

## **GCMS MIDDLE SCHOOL**

### **School Improvement Plan 2006**

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

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

### PRELIMINARY INFORMATION

---

#### School & District Information

RCDTS Code Number : 090270050261003

District Name: GIBSON CITY-MELVIN-SIBLEY CUSD 5

School Name : GCMS MIDDLE SCHOOL

Superintendent: CHARLES AUBRY

Principal :MICHAEL BLEICH

District Address: 217 E 17TH ST

School Address : 316 E 19TH ST

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

City/State/Zip : GIBSON CITY, IL 60936

District Phone : (217) 784-8296

School Phone : (217) 784-8731

District Email :

School Email :

Is this for a Title I School? Yes

# GCMS MIDDLE 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			
Is this School making AYP in Mathematics?	Yes	2006-07 Federal Improvement Status		
		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	81.8		Yes	90.5		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	81.8		Yes	90.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically	100.0	Yes	100.0	Yes	71.9		Yes	85.9		Yes				

**GCMS MIDDLE 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 MIDDLE 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 (%)	95.1	95.9	96.0	95.4	95.9	95.7
Truancy rate (%)	0.0	0.4	0.0	0.4	0.0	0.0
Mobility rate (%)	11.5	8.5	16.4	8.3	4.2	10.6
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	0.0	-	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	0.0	-	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	249	255	228	243	241	265
Economically disadvantaged (%)	20.5	22.0	19.7	25.1	28.6	28.3
Limited English proficient (LEP) (%)	0.0	1.2	0.0	0.8	0.0	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	98.4	98.0	96.5	95.1	96.3	97.0
Black, non-Hispanic (%)	1.2	0.8	0.4	0.0	0.4	0.0
Hispanic (%)	0.4	1.2	1.3	2.5	1.7	2.3
Native American or Alaskan Native (%)	0.0	0.0	0.4	0.4	0.0	0.0
Asian/Pacific Islander (%)	0.0	0.0	1.3	2.1	0.8	0.4

# GCMS MIDDLE 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	98.0	1.2	0.8	-	-	-
	2001	98.4	1.2	0.4	-	-	-
	2002	98.0	0.8	1.2	-	-	-
	2003	96.5	0.4	1.3	1.3	0.4	-
	2004	95.1	-	2.5	2.1	0.4	-
	2005	96.3	0.4	1.7	0.8	-	0.8
	2006	97.0	-	2.3	0.4	-	0.4
<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 MIDDLE 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	-	19.2	98.9	94.8	12.3	3.0	1.2	-	-
	2001	-	20.5	100.0	95.1	11.5	-	-	-	-
	2002	1.2	22.0	100.0	95.9	8.5	1.0	0.4	-	-
	2003	-	19.7	100.0	96.0	16.4	-	-	-	-
	2004	0.8	25.1	100.0	95.4	8.3	1.0	0.4	-	-
	2005	-	28.6	100.0	95.9	4.2	-	-	-	-
	2006	-	28.3	100.0	95.7	10.6	-	-	-	-
<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 MIDDLE 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	250	-	-	-	-	-	-
	2001	249	-	-	-	-	-	-
	2002	255	-	-	-	84	87	-
	2003	228	-	-	-	84	86	-
	2004	243	-	-	-	65	86	-
	2005	241	-	-	-	98	69	-
	2006	265	-	-	-	76	98	-
<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 MIDDLE 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 MIDDLE SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

Item 8a - Assessment Data (Reading)

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

	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	-	-	-	-	-	-	-	-	67.8	83.2	91.3	86.5
White	-	-	-	-	-	-	-	-	67.4	85.9	91.0	88.1
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/EthnicLEP	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	38.5	-	35.7
Economically Disadvantaged	-	-	-	-	-	-	-	-	46.2	57.9	90.9	81.0

**GCMS MIDDLE 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	-	-	-	82.4	74.6	86.5
White	-	-	-	82.1	74.0	88.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with	-	-	-	-	33.3	35.7
Economically	-	-	-	76.9	60.8	81.0

**GCMS MIDDLE 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	-	-	-	-	-	-	-	-	65.5	81.9	72.4	85.4
White	-	-	-	-	-	-	-	-	65.1	84.6	73.1	84.9
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/EthnicLEP	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	46.2	-	28.6
Economically Disadvantaged	-	-	-	-	-	-	-	-	38.5	52.6	59.1	66.6

**GCMS MIDDLE 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	-	-	-	98.8	84.0	85.4
White	-	-	-	98.8	83.5	84.9
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with	-	-	-	-	33.3	28.6
Economically	-	-	-	96.1	82.6	66.6

## GCMS MIDDLE 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?**

- The number of economically disadvantaged students has increased 8.6% over the last four years.
- Parent contact by teachers ranges from 98.9-100%
- Percentages for student attendance remain steady with a minimal range of 94%-95.9%.
- Overall enrollment remains fairly steady from year to year with approximately 250 students.
- Pupil to teacher ratio (K-8) is lower than the state average and continues to remain steady with approximately 15-17 students per teacher.
- The percentage of teachers with master's degrees is around 33%, which is lower than the state average of 50%.

## GCMS MIDDLE SCHOOL - 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?**

- After the 02-03 school year there was a dramatic increase in 8th Grade reading and math scores. From 03-04 to 05-06 the reading scores for all 8th grade students have remained consistently high.
- In reading and math the percentage of students with disabilities who meet and exceed is significantly lower than the percentage of all students that meet and exceed.
- The percentage of economically disadvantaged students who meet and exceed is lower than the scores for all students.
- In 05-06, 6th grade math had 98.6% in meets and exceeds. This is the highest ISAT score in the history of GCMS Middle School.

## GCMS MIDDLE 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?**

- 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 instruction for students with disabilities by developing more strategies for all students and place an emphasis on instruction for students with disabilities.
- Improve support for economically disadvantaged students by exploring opportunities for supporting both academic and social needs of economically disadvantaged students.



## **GCMS MIDDLE 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?**

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

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

---

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

**GCMS MIDDLE SCHOOL - 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?**

## GCMS MIDDLE SCHOOL - 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.

## GCMS MIDDLE 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 MIDDLE 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 MIDDLE 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 MIDDLE 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 MIDDLE 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 MIDDLE 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 MIDDLE 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 MIDDLE 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 MIDDLE 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.**

ISAT, SAT10, Report Card Data were reviewed by MS SIP and the entire faculty.

Even though there was a slight increase in mobility and low-income population we have been able to maintain strong academic programs.

The family structure that prevails within the GCMS communities helps the school system to maintain strong academic and social standards.

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.

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

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

---

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

##### **Title : Improve instruction 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.**

Develop more strategies for all students and place an emphasis on instruction for students with disabilities.

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

**Section II-Action Plan**

---

**Part A. Objective 1**

**Title : Improve instruction for students with disabilities**

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



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

### Section II-Action Plan

#### Part B. Student Strategies and Activities for Objective 1

##### Title : Improve instruction 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
1. In May 2007 during Annual Reviews for 07-08, scheduling choices for students with IEPs were discussed with parents and offered as possible alternatives. Inclusion was explained to parents and presented as an option for most students.  Increase incidences of students with IEPs in regular classes.  Increase Special Ed Staff FTE at the 7th Gr. Level	April 2007 Annual Reviews	end of 07-08 school year	During School	Local Funds	\$35,000

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

### Section II-Action Plan

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

##### Title : Improve instruction 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. Continue work with Project Choices during the 07-08 school year Inform all staff members of the objectives of the Action Plan that is being developed by the Project Choices Committee.  Consider training staff in meeting the needs of autistic students  Train present staff in co-teaching strategies.	Summer 2007	May 2008	During School	Local Funds	\$1000

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

### Section II-Action Plan

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

##### Title : Improve instruction 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. Invite parents to selected staff development opportunities  Involve parents of students with disabilities, including autism, in the planning of professional development activities	Aug. 2007	May 2008	Before School	Other	none

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

### Section II-Action Plan

---

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

#### **Title : Improve instruction for students with disabilities**

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

Mr. Bleich, the Middle School Principal, the Middle School members of the 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
Mike Bleich	Middle School Principal
Sharon Pool	Director of Student Services

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

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

---

#### **Part A. Objective 2**

##### **Title : Improve support for economically disadvantaged students**

**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.**

Explore opportunities for supporting both academic and social needs of economically disadvantaged students.

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

**Section II-Action Plan**

---

**Part A. Objective 2**

**Title : Improve support for economically disadvantaged students**

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

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

### Section II-Action Plan

#### Part B. Student Strategies and Activities for Objective 2

##### Title : Improve support for economically disadvantaged students

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 student awareness of the community and school resource guide.  Increase awareness and encourage participation in enrichment experiences and activities that take place beyond the school setting.  Investigate ways to help provide funding for low-income students to participate in these activities.	Aug. 2007	May 2008	During School	Other	none

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

### Section II-Action Plan

#### Part C. Professional Development Strategies and Activities for Objective 2

##### Title : Improve support for economically disadvantaged students

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. Develop and compile a community and school resource guide, which can be utilized by parents, students and staff of economically disadvantaged students.  Increase communication between Social Worker, Guidance Counselor and teaching staff to improve the coordination of support for students with economic needs.	Aug. 2007	May 2008	During School	Other	none



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

### Section II-Action Plan

#### Part D. Parent Involvement Strategies and Activities for Objective 2

##### Title : Improve support for economically disadvantaged students

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. Distribute community and school resource guide to families of economically disadvantaged students. This can be done at registration and as needed during the school year.  Create an awareness of enrichment opportunities among parents  Communicate potential funding sources to parents to allow students and families to participate in these enrichment opportunities.	Aug. 2007	May 2008	During School	Other	none

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

### Section II-Action Plan

---

#### Part E - Monitoring Process for Objective 2

#### **Title : Improve support for economically disadvantaged students**

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

Mr. Bleich, the Middle School Principal, the Middle School members of the 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.**

<u>Name</u>	<u>Title</u>
Mike Bleich	Middle School Principal
Sharon Pool	Director of Student Services

## GCMS MIDDLE 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 MIDDLE 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 Middle School School Improvement Team consists of Nancy Knittel--Gr. 6 Math, Dale Hoogstraat-Gr.7 Science, Carol Bierman-Gr.8 Science, April Warren-Special Education, Mike Bleich, Principal; and Donna Lee, Curriculum Coordinator.

Mr. Bleich 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 MIDDLE 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.

## GCMS MIDDLE 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 GCMS District, implemented in Fall 2004 continues to be a strong program. Veteran teachers work side by side to assist, coach, support and encourage teachers that are new to the district and or new to teaching.

The mentors regularly met with the “new” teachers, observed three classroom teaching sessions, and offered general support. The mentors and mentees were in close contact during grading periods, and parent/teacher conferences.

The new staff completed three days of training prior to the beginning of school as well as three half-day in-services during the year. The in-services focused on classroom management along with monitoring portfolios kept by the teachers. Used as a tool to record classroom observations and reflective writing the portfolios were submitted to the Induction Coordinator at the end of the year. This was a beneficial method of self-evaluation and mentor coaching.

This teacher induction program was spear-headed by a committee comprised of a high school math teacher, technology coordinator, administrative team, and curriculum coordinator. The two-year format provides on-going support between the trained mentors and the inductees. An Induction Coordinator outlined and implemented the mentoring plans. The high school math teacher acted as liaison between the inductees and the coordinator as needed.

The Induction Coordinator coordinated 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.

GCMS University is recognized by Illinois State Board of Education 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. Each of the inductees and mentors received a certificate at the end of the year showing their involvement in GCMS University.

The Superintendent and the GCMS Board of Education showed great support for the district by funding and implementing this two-year teacher induction program.

## GCMS MIDDLE 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 MIDDLE 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 MIDDLE 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.**

<u>Name</u>	<u>Title</u>
1. Nancy Knittel	Middle School Math Teacher Gr. 6
2. Dale Hoogstraat	Middle School Science Teacher Gr. 7
3. Carol Bierman	Middle School Science Teacher Gr. 8
4. April Warren	Middle School Special Needs Teacher
5. Mike Bleich	Middle School Principal
6. Donna Lee	Curriculum Coordinator

## GCMS MIDDLE 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