

GCMS HIGH SCHOOL

School Improvement Plan 2006

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

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

PRELIMINARY INFORMATION

School & District Information

This section has not been completed on the screen.

GCMS HIGH 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	72.0		Yes	74.7		Yes			82.3	Yes
White	100.0	Yes	100.0	Yes	71.6		Yes	74.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically														

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

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2006

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

GCMS HIGH 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 (%)	93.4	94.8	94.9	95.0	95.4	93.8
Truancy rate (%)	0.0	1.7	1.3	0.6	4.8	2.5
Mobility rate (%)	17.2	9.1	12.0	11.4	5.1	10.3
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 (#)	325	302	311	319	344	328
Economically disadvantaged (%)	8.6	14.2	14.1	16.0	19.2	23.5
Limited English proficient (LEP) (%)	0.3	0.3	0.3	0.6	0.3	0.9
Students with disabilities (%)						
White, non-Hispanic (%)	97.5	98.0	97.1	97.8	96.8	97.0
Black, non-Hispanic (%)	0.3	0.7	1.0	0.6	0.9	0.3
Hispanic (%)	1.5	1.0	1.3	0.9	0.6	1.2
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0.3	0.3
Asian/Pacific Islander (%)	0.6	0.3	0.6	0.6	1.5	0.9

GCMS HIGH 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(%)
S C H O O L	2000	97.7	0.3	1.3	0.7	-	-
	2001	97.5	0.3	1.5	0.6	-	-
	2002	98.0	0.7	1.0	0.3	-	-
	2003	97.1	1.0	1.3	0.6	-	-
	2004	97.8	0.6	0.9	0.6	-	-
	2005	96.8	0.9	0.6	1.5	0.3	-
	2006	97.0	0.3	1.2	0.9	0.3	0.3
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

GCMS HIGH 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 (%)
S C H O O L	2000	0.3	10.4	90.5	95.1	9.1	1.0	0.3	2.6	89.4
	2001	0.3	8.6	100.0	93.4	17.2	-	-	4.9	89.6
	2002	0.3	14.2	100.0	94.8	9.1	5.0	1.7	2.6	86.1
	2003	0.3	14.1	100.0	94.9	12.0	4.0	1.3	1.9	94.0
	2004	0.6	16.0	100.0	95.0	11.4	2.0	0.6	1.9	78.8
	2005	0.3	19.2	100.0	95.4	5.1	16.0	4.8	0.9	91.7
	2006	0.9	23.5	100.0	93.8	10.3	8.0	2.5	3.0	82.3
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

GCMS HIGH 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)
S C H O O L	2000	307	-	-	-	-	-	-
	2001	325	-	-	-	-	-	-
	2002	302	-	-	-	-	-	69
	2003	311	-	-	-	-	-	63
	2004	319	-	-	-	-	-	78
	2005	344	-	-	-	-	-	82
	2006	328	-	-	-	-	-	83
D I S T R I C T	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
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-

GCMS HIGH 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 (%)
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.

GCMS HIGH SCHOOL - 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

GCMS HIGH SCHOOL - 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

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

Section I-A Data & Analysis - Report Card Data

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?

- For this group of students on the PSAE 05-06 Reading scores improved in meets and exceeds. When this group of students was in Gr. 8 meets and exceeds in Reading was 68%. Now in Gr. 11 it is 72% in meets and exceeds on PSAE.
- For this group of students on the PSAE 05-06 Math scores improved in meets and exceeds. When this group of students was in Gr. 8 meets and exceeds in Math was 65%. Now in Gr. 11 it is 74% in meets and exceeds on PSAE.
- The overall percentage of 74% in meets and exceeds in Math contrasts sharply with 42% in meets and exceeds for low-income students.
- This percentage of student population identified as low-income has increased rapidly and is currently at 23%.

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Section I-A Data & Analysis - Report Card Data

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

·The mobility rate continues to increase.

·Truancy rate continues to increase. The school has a system set up with consequences for being absent without reason. The Attendance Improvement Coordinator from the Regional Office of Education is contacted.

·The drop-out rate fluctuates by class.

·When students move into the district, the school has teachers informally assess them. Would assigning a mentor provide additional support for these students?

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

Section I-A Data & Analysis - Report Card Data

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

- Increase academic performance for special needs students in all areas.
- The number of students that are economically disadvantaged has increased and the number of students with disabilities has remained constant. Review of the data reveals that more emphasis needs to be placed on meeting the needs of these students.
- Improve instructional knowledge and practice of accommodations and modifications.
- Improve instruction for students with disabilities by developing more strategies for all students and place an emphasis on instruction for students with disabilities.
- Continue to focus on early intervention to improve student dropout rate.
- Maximize learning time by reviewing current schedules and investigating options for future scheduling.

GCMS HIGH SCHOOL - 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?

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

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

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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.

GCMS HIGH SCHOOL - 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.

GCMS HIGH SCHOOL - 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?

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

GCMS HIGH SCHOOL - 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?

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

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?

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

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?

GCMS HIGH SCHOOL - 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?

GCMS HIGH SCHOOL - 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?

GCMS HIGH SCHOOL - 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?

GCMS HIGH SCHOOL - 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 high school will focus improvement efforts by:

- Providing appropriate staff development in order to increase academic performance for special needs students in all areas.
- Placing more emphasis on meeting the needs of students that are economically disadvantaged and the students with disabilities.
- Improving instructional knowledge and practice of accommodations and modifications.
- Improving instruction for students with disabilities by developing more strategies for all students and place an emphasis on instruction for students with disabilities.
- Continuing to focus on early intervention to improve student dropout rate.
- Maximizing learning time by reviewing current schedules and investigating options for future scheduling.

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

Section II-Action Plan

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 HIGH SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section II-Action Plan

Part A. Objective 1

Title : Improve understanding and instructional knowledge of students with autism

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.

Due to the increasing number of students with autism in the school it is imperative to educate the teaching staff on best practice for educating students with autism.

The staff desires to learn more about autistic students and how they best learn. Teachers will be provided with additional strategies and techniques to use in the classroom to more effectively instruct student with autism.

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

Section II-Action Plan

Part A. Objective 1

Title : Improve understanding and instructional knowledge of students with autism

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

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

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Improve understanding and instructional knowledge of students with autism

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. The student focus will be the implementation of instructional strategies learned from the professional development activity.	12/7/07	5/30/08	During School	Other	none

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Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Improve understanding and instructional knowledge of students with autism

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. On Dec. 7, 2007 GCMS District has a half-day School Improvement Day. A presenter on autism will provide intensive training on techniques and strategies for classroom use to improve the instruction of autistic students.	12/7/07	12/7/07	During School	Local Funds	\$1500

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

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Improve understanding and instructional knowledge of students with autism

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. A key component of the activity will be the involvement of a parent of a student with autism. The parent will assist in the development of the activity and be a presenter. The parents' role will be to discuss the many challenges of raising a child with autism, present their perspective on the role of the school, and answer questions from the teachers.	12/7/07	12/7/07	During School	Local Funds	\$500

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

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Improve understanding and instructional knowledge of students with autism

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

Mr. Lindy, High School Principal, Mr. Brackmann, Special Education Director, and the Director of Student Services will coordinate and oversee these activities and professional development. These three people and the staff will implement strategies learned during the half-day in-service and evaluate their effectiveness based on observation, test results, student participation and discussion.

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

<u>Name</u>	<u>Title</u>
Mike Lindy	High School Principal
Rick Brackmann	Special Education Director
Sharon Pool	Director of Student Services

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

Section II-Action Plan

Part A. Objective 2

Title : Explore alternative scheduling options to maximize instructional time.

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 staff will investigate alternative schedule options through school visits, staff surveys and will discuss the choices to determine the best instructional setting for GCMS High School students.

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

Section II-Action Plan

Part A. Objective 2

Title : Explore alternative scheduling options to maximize instructional time.

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

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

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Explore alternative scheduling options to maximize instructional time.

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. Students will investigate alternative schedule options through school visits, student surveys and will discuss the choices to determine the best instructional setting for GCMS High School students.	Sept. 2007	Feb. 2008	During School	Other	none

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

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Explore alternative scheduling options to maximize instructional time.

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. During Sept. and Oct. a teacher committee will be created to visit other schools that use various alternative scheduling arrangements. This committee will develop and distribute a scheduling survey to area schools. In November the GCMS High School staff will review and evaluate the options then a decision will be formulated for future schedules.	Sept, 2007	Feb. 2008	Before School	Other	none

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

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Explore alternative scheduling options to maximize instructional time.

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. Parents will be part of the committee that will investigate alternative schedule options through school visits and will discuss the choices to determine the best instructional setting for GCMS High School students, via the parent advisory meetings.	Sept. 2007	Feb. 2008	During School	Other	none

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Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Explore alternative scheduling options to maximize instructional time.

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

Mr. Lindy, High School Principal, and the Director of Student Services will coordinate and oversee the implementation, progress, professional development 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
Mike Lindy	High School Principal
Sharon Pool	Director of Student Services

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

Section II-Action Plan

Part A. Objective 3

Title : Improve instructional knowledge and practice of accommodations and modifications.

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 performance of students with disabilities must be improved. To facilitate their success students must receive appropriate accommodations and modifications. Instructional staff must improve their knowledge of appropriate techniques.

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

Section II-Action Plan

Part A. Objective 3

Title : Improve instructional knowledge and practice of accommodations and modifications.

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

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

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 3

Title : Improve instructional knowledge and practice of accommodations and modifications.

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. Students will benefit from appropriate accommodations and modifications thereby maximizing their success.	Aug. 2007	May 2008	During School	Other	none

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Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 3

Title : Improve instructional knowledge and practice of accommodations and modifications.

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. On the opening day of school the teachers will meet to establish a resource of information through an interactive workshop.	Aug. 2007	Sept. 2007	During School	Local Funds	\$300

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

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 3

Title : Improve instructional knowledge and practice of accommodations and modifications.

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. During annual reviews and IEP meetings parents will be informed of the accommodations and modifications that individual students receive.	Aug. 2007	May 2008	During School	Other	none

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

Section II-Action Plan

Part E - Monitoring Process for Objective 3

Title : Improve instructional knowledge and practice of accommodations and modifications.

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

Mr. Lindy, High School Principal, Mr. Brackmann, Special Education Director, and the Director of Student Services will coordinate and oversee these activities and professional development. These three people and the staff will implement strategies learned during the half-day in-service and evaluate their effectiveness based on observation, test results, student participation and discussion.

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

<u>Name</u>	<u>Title</u>
Mike Lindy	High School Principal
Rick Brackmann	Special Education Director
Sharon Pool	Director of Student Services

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

Section II-Action Plan

Part A. Objective 4

Title : Continue to focus on early interventions for students identified as “at-risk” for dropout.

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.

By identifying students early and utilizing intervention strategies we will decrease the high school dropout rate.

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

Section II-Action Plan

Part A. Objective 4

Title : Continue to focus on early interventions for students identified as “at-risk” for dropout.

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

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

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 4

Title : Continue to focus on early interventions for students identified as “at-risk” for dropout.

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. Develop a Sophomore Team that will follow-up the work of the Freshmen Team. The freshmen and sophomore teams will work with students directing them to academic assistance when needed. Before, during, and after-school academic assistance will be provided for struggling students. Students with social-emotional needs will be directed to the Student Assistance Program (SAP) team for assistance.	Aug. 2007	June 30, 2008	During School	Local Funds	\$250

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Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 4

Title : Continue to focus on early interventions for students identified as “at-risk” for dropout.

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. On the opening day of school the teachers will meet to establish a resource of information through an interactive workshop.	Aug. 2007	Aug. 2007	During School	Local Funds	\$300

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

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 4

Title : Continue to focus on early interventions for students identified as “at-risk” for dropout.

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. Parents will be counseled on the progress of their students and will be included in the individualized action plan for their struggling students. Parents will be included in the planning for the fall Parent Night activity, which will include a parent education component.	Sept. 2007	May 2008	During School	Local Funds	\$500

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

Section II-Action Plan

Part E - Monitoring Process for Objective 4

Title : Continue to focus on early interventions for students identified as “at-risk” for dropout.

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

Freshmen and Sophomore Teams will oversee the progress of these students.

The objective evaluation will be based on a comparison of data. Data to be evaluated will include past dropout rates, and a year-by-year comparison of the number of students failing courses during their freshmen and sophomore years.

Mr. Lindy, High School Principal, Mr. Brackmann, Special Education Director, and the Director of Student Services will coordinate and oversee these activities and professional development. This team and the staff will implement strategies and evaluate their effectiveness based on observation, test results, student participation and discussion.

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 Lindy	High School Principal
Rick Brackmann	Special Education Director
Sharon Pool	Director of Student Services

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

Section III - Development, Review and Implementation

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.

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

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

Section III - Development, Review and Implementation

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 High School School Improvement Team consists of Cindy Wade, Family and Consumer Science; Kyle Bielfeldt, History; Rick Ertel, Math; Beverly Zebarth, English; Mike Lindy, Principal; and Donna Lee, Curriculum Coordinator. The High School SIP Team met periodically during the year to review and discuss student achievement and progress.

Mr. Lindy met regularly with Parent Advisory, Student Advisory and Teacher Advisory groups to gather information about student learning and achievement. Faculty meetings were another venue for input.

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

Section III - Development, Review and Implementation

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 and School Improvement Plans.

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

Section III - Development, Review and Implementation

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.

TEACHER MENTORING PROCESS

GCMS University, a mentoring program for teachers new to the district was implemented in 2004 and is going strong. The Induction Coordinator is a integral part of this successful program. He coordinates the training, in-service events, working relationships between inductees and mentors, and talked with each new teacher several times a month. He also extended 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 question that arise. It is great to have a "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 HIGH SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section III - Development, Review and Implementation

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 HIGH SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section III - Development, Review and Implementation

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 HIGH SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section III - Development, Review and Implementation

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. Sharon Pool

Director of Student Services

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

Section IV-A Local Board Action

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.

Signature of LEA Superintendent