

## **GCMS ELEMENTARY SCHOOL**

### **School Improvement Plan 2006**

Board Approval Date:	5/21/2007
Plan Submission Date & Ref No:	-
ISBE Monitoring Date:	ISBE Monitoring Not Started.

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

**PRELIMINARY INFORMATION**

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School & District Information

This section has not been completed on the screen.

# GCMS ELEMENTARY SCHOOL - 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)?	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	2006-07 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2006-07 State Improvement Status	

	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	72.4		Yes	88.9		Yes	95.8	Yes		
White	100.0	Yes	100.0	Yes	72.4		Yes	88.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically	100.0	Yes	100.0	Yes	52.5		Yes	79.7		Yes				

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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Item 2 - Annual Measurable Achievement Objectives Report for 2006

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

# GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

### Item 3 - School Information

Basic Information	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Attendance Rate (%)	95.9	95.9	95.6	96.2	96.0	95.8
Truancy rate (%)	0.5	0.0	0.0	0.0	0.0	0.6
Mobility rate (%)	12.3	12.5	12.9	13.6	11.9	13.2
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	-	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	-	-	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 (#)	461	450	468	454	519	530
Economically disadvantaged (%)	18.9	18.7	23.5	18.7	28.9	29.8
Limited English proficient (LEP) (%)	0.0	0.2	0.0	0.4	0.0	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	97.4	98.2	97.0	96.7	97.7	97.0
Black, non-Hispanic (%)	1.5	0.4	0.9	1.5	1.0	1.5
Hispanic (%)	1.1	1.3	1.7	0.9	0.4	0.8
Native American or Alaskan Native (%)	0.0	0.0	0.2	0.2	0.2	0.2
Asian/Pacific Islander (%)	0.0	0.0	0.2	0.7	0.8	0.6

# GCMS ELEMENTARY SCHOOL - 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(%)
<b>S C H O O L</b>	2000	97.7	1.3	1.0	-	-	-
	2001	97.4	1.5	1.1	-	-	-
	2002	98.2	0.4	1.3	-	-	-
	2003	97.0	0.9	1.7	0.2	0.2	-
	2004	96.7	1.5	0.9	0.7	0.2	-
	2005	97.7	1.0	0.4	0.8	0.2	-
	2006	97.0	1.5	0.8	0.6	0.2	-
<b>D I S T R I C T</b>	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
<b>S T A T E</b>	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

# GCMS ELEMENTARY SCHOOL - 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 (%)
<b>S C H O O L</b>	2000	-	22.4	100.0	96.0	10.0	9.0	2.1	-	-
	2001	-	18.9	99.6	95.9	12.3	2.0	0.5	-	-
	2002	0.2	18.7	99.0	95.9	12.5	-	-	-	-
	2003	-	23.5	99.6	95.6	12.9	-	-	-	-
	2004	0.4	18.7	99.6	96.2	13.6	-	-	-	-
	2005	-	28.9	100.0	96.0	11.9	-	-	-	-
	2006	-	29.8	100.0	95.8	13.2	3.0	0.6	-	-
<b>D I S T R I C T</b>	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
<b>S T A T E</b>	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

# GCMS ELEMENTARY SCHOOL - 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)
<b>S C H O O L</b>	2000	466	-	-	-	-	-	-
	2001	461	-	-	-	-	-	-
	2002	450	74	88	59	-	-	-
	2003	468	75	71	90	-	-	-
	2004	454	76	78	72	-	-	-
	2005	519	80	92	83	-	-	-
	2006	530	79	78	89	-	-	-
<b>D I S T R I C T</b>	2000	1,035	-	-	-	-	-	-
	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
<b>S T A T E</b>	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	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-

# GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

## 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 (%)
<b>D I S T R I C T</b>	<b>2000</b>	67.0	15.9	39,545	68.9	31.1	16.9	12.7	-	-
	<b>2001</b>	67.0	16.8	42,479	70.8	29.2	16.7	13.2	-	-
	<b>2002</b>	69.0	15.6	43,327	67.1	32.9	16.0	12.3	-	-
	<b>2003</b>	80.0	15.9	43,683	67.8	32.2	14.8	12.6	1.3	-
	<b>2004</b>	80.0	16.4	44,622	67.8	32.2	14.9	13.0	-	-
	<b>2005</b>	78.0	14.1	44,246	68.1	31.9	15.9	15.2	-	-
	<b>2006</b>	81.0	14.6	45,889	69.6	30.4	15.9	13.9	-	-
<b>S T A T E</b>	<b>2000</b>	122,671.0	14.8	45,766	53.2	46.6	19.3	18.1	-	-
	<b>2001</b>	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	<b>2002</b>	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	<b>2003</b>	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	<b>2004</b>	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	<b>2005</b>	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	<b>2006</b>	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.

**GCMS ELEMENTARY 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, 2002-2006**

	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	73.1	66.2	71.9	73.4	76.1	69.4	-	-	-	-
White	-	75.1	73.1	67.6	73.0	72.6	77.7	69.0	-	-	-	-
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	-	-	-	-
Economically Disadvantaged	-	59.1	52.6	52.2	56.5	68.4	78.6	62.0	-	-	-	-

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

Item 8a - Assessment Data (Reading)

<b>ISAT - % Meets + Exceeds for Reading all Grades 2006</b>						
Groups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All	66.2	77.1	69.4	-	-	-
White	67.6	76.7	69.0	-	-	-
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with	14.2	40.0	18.2	-	-	-
Economically	52.2	31.3	62.0	-	-	-

**GCMS ELEMENTARY SCHOOL - 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	-	84.1	86.1	90.5	80.9	86.7	92.1	87.0	-	-	-	-
White	-	85.1	86.1	91.5	82.4	86.3	91.8	86.9	-	-	-	-
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	-	-	-	-
Economically Disadvantaged	-	72.7	70.0	82.6	65.2	89.4	89.2	86.2	-	-	-	-

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5****Section I-A Data & Analysis - Report Card Data****Item 8b - Assessment Data (Mathematics)**

<b>ISAT - % Meets + Exceeds for Mathematics all Grades 2006</b>						
Groups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All	90.5	89.2	87.0	-	-	-
White	91.5	89.0	86.9	-	-	-
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with	57.1	73.4	54.5	-	-	-
Economically	82.6	68.8	86.2	-	-	-

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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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?**

- 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.
- The number of economically disadvantaged students in meets and exceeds has also steadily decreased.
- Adequate scores in math are being maintained, while the reading scores are declining.
- Applications for free and reduced lunches have increased at the elementary due to increased awareness at registration.
- Math scores seem to be holding steady with a range from high 80% to low 90%. This is a result of a clearly articulated Math curriculum; instruction is strong and supplemented with a teacher for problem solving.
- 03-04 to 04-05 school population also increased from 454 to 519 which is 12% which may correlate to low income population increasing 18.7% to 28.9%
- Increased economically disadvantaged students between 03-04 and 04-05. Incoming Kindergarten outweighed the number outgoing 5th graders.
- Teacher info: Full day Kindergarten was implemented in 2002, which increased the number of full time staff.
- Pupil to Teacher ratio remains low over time. This is a real advantage for instruction. Over time full time teachers were added for Primary grade teacher, Special Education Teacher, and Reading Recovery.
- Student race/ethnicity remains stable.
- Mobility rates range from 11.9% to 13.2% over the last 6 years. This 13.2% equals 67 students. Due to recurring mobility problems of some students reviewing student educational history has become an issue for classroom teachers and Student Teacher Assistant Referral Team (START).

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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

- Reading Curriculum may have gaps in the scope and sequence.
- School population: Living Word School, a local private school, disbanded which resulted in an increase in GCMS Elementary population.
- Incoming Kindergarten outweighed the number outgoing 5th graders resulting in increased economically disadvantaged students between 03-04 and 04-05.
- A Breakfast Program was implemented for economically disadvantaged students in Feb. 2006. Of the total students eating breakfast 75% are low income. This 75% represents approximately 50% of low-income students that eat breakfast at school.
- As a result of a clearly articulated Math curriculum instruction is strong and is supplemented with a teacher for problem solving. Math scores seem to be holding steady with a range from high 80% to low 90%.
- Reviewing student educational history has become an issue for classroom teachers and Student Teacher Assistant Referral Team (START) due to recurring mobility problems of some students. Mobility rates range from 11.9% to 13.2% over the last 6 years. This 13.2% equals 67 students.

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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

- 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.
- The number of economically disadvantaged students in meets and exceeds has also steadily decreased.
- Implementation of RtI with an emphasis on Gr. 1 & 2.
- Increase reading instruction time to 90-minute block.
- Increase reading instruction staff
- Adequate scores in math are being maintained, while the reading scores are declining. Looking to the future the math scores will also have to improve, because the scores are not at 100%.

## **GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

### **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?**

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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

## **GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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#### 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.

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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#### 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.

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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#### Item 1 - Attributes and Challenges

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

Increase meets and exceeds reading scores on ISAT for all students with an emphasis on low-income students and students with disabilities.

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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**Item 2 - Educator Qualifications**

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

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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**Item 2 - Educator Qualifications**

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

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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**Item 2 - Educator Qualifications**

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

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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**Item 3 - Parent Involvement**

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

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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**Item 3 - Parent Involvement**

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

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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**Item 3 - Parent Involvement**

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

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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**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 elementary will focus improvement efforts by:

- Implementation of RtI with an emphasis on Gr. 1 & 2
- Increasing reading instruction time to 90 minute block.
- Increasing reading instruction staff
- Commitment to co-teaching (push-in vs pull out)
- Developing performance data (DIBELS & MAP)
- Providing appropriate staff development
- Providing nutritious breakfast

## **GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

### **Section II-Action Plan**

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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.

## **GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

### **Section II-Action Plan**

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#### **Part A. Objective 1**

##### **Title : Increase meets and exceeds reading scores on ISAT.**

**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.**

Increase meets and exceeds reading scores on ISAT for all students with an emphasis on low-income students and students with disabilities.

**GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

**Section II-Action Plan**

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**Part A. Objective 1**

**Title : Increase meets and exceeds reading scores on ISAT.**

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

# GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

## Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

**Title : Increase meets and exceeds reading scores on ISAT.**

**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. Elementary will implement the Rtl. A designated block of time for reading instruction for all students will be implemented.</p> <p>Students will be assessed with DIBELS and MAP to assess reading. For 07-08, incoming First Graders will be tested following registration.</p> <p>Grade levels will be encouraged to expand the amount of non-fiction texts available, which includes AR.</p> <p>Tier 2 interventions will be 30 minutes a day additional reading instruction for students demonstrating need.</p> <p>Tier 3 interventions will be 45-60 minutes a day additional reading instruction for students demonstrating need.</p> <p>Establish a mutual planning time for classroom teachers and reading interventionists.</p>	beginning of yr.	end of year 07-08	During School	Title I	\$1000

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

#### Part C. Professional Development Strategies and Activities for Objective 1

##### Title : Increase meets and exceeds reading scores on ISAT.

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 be educated in RtI including MAP and DIBELS Training. TEACCH (Autism Training) will be included.  An additional Reading Interventionist will be added to the staff for half-day Reading.  Additional SMARTBOARDS will be added, one of which will be available for all classes to use. Teachers will be attending SMARTBOARD Training sessions during the summer.  First Grade Team and Reading Interventionists will meet for two days in the summer to plan for RtI.  Teachers will attend seminars on "Co-Teaching" in August.  Overall teachers are encouraged to attend workshops, which are funded by the district.	June 2007	May 08	Before School	Local Funds	\$15,000

# GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

## Section II-Action Plan

### Part D. Parent Involvement Strategies and Activities for Objective 1

#### Title : Increase meets and exceeds reading scores on ISAT.

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. Title One Family Reading Nights Gr. 3 Grade Level Orientation Nights for Parents Open House Night Class Connect Activities: Game Night Gr. 3, Late night Gr. 4, Over Night Gr. 5, newspaper, -Gr. 4 & 5. Lunch Connect for Grades 3-5 does Story Telling Night- school-wide event Guest Authors GCMS Webpage Edline Email List Serve for parent notification of district events and notices Quarterly Progress Reports for IEP Students District Needs Assessment, available online Parent-Teacher Conferences Information about resources outside the district is available through the Social Worker	Aug. 2007	May 2008	After School	Local Funds	\$500

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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#### Part E - Monitoring Process for Objective 1

#### **Title : Increase meets and exceeds reading scores on ISAT.**

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

Mrs. Overman, Elementary Principal, meets regularly with staff via faculty meetings, grade level planning meetings, and EIP meetings. Plans for professional development through in-services and workshops are discussed. Upon completion these activities are shared through faculty meetings and emails.

Mrs. Overman, the members of the Elementary School Improvement Team, and the Director of Student Services will coordinate and oversee the implementation, progress and evaluation of the Action 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
Shelley Overman	Elementary Principal
Sharon Pool	Director of Student Services

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

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#### 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 school website provides the school report card information along with the School Improvement Plans. This information is also available upon request in the school office.

Both Principal's Advisory (comprised of teacher representatives) and the Parent Advisory Board (comprised of parent representatives) review these reports annually.

Fall Parent Orientation Night, spring Open House, Parent/Teacher Conferences, Edline (online grades), regular correspondence via US mail and internet, newsletters, report cards, newspaper and online school website provide various opportunities for parents to access information about the academic status of the district.

In addition each year the parents are given a booklet outlining the curriculum of each subject aligned with the state standards for every grade level.

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

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#### 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 Elementary School Improvement Team consists of Judy Rutledge--Kindergarten, Amanda Wetherell- First Grade, Anna Schertz- Second Grade, Kathy Brown-Third Grade, Kathy Eagleson-Fourth Grade, Tammy Seneca-Fifth Grade, Shelley Overman, Principal, and Donna Lee, Curriculum Coordinator.

Mrs. Overman 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.

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

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#### 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**

Within the district the Curriculum Coordinating Council, the Supt. and the Board of Education review any curricular concerns.

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

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#### 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, a mentoring program for teachers new to the district, was implemented in 2004 and is going strong. The Induction Coordinator, Gene Everett, is a integral part of this successful program. He coordinates the training, in-service events, working relationships between inductees and mentors, and talks with each new teacher several times a month. He also extends a hand of friendship and collegiality by hosting social gatherings at his home.

Veteran teachers work side by side to assist, coach, support and encourage teachers that are new to the district. The year starts off with three-day in-service which provides background info, explanation of district policies, time for filling out employment paperwork and a tour of towns in the district. During the year three half-day in-services are scheduled. In-service topics include classroom management, assessments, and curriculum, building policies as well as offering a comfortable forum for asking questions. The mentee is observed three times by the mentor and has two opportunities to observe other teachers. Ten reflective writings are required through the year, which encourage self-evaluation.

For the mentee it is beneficial to have an avenue to discuss problems or questions that arise. They appreciate having "go-to" person.

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

The Superintendent and the GCMS Board of Education show great support for the district by funding and implementing this induction program.

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

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#### 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 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.

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

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#### 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.**

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

#### DISTRICT-WIDE SUPPORT

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

Federal Government will provide Reading Improvement \$36,000

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

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#### 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.**

<u>Name</u>	<u>Title</u>
1. Judy Rutledge	Kindergarten Teacher
2. Keely Burks	First Grade Teacher
3. Anna Schertz	Second Grade Teacher
4. Shawna Pondel	Third Grade Teacher
5. Kathy Eagleson	Fourth Grade Teacher
6. Tammy Seneca	Fifth Grade Teacher
7. Shelley Overman	Elementary Principal
8. Donna Lee	Curriculum Coordinator
9. Charles Aubry	Superintendent

## GCMS ELEMENTARY SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section IV-A Local Board Action

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DATE APPROVED by School Board : 5/21/2007

#### 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.

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Signature of LEA Superintendent