

GCMS ELEMENTARY SCHOOL

School Improvement Plan 2007

Board Approval Date:	6/16/2008
Plan Submission Date & Ref No:	8/13/2008 - SIP07 - 002954
ISBE Monitoring Date:	ISBE Monitoring Not Started.

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

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 090270050262004

District Name: GIBSON CITY-MELVIN-SIBLEY CUSD 5

School Name : GCMS ELEMENTARY SCHOOL

Superintendent: CHARLES AUBRY

Principal :SHELLEY OVERMAN

District Address: 217 E 17TH ST

School Address : 902 N CHURCH ST

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

City/State/Zip : GIBSON CITY, IL 60936 1075

District Phone : (217) 784-8296

School Phone : (217) 784-4278 X: 1023

District Email :

School Email :

Is this for a Title I School? No

GCMS ELEMENTARY SCHOOL - 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?		No
Is this School making AYP in Reading?	Yes	2007-08 Federal Improvement Status 2007-08 State Improvement Status		
Is this School making AYP in Mathematics?	Yes			

	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	84.7		Yes	95.6		Yes	95.6	Yes		
White	100.0	Yes	100.0	Yes	84.8		Yes	95.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically	100.0	Yes	100.0	Yes	63.0		Yes	90.9		Yes				

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

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

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

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	95.9	95.6	96.2	96.0	95.8	95.6
Truancy rate (%)	0.0	0.0	0.0	0.0	0.6	0.2
Mobility rate (%)	12.5	12.9	13.6	11.9	13.2	14.0
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 (#)	450	468	454	519	530	512
Economically disadvantaged (%)	18.7	23.5	18.7	28.9	29.8	29.3
Limited English proficient (LEP) (%)	0.2	0.0	0.4	0.0	0.0	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	98.2	97.0	96.7	97.7	97.0	96.3
Black, non-Hispanic (%)	0.4	0.9	1.5	1.0	1.5	1.2
Hispanic (%)	1.3	1.7	0.9	0.4	0.8	0.8
Native American or Alaskan Native (%)	0.0	0.2	0.2	0.2	0.2	0.2
Asian/Pacific Islander (%)	0.0	0.2	0.7	0.8	0.6	0.4

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

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	97.4	1.5	1.1	-	-	-
	2002	98.2	0.4	1.3	-	-	-
	2003	97.0	0.9	1.7	0.2	0.2	-
	2004	96.7	1.5	0.9	0.7	0.2	-
	2005	97.7	1.0	0.4	0.8	0.2	-
	2006	97.0	1.5	0.8	0.6	0.2	-
	2007	96.3	1.2	0.8	0.4	0.2	1.2
D I S T R I C T	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
	2007	97.0	0.8	1.2	0.2	0.3	0.5
S T A T E	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
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low	Parental Involvement	Attendance	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout	HS Graduation Rate (%)
S C H O O L	2001	-	18.9	99.6	95.9	12.3	2.0	0.5	-	-
	2002	0.2	18.7	99.0	95.9	12.5	-	-	-	-
	2003	-	23.5	99.6	95.6	12.9	-	-	-	-
	2004	0.4	18.7	99.6	96.2	13.6	-	-	-	-
	2005	-	28.9	100.0	96.0	11.9	-	-	-	-
	2006	-	29.8	100.0	95.8	13.2	3.0	0.6	-	-
	2007	-	29.3	99.8	95.6	14.0	1.0	0.2	-	-
D I S T R I C T	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
	2007	-	27.2	99.9	95.4	9.4	2.0	0.2	1.5	91.5
S T A T E	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
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

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

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	461	-	-	-	-	-	-
	2002	450	74	88	59	-	-	-
	2003	468	75	71	90	-	-	-
	2004	454	76	78	72	-	-	-
	2005	519	80	92	83	-	-	-
	2006	530	79	78	89	-	-	-
	2007	512	72	76	74	-	-	-
D I S T R I C T	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
	2007	1,092	72	76	74	91	75	78
S T A T E	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	-
	2007	2,077,856	-	-	-	-	-	-

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

Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	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	-	-
	2007	82.0	14.3	47,208	68.4	31.6	15.2	13.9	1.2	-
S T A T E	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
	2007	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.

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

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

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

	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	73.1	66.2	89.7	71.9	73.4	76.1	69.4	80.2	-	-	-	-	-
White	-	75.1	73.1	67.6	90.8	73.0	72.6	77.7	69.0	79.7	-	-	-	-	-
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	-	-	-	-	-
Economically Disadvantaged	-	59.1	52.6	52.2	76.2	56.5	68.4	78.6	62.0	38.9	-	-	-	-	-

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

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading 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	-	-	-	-	-	-
White	67.6	90.8	76.7	81.4	69.0	79.7	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with	14.2	-	40.0	33.3	18.2	21.4	-	-	-	-	-	-
Economically	52.2	76.2	31.3	69.6	62.0	38.9	-	-	-	-	-	-

GCMS ELEMENTARY SCHOOL - 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	-	84.1	86.1	90.5	97.1	80.9	86.7	92.1	87.0	94.7	-	-	-	-	-
White	-	85.1	86.1	91.5	97.0	82.4	86.3	91.8	86.9	94.6	-	-	-	-	-
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	-	-	-	-	-
Economically Disadvantaged	-	72.7	70.0	82.6	95.4	65.2	89.4	89.2	86.2	83.3	-	-	-	-	-

GCMS ELEMENTARY SCHOOL - 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	-	-	-	-	-	-
White	91.5	97.0	89.0	95.7	86.9	94.6	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with	57.1	-	73.4	91.7	54.5	78.6	-	-	-	-	-	-
Economically	82.6	95.4	68.8	95.7	86.2	83.3	-	-	-	-	-	-

GCMS ELEMENTARY 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? What areas of strength are indicated?

*The elementary school attendance rate remains stable at 95.6%

*The mobility rate has increased .8%.

*Enrollment in grades 3,4,and 5 decreased a total of 18 students.

*The pupil/teacher ratio changed this past year, from 15.9 per 1 student, to 15.2 per one student.

*The low income subgroup has decrease by .5%.

The school's parental involvement is at 99.8%.

*The third, fourth, and fifth grade Math scores are up 6.6%, 6%, and 7.7%, respectively.

*The Economically Disadvantaged subgroup's Math scores went up 12.8% at the third grade level, 27% at the fourth grade level, and 2.7% at the fifth grade level.

*The Students with Disabilities subgroup at the fourth grade level went up 18%, and fifth grade level went up 24.1% with their Math scores.

*Reading scores increased at all three grade levels: third grade- 23.5%, fourth grade-3.7%, and fifth grade- 10.8%

*The Economically Disadvantaged subgroups for Reading increased at the third grade level by 24%, increased at the fourth grade level by 10.8%, but decreased by 23.1% at the fifth grade level.

*The Reading subgroup of Students with Disabilities decreased at the fourth grade level by 6.7%, yet increased at the fifth grade level by 3.2%.

GCMS ELEMENTARY 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? Consider both external and internal factors to the school.

*Additional focus in the areas of both Math and Reading helped to increase student scores

*Resource teachers in the areas of Math and Reading had a positive effect on the students.

*High attendance rates and low mobility rates help with student achievement.

GCMS ELEMENTARY 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 implementation of RtI this year will continue to assist the subgroups to improve their scores.

*Reading scores are strong, but continued improvement is a goal.

GCMS ELEMENTARY 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? What areas of strength are indicated?

SAT 10 tests are administered in the fall, and ISAT testing occurs in the spring. 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.

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.

The third, fourth, and fifth grade Math scores are up 6.6%, 6%, and 7.7%, respectively.

*The Economically Disadvantaged subgroup's Math scores went up 12.8% at the third grade level, 27% at the fourth grade level, and 2.7% at the fifth grade level.

*The Students with Disabilities subgroup at the fourth grade level went up 18%, and fifth grade level went up 24.1% with their Math scores.

*Reading scores increased at all three grade levels: third grade- 23.5%, fourth grade-3.7%, and fifth grade- 10.8%

*The Economically Disadvantaged subgroups for Reading increased at the third grade level by 24%, increased at the fourth grade level by 10.8%, but decreased by 23.1% at the fifth grade level.

*The Reading subgroup of Students with Disabilities decreased at the fourth grade level by 6.7%, yet increased at the fifth grade level by 3.2%.

GCMS ELEMENTARY 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? Consider both external and internal factors to the school.

- *Increased focus in the areas of Reading and Math have helped improve scores.
- *McCormick Tutoring, high school tutors, and the mentoring program have assisted individuals to improve in specific subject areas.
- *An after school homework program three nights a week helps students improve skills and responsibility concerning various subject areas.
- *Pilot program for Response to Intervention
- *Increased block Reading instruction
- *Inclusion
- *Additional assistance for students demonstrating a need for additional skill work

GCMS ELEMENTARY 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?

*A need exists for the elementary school to research additional probes, in order to provide additional data on more specific areas in between the larger assessments.

*In order to find additional ways to teach a concept, additional technology will be implemented into classroom lessons.

GCMS ELEMENTARY 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?

The elementary school has strong support in the areas of: parent participation at conferences, volunteerism, and attending school events. But not all students enjoy the parental support at home. This causes some students to lack parent input and backing concerning responsibility for their education. Community volunteers have helped to mentor some of our at-risk students, which has been a great benefit.

GCMS ELEMENTARY 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 mentoring and tutoring programs, as well as the homework club have assisted individual students in areas of need.

GCMS ELEMENTARY 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?

The implementation of Rtl has helped all students, specifically the ones who demonstrate weaknesses in reading skills. Increasing the program will assist students in even more areas. Researching additional probes will help teachers to assess specific objectives on a more frequent schedule for grades 3,4, and 5.

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

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

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 help our educators to gain knowledge in various areas. The GCMS Elementary staff took part in the following:

- *Aug. 20 and 21, 2007: Teacher preparations, and meetings to review student accommodations and modifications
- *Oct. 5, 2007: Joint GCMS/PBL Institute which provided sessions on a wide range of topics
- *Dec. 7, 2007: Rtl Discussions and Intra-grade level meetings
- *Jan. 25, 2008: School Improvement Day at ISU: Curriculum Interpretation and motivational speaker Harry Wong
- *Rtl Workshops: attended by various faculty members
- *New teacher mentoring program
- *Various workshops attended by faculty members

GCMS ELEMENTARY 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, staff capacity, and professional development contributed to student performance results?

Increasing team teaching has benefitted the students. The utilization of Rtl interventionists has made a dramatic difference in student achievement.

GCMS ELEMENTARY 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?

After attending institutes and developing the Rtl program, Increased interest in both the areas of reading and technology provide clear goals for next year.

GCMS ELEMENTARY 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?

*Parent involvement is at 99.8%.

*Parents are very willing to volunteer for tutoring, classroom and teacher assistance, as well as school activities.

GCMS ELEMENTARY 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?

- *Parent support has helped many individual students in the elementary school.
- *Parent communication has been a strong suit for the school.
- *Parent advisory committee

GCMS ELEMENTARY 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?

*Parent involvement is a very positive part of GCMS Elementary School. Their involvement contributes enormously to the student success rate.

*The faculty and staff are much more likely to step outside of their comfort zones because of the support and respect that is demonstrated by the majority of parents.

*Parents' questions or concerns also serve to keep the faculty and staff "on their toes," as they continue to strive for excellence.

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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.

*While many students have benefitted from the Rtl implementation, increased research and education in this area will continue to help scores to increase, Also, finding additional ways to reach and teach the students (through technology, for example) will serve the students well.

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

Section II-Action Plan

Part A. Objective 1

Title : Continue to work toward increasing the number of students who meet/exceed state standards.

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.

Focus will be placed on assessing and addressing students with special needs in Reading and Math.

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

Section II-Action Plan

Part A. Objective 1

Title : Continue to work toward increasing the number of students who meet/exceed state standards.

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

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Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Continue to work toward increasing the number of students who meet/exceed state standards.

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

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

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Continue to work toward increasing the number of students who meet/exceed state standards.

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. *Fall institute will include grade level sessions, Rtl presentations, and co-teaching seminars. *Teachers will be encouraged to attend district-funded workshops, which will enhance their knowledge in the Reading area.Co-teaching, learning stations, and technology use will also be areas of focus.	08/08	06/09	During School	Title I	

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

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Continue to work toward increasing the number of students who meet/exceed state standards.

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 *Red Ribbon Week Activities *AR Celebrations *PTA Room Parents *Title I Family Reading Nights for third grade *Open House Night *Class Connect Activities *Grades 3-5 Lunch Connect *School-wide Story Telling Night *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 *Global Connect Automated Telephone System *Out-of-District Resources, available through social worker	08/08	06/09	During School	Title I	

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

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Continue to work toward increasing the number of students who meet/exceed state standards.

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

Mrs. Overman, GCMS Elementary School Principal, meets regularly via faculty meetings, grade level planning meetings, RtI team meetings, and IEP meetings. Plans for professional development through in-services and workshops are discussed. Upon completion, these activities are shared at faculty meetings.

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

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

Name	Title
Shelley Overman	Elementary School Principal
Charles Aubry	Superintendent

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

Section II-Action Plan

Part A. Objective 2

Title : Incorporate technology into classroom instruction and supplemental instructional settings.

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.

Use technology to supplement the curriculum. Use of interactive boards to support development of basic skills, and to clarify more difficult concepts.

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

Section II-Action Plan

Part A. Objective 2

Title : Incorporate technology into classroom instruction and supplemental instructional settings.

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

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

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Incorporate technology into classroom instruction and supplemental instructional settings.

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. *Investigate student communication availability with the school district. *Students would benefit from global learning. *Technology-based student collaboration could be used to enhance learning. *First graders will be ready to begin AR within the first two weeks of the school year.	08/08	06/09	During School	Title I	

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

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Incorporate technology into classroom instruction and supplemental instructional settings.

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. *Activboards will be installed. Two per grade level, with one in Music and the library would be very beneficial. *The fall institute will provide sessions on Activboard use, as well as having a vendor area in order for the teachers to research technology software. *Teachers will be encouraged to attend workshops pertaining to the area of technology. *Invitations will be given to the district substitutes to attend the fall institute in order to assist them in the area of technology. *Arrangements will be made for teachers to attend technology workshops.	08/08	06/09	During School	Title I	

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

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Incorporate technology into classroom instruction and supplemental instructional settings.

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 kept abreast of the trend of technology at the elementary school. *Parents have the opportunity to view the technology during Lunch Connect, Open Houses, and any time that parents come to visit *GCMS Webpage *Edline *Email List Serve for parent notification of district events and notices *Global Connect Automated Telephone System *District Needs Assessment, available online	08/08	06/09	During School	Title I	

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

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Incorporate technology into classroom instruction and supplemental instructional settings.

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

Utilize technology personnel in order to keep us updated. Teachers will report class progress to Shelley Overman, principal.

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

Name _____

Shelley Overman

Title _____

Prncipal

GCMS ELEMENTARY 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 GCMS Website provide 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
- *Red Ribbon Week activities
- *PACT Events, dances
- *Midterm grades, quarterly progress reports
- *Out-of-district resources available through social worker

GCMS ELEMENTARY 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 GCMS Website provide 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
- *Midterm grades, quarterly progress reports
- *Out-of-district resources available through social worker

GCMS ELEMENTARY 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

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 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.

GCMS ELEMENTARY 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.

GCMS University is a mentoring program for new teachers that was implemented in 2004. Gene Everett, the Induction Coordinator, is an integral part of the successful program. He coordinates the training and in-service events for the new teachers. Gene helps to promote a working relationship between the inductees and the mentors. He also meets and talks with the new teachers several times a month. Gene has helped these new teachers by hosting socials at his house, as well.

Veteran teachers are paired with a new teacher in order to: assist, coach, support, and encourage the teachers throughout the two-year program. The program begins with a three-day mentoring program before the school year begins. During this time, the new employees are provided with district background information, and explanation of district policies, timelines for filling out employment paperwork, curriculum information, and also a tour of the towns in the GCMS district. During the school year, three half-day in-services are also provided. These cover discussions on: classroom management, curriculum, assessment, building policies, and other areas. It also provides a time for new teachers to share their questions and concerns. The mentee is observed three times during the year by their mentor, and also receives two teacher observations. Then, reflective writings are required through out the year, which encourages self-evaluation.

For the new teacher, it is very valuable to have both a mentor and a coordinator to be able to bring questions and concerns to. Also, the GCMS Director of Student Services meets with each new teacher one time a quarter. This gives the new teacher an opportunity to discuss curriculum and assessment questions with her, as well.

GCMS University is recognized by the ISBE as an accredited program that satisfies the criteria for Continued Professional Development Units (CPDUs). This enables the new teachers to move from an initial teaching certificate to a standard certificate after completing four years of teaching.

The GCMS Superintendent and the GCMS Board of Education show great support for the district mentoring program, by funding and implementing it since 2004.

GCMS ELEMENTARY 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 GCMS District provides budgets for staff development, but at the district and the school level. Staff is often encouraged to take advantage of staff development opportunities that reflect the year's SIP goals.

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

- *Weekly grade level or team meetings
- *Staff Development
- *Out of district conferences and workshops
- *School Improvement Teams, which address and plan improvement issues for the coming year
- *Substitute teachers

GCMS ELEMENTARY 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.

The Champaign-Ford County Regional Office of Education will provide staff development, curriculum roundtables, and administrative workshops.

The state government will provide financial funding. The federal government will provide Title I Reading Improvement monies.

GCMS ELEMENTARY 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. Nicole Kirkpatrick	Kindergarten Teacher
2. Amanda Weatherell	First Grade Teacher
3. Tammy Zehr	Second Grade Teacher
4. Kathy Brown	Third Grade Teacher
5. Kathy Eagleson	Fourth Grade Teacher
6. Tammy Seneca	Fifth Grade Teacher
7. Shelley Overman	Principal
8. Sharon Pool	Director of Student Services
9. Charles Aubry	Superintendent

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

Section IV-A Local Board Action

DATE APPROVED by School Board : 6/16/2008

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

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

ISBE Monitoring - Part I