visit schools that use inclusion strategies for students with disabilities. Middle School Literature teachers will work with Elem. teachers to coordinate implementation of AR for Gr. 6 & 7. High School regular and Spec. Ed. teachers will attend co-teaching workshops focusing on inclusive classrooms. They will also participate in accommodations and modification training as well as autism instruction for students with autism. Title I and local funds will be used.	7/1/07	6/30/08	Before School	Title I	\$20,000

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Increase academic performance in reading for students with disabilities

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. In the development and maintenance of IEPs the GCMS District encourages parental involvement. Parents are notified quarterly of student progress. Middle School is developing an action plan with components that will address communication with and education of parents of students with disabilities. High School will continue with Parent Night in the Fall. These will be before and during school. Funds used will be from Title I and Title V.	7/1/07	6/30/08	Before School	Title I	\$2000

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Increase academic performance in reading for students with disabilities

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

Mr.Aubry,Superintendent, meets weekly with Building Principals Mrs. Overman, Mr.Bleich, Mr.Lindy and the Curriculum Coordinator as an Administrative Team. Plans for professional development through in-services and workshops are discussed. Upon completion these activities are shared at faculty meetings, Curriculum Coordinating Council and then reviewedand evaluated by the Administrative Team.

Even though there is much teamwork to ensure the implementation of the plan, ultimately the Superintendent takes responsibility for overseeing the progress of the plan.

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
Charles S. Aubry	Superintendent
Sharon Pool	GCMS Director of Student Services 07-08

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section II-Action Plan

Part A. Objective 2

Title :

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.

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Section II-Action Plan

Part A. Objective 2

Title :

This objective covers the following AYP deficiency areas.

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Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title :

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.			Before School	Title I	

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title :

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.

	Time Line			Budget	
Strategies & Activities	Start Date	End Date		Fund Source	Amount
1.			Before School	Title I	

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title :

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.			Before School	Title I	

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title :

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

- 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 _____

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section III - Development, Review and Implementation

Part A - 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 Gibson City-Melvin-Sibley CUSD #5 School Improvement Team consists of Charles Aubry, Superintendent; Shelley Overman, Elementary Principal; Mike Bleich, Middle School Principal; Michael Lindy, High School Principal; and Donna Lee, Curriculum Coordinator.

The District School Improvement Team meets regularly during the year to review and discuss student achievement and progress.

In addition each building principal meets regularly with Parent Advisory, Student Advisory and Teacher Advisory groups to gather information about student learning and achievement. Faculty meetings are another venue for input.

The Curriculum Coordinating Council, comprised of administrators, teacher representatives K-12, student representatives and community representatives holds at least one regularly scheduled meeting quarterly during the academic school year. The purpose of this committee is to serve in an advisory capacity to the superintendent and to share information relating to educational programs of the district in matters relating to communication, evaluation and revision of the curriculum.

Meeting with this cross-section of people allows the DIP Team to develop a plan on behalf of students that will best effect necessary change. Teachers, parents, and students all have an effective and well-established avenue for communication with the DIP Team.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section III - Development, Review and Implementation

Part B - 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 District provides budgets for staff development both at the district and the school level.

The district continues to provide time and funding for the following:

- Weekly meetings for grade level teams
- Substitute teachers provided as needed
- Staff development as it relates to the School Improvement Plan
- Out-of-district conferences and workshop in areas of need
- School Improvement Teams to address and plan improvement issues and time for them to meet during the day.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section III - Development, Review and Implementation

Part C - 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.

Regional Office of Education will provide staff development, administrative workshops including guidance in developing School Improvement Plans and development of appropriate assessments.

Federal Government will provide Title I in the amount of \$162,000.
Federal Government will provide Reading Improvement \$36,000.

GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section IV-A Local Board Action

DATE APPROVED by School Board : 5/21/2007

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 the 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 reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
- 4.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