

## **GIBSON CITY-MELVIN-SIBLEY CUSD 5**

### **District Improvement Plan 2007**

Board Approval Date:	6/16/2008
Plan Submission Date & Ref No:	4/30/2008 - DIP07 - 002162
ISBE Monitoring Date:	Monitoring Not Started.

## **GIBSON CITY-MELVIN-SIBLEY CUSD 5**

### **PRELIMINARY INFORMATION**

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#### District Information

**RCDT Code Number :** 0902700500000

**District Name:** GIBSON CITY-MELVIN-SIBLEY CUSD 5

**Superintendent:** CHARLES AUBRY

**District Address:** 217 E 17TH ST

**Telephone # :** 217-784-8296 X: 1003

**City/State/Zip:** Gibson City, IL 60936, IL

**Email :** caubry@gcms.k12.il.us

**Is this for a Title I district?** No

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

# GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

### Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
Is this School making AYP in Reading?	Yes	2007-08 Federal Improvement Status		District Improvement
Is this School making AYP in Mathematics?	Yes	2007-08 State Improvement Status		Academic Early Warning

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	82.2		Yes	89.2		Yes	95.4	Yes	91.5	Yes
White	100.0	Yes	100.0	Yes	82.3		Yes	89.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	43.8	38.9	Yes	62.2		Yes	94.0		100.0	
Economically	100.0	Yes	100.0	Yes	69.5		Yes	87.1		Yes				

**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 2007

**This district is not accountable for Annual Measurable Achievement Objectives (AMAO) for 2007.**

# GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

### Item 3 - District Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	95.6	95.5	95.6	95.8	95.2	95.4
Truancy rate (%)	0.6	0.4	0.3	1.5	1.0	0.2
Mobility rate (%)	10.3	13.4	11.6	8.1	11.7	9.4
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	86.1	94.0	78.8	91.7	82.3	91.5
HS dropout rate, if applicable (%)	2.6	1.9	1.9	0.9	3.0	1.5
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	1,007	1,007	1,016	1,104	1,123	1,092
Economically disadvantaged (%)	18.2	19.8	19.4	25.8	27.6	27.2
Limited English proficient (LEP) (%)	0.5	0.1	0.6	0.1	0.3	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	98.1	96.9	96.7	97.1	97.0	97.0
Black, non-Hispanic (%)	0.6	0.8	0.9	0.8	0.8	0.8
Hispanic (%)	1.2	1.5	1.3	0.7	1.2	1.2
Native American or Alaskan Native (%)	0.0	0.2	0.2	0.2	0.2	0.3
Asian/Pacific Islander (%)	0.1	0.6	1.0	1.0	0.6	0.2

# 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>D I S T R I C T</b>	<b>2001</b>	97.7	1.1	1.1	0.2	-	-
	<b>2002</b>	98.1	0.6	1.2	0.1	-	-
	<b>2003</b>	96.9	0.8	1.5	0.6	0.2	-
	<b>2004</b>	96.7	0.9	1.3	1.0	0.2	-
	<b>2005</b>	97.1	0.8	0.7	1.0	0.2	0.2
	<b>2006</b>	97.0	0.8	1.2	0.6	0.2	0.2
	<b>2007</b>	97.0	0.8	1.2	0.2	0.3	0.5
<b>S T A T E</b>	<b>2001</b>	60.1	20.9	15.4	3.4	0.2	-
	<b>2002</b>	59.3	20.8	16.2	3.5	0.2	-
	<b>2003</b>	58.6	20.7	17.0	3.6	0.2	-
	<b>2004</b>	57.7	20.8	17.7	3.6	0.2	-
	<b>2005</b>	56.7	20.3	18.3	3.7	0.2	0.7
	<b>2006</b>	55.7	19.9	18.7	3.8	0.2	1.8
	<b>2007</b>	54.9	19.6	19.3	3.8	0.2	2.2

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

# GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

### Item 5 - Educational Environment

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

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

# GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

### Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
<b>D I S T R I C T</b>	<b>2001</b>	1,035.0	91.0	60.0	82.0	90.0	85.0	70.0
	<b>2002</b>	1,007.0	74.0	88.0	59.0	84.0	87.0	69.0
	<b>2003</b>	1,007.0	75.0	71.0	90.0	84.0	86.0	63.0
	<b>2004</b>	1,016.0	76.0	78.0	72.0	65.0	86.0	78.0
	<b>2005</b>	1,104.0	80.0	92.0	83.0	98.0	69.0	82.0
	<b>2006</b>	1,123.0	79.0	78.0	89.0	76.0	98.0	83.0
	<b>2007</b>	1,092.0	72.0	76.0	74.0	91.0	75.0	78.0
<b>S T A T E</b>	<b>2001</b>	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	<b>2002</b>	2,029,821.0	-	-	-	-	-	-
	<b>2003</b>	2,044,539.0	-	-	-	-	-	-
	<b>2004</b>	2,060,048.0	-	-	-	-	-	-
	<b>2005</b>	2,062,912.0	-	-	-	-	-	-
	<b>2006</b>	2,075,277.0	136,123.0	139,619.0	146,935.0	153,566.0	154,856.0	-
	<b>2007</b>	2,077,856.0	-	-	-	-	-	-

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



# GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

### Item 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>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>2007</b>	82.0	14.3	47,208	68.4	31.6	15.2	13.9	1.2	-
<b>S T A T E</b>	<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
	<b>2007</b>	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

# GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

### Item 8a - Assessment Data (Reading)

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

	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
Groups	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	74.4	74.4	73.1	66.2	89.7	71.9	73.4	76.1	69.4	80.2	67.8	83.2	91.3	86.5	82.7
White	73.6	75.1	73.1	67.6	90.8	73.0	72.6	77.7	69.0	79.7	67.4	85.9	91.0	88.1	82.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	33.3	33.3	14.2	-	36.9	35.7	-	18.2	21.4	-	38.5	-	35.7	53.4
Economically Disadvantaged	68.2	59.1	52.6	52.2	76.2	56.5	68.4	78.6	62.0	38.9	46.2	57.9	90.9	81.0	81.3

**GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

Item 8a - Assessment Data (Reading)

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

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Groups	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	66.2	89.7	77.1	80.8	69.4	80.2	82.4	81.1	74.6	88.2	86.5	82.7
White	67.6	90.8	76.7	81.4	69.0	79.7	82.1	80.9	74.0	88.2	88.1	82.2
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with	14.2	-	40.0	33.3	18.2	21.4	-	27.3	33.3	-	35.7	53.4
Economically	52.2	76.2	31.3	69.6	62.0	38.9	76.9	72.0	60.8	79.2	81.0	81.3

## 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	2006-07
All	65.1	66.6	68.3	72.4	66.3
White	68.3	66.2	70.9	72.0	67.9
Black	-	-	-	-	-
Hispanic	-	-	-	-	-
Asian/Pacific	-	-	-	-	-
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-
LEP	-	-	-	-	-
Students with	-	-	-	-	36.4
Economically	-	-	53.3	66.7	53.3

# GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

### Item 8a - Assessment Data (Mathematics)

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

	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
Groups	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	89.2	84.1	86.1	90.5	97.1	80.9	86.7	92.1	87.0	94.7	65.5	81.9	72.4	85.4	85.4
White	88.9	85.1	86.1	91.5	97.0	82.4	86.3	91.8	86.9	94.6	65.1	84.6	73.1	84.9	84.9
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	53.4	63.2	57.1	-	52.7	57.1	-	54.5	78.6	-	46.2	-	28.6	33.4
Economically Disadvantaged	77.3	72.7	70.0	82.6	95.4	65.2	89.4	89.2	86.2	83.3	38.5	52.6	59.1	66.6	81.3

**GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

Item 8a - Assessment Data (Mathematics)

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

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Groups	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	90.5	97.1	89.2	95.9	87.0	94.7	98.8	90.6	84.0	98.8	85.4	85.4
White	91.5	97.0	89.0	95.7	86.9	94.6	98.8	90.5	83.5	98.8	84.9	84.9
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with	57.1	-	73.4	91.7	54.5	78.6	-	54.5	33.3	-	28.6	33.4
Economically	82.6	95.4	68.8	95.7	86.2	83.3	96.1	92.0	82.6	100.0	66.6	81.3

# 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	2006-07
All	55.6	69.3	59.7	73.7	63.8
White	58.3	68.9	62.0	73.4	65.4
Black	-	-	-	-	-
Hispanic	-	-	-	-	-
Asian/Pacific	-	-	-	-	-
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-
LEP	-	-	-	-	-
Students with	-	-	-	-	27.3
Economically	-	-	40.0	41.7	53.3

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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

- \*The district attendance rate has remained constant for the past six years at approximately 95%.
- \*The GCMS truancy rate dropped .8% from the 2005-2006 analysis.
- \*Our mobility rate decreased 2.3% over the past year.
- \*The high school graduation rate increased 9.2%, which is 5.6% above the state average.
- \*The GCMS dropout rate decreased by 1.5%. It is currently 2% lower than the state average.
- \*The school population decreased by 31 students. But the economically disadvantaged groups remain steady at approximately 27%.
- \*The Elementary pupil-teacher ratio remains steady at approximately 15 to 1, while the high school ratio is down for the second year, at approximately 13 to 1.
- \*Reading scores improved in grade 3 by 23.5%, 23.5% at the fourth grade, with the fifth grade improving by 10.8%.
- \*Reading scores decreased at the sixth grade level by 1.3%, and at the eighth grade level by 3.8%. The seventh grade showed an increase of 13.6%.
- \*Students with Disabilities subgroups improved at all grade levels.
- \*The Economically Disadvantaged Subgroups improved in Reading at the third and eighth grade levels, but decreased at the fifth grade level.
- \*The PSAE Reading percentage for "Meets and Exceeds" decreased by 6.1% from the 2005-2006 school year. However; the six year average is a score of 68%, and the 2007 scores were at 67%.
- \*The PSAE Reading percentage for the Economically Disadvantaged subgroup also decreased in the "Meets and Exceeds" areas by 13.4%.
- \*Overall Math scores for grades three increased by 6.6%, grade four went up 6.7% and increased in the fifth grade by 7.7%. Seventh grade scores increased by 14.8%. The eighth grade scores remained constant in Math at 85.4% for the second year. The sixth grade scores decreased by 8.2%.
- \*The Students with Disabilities Math subgroup increased at the fifth grade level in the "Meets and Exceeds" areas by 24.1%, and at the eighth grade level by 4.8%.
- \*The Economically Disadvantaged Math subgroups increased their "Meets and Exceeds" scores by 12.8% at the third grade level, 26.9% at the fourth grade, 17.4% at the seventh grade, and 14.7% at the eighth grade level. The fifth grade scores for this subgroup decreased by 2.7%.at by 4.1% at the sixth grade level.
- \*The PSAE Math scores for the "Meets and Exceeds" areas decreased from the 2005-2006 school year by 9.9%, but were 3.4% higher than the 2004-2005 scores.



\*The PSEA Math scores for the Economically Disadvantaged increased by 11.6%

## **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? Consider both external and internal factors to the school.**

\*High priority is placed on student attendance and graduation rates at GCMS. Support comes from faculty, staff, administration, and community volunteers through mentoring programs.

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

\*The GCMS Board of Education is committed to smaller class sizes. This priority is reflected in student achievement.

\*Additional Reading Specialists and focus placed on reading helped to improve scores.

## **GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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

\*While district test scores remain strong, some students would still benefit from extra assistance in the areas of Reading and Math.

\*RtI implementation will benefit all students through the continued emphasis.

\*Students benefit from differentiated instruction.

## 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? What areas of strength are indicated?**

\*SAT10 tests are administered in the fall in grades one through eight. ISAT testing occurs in the spring in grades three through eight. Teachers then look at the assessment data to create "Target Goals" in the areas of Math and Reading, in order to identify areas of strengths and weaknesses.

\*Individual test results are analyzed in order to determine the students who will need special assistance.

\*DIBELS is given through out the year in grades one and two. The third, fourth, and fifth grades are assessed three times a year, using MAP testing.

\*EPAS testing is used in grade nine through eleven. Testing in grades nine and tens aids in preparation for the PSAT taken in the junior year.

\*The WIN program is used for WorkKeys practice at grades nine, ten and eleven in order to reinforce those skills.

\*The "Meets and Exceeds" scores for Math went up for grades, 3,4,5, and 7. Grade 8 remained the same.

\*Grade 6 Math scores decreased, as did the "Economically Disadvantaged" subgroups at grades five and six.

\*The PSAT Math scores decreased by 9.9%.

\*The "Meets and Exceeds" scores for Reading increased in grades 3,4,5, and 7.

\*ISAT "Meets and Exceeds" Reading scores decreased in grades 6 and 8, as well as the "Economically Disadvantaged" subgroups for grades five and six.

\*PSAT Reading scores decreased both in the area of Reading for the group, and for the "Economically Disadvantaged" subgroup, as well.

## 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? Consider both external and internal factors to the school.**

\*Increased focus in the areas of Reading and Math has helped improve scores.

\*Tutoring and mentoring programs have helped assist individuals to improve in specific subject areas.

\*After school homework programs at all three building have helped the students to improve skills and responsibility.

\*Inclusion and additional team teaching at each building has been beneficial to the students.

\*Increased writing practice at all grade levels reflects the high scores at the various levels.

\*While our "Economically Disadvantaged" group has not increased, student achievement is a factor that contributed to our lower results in some areas.

## **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?**

\*RtI plans and additional targeting of students in need could help all student achievement; especially the subgroups.

\*Additional differentiation such as technology will be implemented.

\*Additional time spent analyzing assessment results will benefit both the students and the teachers.

## 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?**

\*Parent participation is a strength at the GCMS schools, district-wide.

\*Community volunteers have been a welcomed assistance to our schools.

\*Both homework and tutoring programs have been a benefit to at-risk students, as well as for students who desire additional assistance

\*Strong graduation and attendance rates have been a strong influence on achievement, though there still is a small area of concern.

\*Low income subgroups needs to be an area of focus.

## **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?**

- \*Occasionally, lack of parental support and input creates difficulties for at risk students.
- \*Students have benefited from the homework and tutoring programs.
- \*Increasing team teaching at all building levels has improved student achievement.
- \*The utilization of Rtl interventionists has made a dramatic difference in student achievement.
- \*The utilization of Reading specialists at all levels has also aided the students.



## **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?**

The implementation of Rtl at the elementary school has helped all students, which shows the importance of developing plans for the middle school and the high school. Students at all grade levels would benefit from this support. While subgroup scores are not in the at-risk area, focusing on the subgroups "Economically Disadvantaged," and "Students with Disabilities" will benefit those students, as well as improve the achievement scores as a whole. While attendance, graduation rates, and truancy are not serious concerns at GCMS, focusing on these areas could also improve student achievement.

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

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

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#### Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

**Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?**

Professional Development opportunities assisted our teachers, and helped them gain additional knowledge in various areas. The following professional development dates were implemented:

August 20, 2007 Opening Teachers' Institute: provided time for teacher preparations, the middle school also met to discuss coordination of all school communications.

\*August 21, 2007 Half day Institute: Teacher meeting to review student accommodations and modifications  
The middle school met to review the Project Choices Action Plan, and to review communications plan for students in need.

\*October 5, 2007 GCMS/PBL Teacher Institute: combined In-Service Day

\*December 7, 2007 Half day Institute: Elementary- Rtl Discussions and intra-grade level discussions  
Middle and High schools: autism presenter

\*January 25, 2008 A.M. School Improvement morning: analysis and discussion of curriculum  
P.M. Harry Wong, Effective Teaching Practices

Teachers attended various workshops through out the year

New teacher mentoring program

## **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, staff capacity, and professional development contributed to student performance results?**

\*Professional Development helped the teachers increase their knowledge many areas.

\*Increasing team teaching and knowledge of best practices has benefited the students.

\*The utilization of RtI interventionists and Reading specialist has made a dramatic difference at all grade levels.

## **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?**

\*Further plans for RtI probes at the elementary school and developing plans for RtI at the middle and high school levels is a priority.

\*Differentiated instruction in all subjects, including a focus on technology will improve student achievement.

## 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?**

\*We are very fortunate to have a parent involvement level of 99.9%. Parent support certainly helps with student achievement.

\*Teachers and administrators communicate with parents through phone, mail, e-mail, Edline, Listserve, websites, the emergency phone system, and other methods.

\*Parent advisory committees at the building level provide input directly to the principals.

\*Parent volunteers are a great asset to our district.

## **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?**

\*Parent communication is a strong asset for our school district.

\*Parent support has helped improve student achievement.

\*Parent volunteers have created a very positive influence at all three buildings.

## **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?**

Parental involvement equates to student success. We are very fortunate to have the level of parent and volunteer involvement district-wide. This plays a large part in our schools' success.

## 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.**

- \*Increased research and education in the area of RtI will help student achievement.
- \*Finding additional methods to reach and teach the students (differentiated instruction) will serve the students well.
- \*Additional research as to the best use of the Reading Specialist’s time at the middle and high school levels would be beneficial.
- \*Continue to target key areas in academic and attendance areas.
- \*Continue to encourage parent involvement.



## **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 district 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.

## **GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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

**Title : Continue to research and/or implement a district-wide RtI plan that includes differentiated instruction.**

**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.**

Elementary: 1) Continue to work toward increasing the number of students who meet/exceed state standards.  
2) Incorporate technology into classroom instruction and supplemental instructional settings.

Middle School: Research and develop a middle School RtI plan.

High School: 1) Increase access and implementation of technology in the classroom.  
2) Research and develop a high school RtI plan.  
3) Increase the high school graduation rate.

## **GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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

**Title : Continue to research and/or implement a district-wide RtI plan that includes differentiated instruction.**

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

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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

**Title : Continue to research and/or implement a district-wide RtI plan that includes differentiated instruction.**

**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. Elementary School: A. *Continue implementation of RtI at grades K-5 B. Assess students using DIBELS and MAP, also researching additional probes C.K-5 Tier 2 Interventions will be 30 minutes a day additional instruction D.K-3 Tier 3 interventions will be 45-60 minutes a day additional reading instruction; with Grades 4 and 5 receiving 30 minutes. E. Continue to expand non-fiction texts available, including AR F. Explore additional upper grade incentives G. Continue to research options for mutual plan times at all grade levels H. Use technology to focus on Reading, and also incorporate it into Tiers 1,2,and 3.	08/08	06/09	During School	Title I	

Strategies & Activities	Start Date	End Date		Fund Source	Amount
2. Middle School: A. Review and research the components of the Rtl plan to develop an understanding of how students will be affected by the Rtl implementation, and also how the plan can be incorporated into the middle school model. B. Additional Reading Specialist time, implementation, and integration C. Test options for identifying students who need assistance D. Scheduling E. Tutoring programs	08/08	06/09	During School	Title I	
3. High School: A. Educate students on issues that develop from a lack of cyber security. B. Increase differentiated instruction. C. Increase opportunity for technological research. D. Provide instruction on proper use of internet resources. E. Students will experience technology across the curriculum. F. Students will take part in evaluating their assessment results, in order to focus on areas of improvement. G. A student advisory committee will provide input and communicate ideas for the Rtl plan.	08/08	08/09	During School	Local Funds	

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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

**Title : Continue to research and/or implement a district-wide RtI plan that includes differentiated instruction.**

**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. 1. Fall institute will include grade level/subject area sessions, technology and RtI presentations, learning stations, and co-teaching seminars. 2. District in-services will be provided in order to increase knowledge on action plan goals. 3. Teachers will be encouraged to attend district-funded workshops, which will enhance their knowledge in the action plan goal areas. This knowledge will be disseminated to other staff members through faculty and team meetings. 4. Focus will be placed on differentiated instruction through out the district. 5. Faculty will frequently evaluation student assessment results in order to determine student need.	08/08	06/09	During School	Title I	

Strategies & Activities	Start Date	End Date		Fund Source	Amount
<p>2. 1. District in-services will be provided in order to increase knowledge on writing effective and IDEA-compliant transition plans as part of student IEPs.</p> <p>2. Those being in-serviced will be case managers of students who are or will be 14 1/2 or older during the school year.</p> <p>3. Training will focus on the IDEA requirements for transition plans: measurable post-secondary goals and annual goals, transition assessments, and services/activities that will enable the students to meet their post-secondary goals.</p> <p>4. Examples of well-written transition plans will be provided to all of the participants.</p> <p>5. Follow-up training will be provided as necessary.</p>	09/07	02/09	During School	Title I	

# GIBSON CITY-MELVIN-SIBLEY CUSD 5

## Section II-Action Plan

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

**Title : Continue to research and/or implement a district-wide RtI plan that includes differentiated instruction.**

**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. *Principals' Advisory *Field trips that include parent chaperones- elementary *Red Ribbon Week Activities- elementary and middle school *AR Celebrations-elementary *PTA Room Parents-elementary *Title I Family Reading Nights for third grade *Open House Night *Class Connect Activities- elementary and middle school *Grades 3-5 Lunch Connect *School-wide Story Telling Night-elementary *GCMS Webpage *Edline *E-mail List Serve: parent notification of district notices and events *Quarterly Progress Reports for all students *District Needs Assessment, available online *Parent-Teacher Conferences *Parent Advisory Committee *Global Connect Automated Telephone System *Out-of-District Resources, available through social worker *U.S mail, phone calls, e-mail *School newsletters *Falcon Pride Night- high school *Fine Arts Night- middle and high school *Sporting/Academic events- middle and high school *Local News articles	08/08	06/09	During School	Title I	



## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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

**Title : Continue to research and/or implement a district-wide RtI plan that includes differentiated instruction.**

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

1. Sidney Schaefer, Records Custodian, will run iePoint checks to verify that the required transition information is recorded in the FACTS section of the program. Also, reports will be run from iePoint to verify the percent of transition-compliant IEPs.
2. Ms. Schaefer will review the results of the transition reports with Mr. Brackmann. Objective to be completed by June 2009.

**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	GCMS Elementary School Principal
Mike Bleich	GCMS Middle School Principal
Michael Lindy	GCMS High School Principal

## **GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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

#### **Title : Indicator 13 Action Plan**

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

Enter accurate and IDEA-compliant transition data into student IEPs.

**GIBSON CITY-MELVIN-SIBLEY CUSD 5**

**Section II-Action Plan**

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Part A. Objective 2

**Title : Indicator 13 Action Plan**

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

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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

##### Title : Indicator 13 Action Plan

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1.					

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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

##### Title : Indicator 13 Action Plan

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. 1. District in-services will be provided in order to increase knowledge on writing effective and IDEA-compliant transition plans as part of student IEPs. 2. Those being in-serviced will be case managers of students who are or will be 14 1/2 or older during the school year. 3. Training will focus on the IDEA requirements for transition plans: measurable post-secondary goals and annual goals, transition assessments, and services/activities that will enable the students to meet their post-secondary goals. 4. Examples of well-written transition plans will be provided to all of the participants. 5. Follow-up training will be provided as necessary.	09/07	02/09	During School	Local Funds	

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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

##### Title : Indicator 13 Action Plan

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

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

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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

##### Title : Indicator 13 Action Plan

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

1. Sidney Schaefer, Records Custodian, will run iePoint checks to verify that the required transition information is recorded in the FACTS section of the program. Also, reports will be run from iePoint to verify the percent of transition-compliant IEPs.
2. Ms. Schaefer will review the results of the transition reports with Mr. Brackmann. Objective to be completed by June 2009.

#### 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
Eric E. Brackmann	Director of Special Education, Ford County Special Education Cooperative
Sidney Schaefer	Records Custodian, Ford County Special Education Cooperative

## **GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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

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#### **Part A. Objective 3**

##### **Title : Indicator 13 Improvement Plan-2**

**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.**

Enter accurate IEP transition data into iePoint/FACTS for transmission to the ISBE.



**GIBSON CITY-MELVIN-SIBLEY CUSD 5**

**Section II-Action Plan**

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Part A. Objective 3

**Title : Indicator 13 Improvement Plan-2**

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

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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#### Part B. Student Strategies and Activities for Objective 3

##### Title : Indicator 13 Improvement Plan-2

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.					

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

#### Part C. Professional Development Strategies and Activities for Objective 3

##### Title : Indicator 13 Improvement Plan-2

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. 1. The Director and Records Custodian of the Ford County Special Education Cooperative, on behalf of Gibson City-Melvin-Sibley CUSD 5, will review how the transition data from the IEPs is entered into iePoint. 2. The Records Custodian utilizes the "FACTS Manual Instructions for Entry of Indicator 13 Data" from the ISBE.	09/07	02/09	During School	Local Funds	
2. 3. Participation in the ISBE conference call for "LEA Determinations."	06/06/08	06/06/08	During School	Local Funds	

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. 4. Other ISBE resources utilized: * Downloaded both the audio file and PowerPoint ("LEA Determinations and What They Mean for Your District") from the conference call. * "Building a Better IEP: Understanding SPP Indicator 13 and the Transition Plan Requirements" (PDF presentation file from Sue Walter, Transition Consultant, ISBE) * "Illinois State Performance Plan Indicator 13 Checklist to Meet SPP/APR Requirements" (PDF presentation file from Sue Walter, Transition Consultant, ISBE) * "Data Entry Form for Indicator # 13" (ISBE – Harrisburg Project) * "Indicator 13 Sample" (example from Sue Walter of an IEP Transition Plan) * "Transition Practices Self Assessment: A Tool to Pave the Way to SPP 13 Solutions and Improved Transition Services" (PowerPoint Presentation) * "Training Video - Indicator 13 Data Collection in iePoint"	06/08	06/09	During School	Local Funds	

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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#### Part D. Parent Involvement Strategies and Activities for Objective 3

##### Title : Indicator 13 Improvement Plan-2

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

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

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section II-Action Plan

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#### Part E - Monitoring Process for Objective 3

#### Title : Indicator 13 Improvement Plan-2

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

1. Sidney Schaefer, Records Custodian, will run iePoint checks to verify that the required transition information is recorded in the FACTS section of the program. Also, reports will be run from iePoint to verify the percent of transition-compliant IEPs.
2. Ms. Schaefer will review the results of the transition reports with Mr. Brackmann. Objective to be completed by June 2009.

##### **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 \_\_\_\_\_

Eric E. Brackmann

Director of Special Education, Ford County Special Education Cooperative

Sidney Schaefer

Records Custodian, Ford County Special Education Cooperative

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

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#### Part A - Stakeholder Involvement

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

The GCMS Website provides school report card information, as well as the school improvement plans. Both the report card and the SIP will be available in the elementary school office.

The Principal's Advisory Committee (comprised of teacher representatives), the Parent Advisory Board (comprised of parent representatives), and the Curriculum Coordinating Committee review both reports annually.

Each year at school registration, grade level parent guides are handed out. The books outline all subjects' curriculums, matched to the state standards.

The following provide other opportunities for parent communication:

- \*E-mail List Serve for notification of district events and notices
- \*E-mail, phone and U.S. mail correspondence
- \*Class and school newsletters
- \*Edline:online grading notification system
- \*District needs assessment, available online
- \*Global Connect Automated Telephone system
- \*Parent-teacher conferences
- \*PTA Room parents- elementary and middle school
- \*Red Ribbon Week activities- elementary and middle school
- \*PACT Events, dances- elementary and middle school
- \*Booster clubs- high school
- \*Midterm grades, quarterly progress reports
- \*Out-of-district resources available through social worker

## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

---

#### Part B - District Responsibilities

**Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.**

Upon completion of the school improvement plans created by each building's school improvement team, the Gibson City -Melvin Sibley CUSD #5 School Improvement Team meets to review and discuss a district plan. The members of the district team are as follows: Charles Aubry (GCMS Superintendent), Shelley Overman (GCMS Elementary School Principal), Mike Bleich (GCMS Middle School Principal), Michael Lindy (GCMS High School Principal), and Sharon Pool (GCMS Director of Student Services). After developing the district plan, the district improvement team will meet through out the year for review, and to check implementation of the plans, both for the district and the buildings.

Additional communication and feedback will be received through parent, principal, and high school student advisory meetings. Faculty meetings will also be used to share information about student learning and achievement.

The GCMS Curriculum Coordinating Committee will meet five times a year. Teacher representatives from grades kindergarten through twelve, along with administrators, two student and two parent representatives, and a board member will meet through out the year to discuss both curriculum and assessment information. The committee will serve in an advisory capacity to the superintendent and the board of education. Frequent updates on the building and district school improvement plans will be reviewed.



## GIBSON CITY-MELVIN-SIBLEY CUSD 5

### Section III - Development, Review and Implementation

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#### Part C - State Responsibilities

**Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.**

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

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

## **GIBSON CITY-MELVIN-SIBLEY CUSD 5**

### **Section IV-A Local Board Action**

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DATE APPROVED by School Board : 6/16/2008

#### **A. ASSURANCES**

- 1.Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
- 2.Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
- 3.The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
- 4.The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

#### **B. SUPERINTENDENT'S CERTIFICATION**

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

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Signature of LEA Superintendent

**GIBSON CITY-MELVIN-SIBLEY CUSD 5**

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**ISBE Monitoring - Part I**