

GCMS HIGH SCHOOL

School Improvement Plan 2007

Board Approval Date:	6/16/2008
Plan Submission Date & Ref No:	8/13/2008 - SIP07 - 002952
ISBE Monitoring Date:	ISBE Monitoring Not Started.

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

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 090270050260001

District Name: GIBSON CITY-MELVIN-SIBLEY CUSD 5

School Name : GCMS HIGH SCHOOL

Superintendent: CHARLES AUBRY

Principal :MICHAEL J LINDY

District Address: 217 E 17TH ST

School Address : 815 N CHURCH ST

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

City/State/Zip : GIBSON CITY, IL 60936 1074

District Phone : (217) 784-8296 X: 1003

School Phone : (217) 784-4292 X: 3001

District Email :

School Email :

Is this for a Title I School? No

GCMS HIGH 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	
Is this School making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	66.7		Yes	64.2		Yes			91.5	Yes
White	100.0	Yes	100.0	Yes	67.9		Yes	65.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

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

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	94.8	94.9	95.0	95.4	93.8	94.7
Truancy rate (%)	1.7	1.3	0.6	4.8	2.5	0.3
Mobility rate (%)	9.1	12.0	11.4	5.1	10.3	4.7
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 (#)	302	311	319	344	328	328
Economically disadvantaged (%)	14.2	14.1	16.0	19.2	23.5	23.8
Limited English proficient (LEP) (%)	0.3	0.3	0.6	0.3	0.9	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	98.0	97.1	97.8	96.8	97.0	97.0
Black, non-Hispanic (%)	0.7	1.0	0.6	0.9	0.3	0.3
Hispanic (%)	1.0	1.3	0.9	0.6	1.2	2.4
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.3	0.3	0.3
Asian/Pacific Islander (%)	0.3	0.6	0.6	1.5	0.9	0.0

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

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	97.5	0.3	1.5	0.6	-	-
	2002	98.0	0.7	1.0	0.3	-	-
	2003	97.1	1.0	1.3	0.6	-	-
	2004	97.8	0.6	0.9	0.6	-	-
	2005	96.8	0.9	0.6	1.5	0.3	-
	2006	97.0	0.3	1.2	0.9	0.3	0.3
	2007	97.0	0.3	2.4	-	0.3	-
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 HIGH SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	0.3	8.6	100.0	93.4	17.2	-	-	4.9	89.6
	2002	0.3	14.2	100.0	94.8	9.1	5.0	1.7	2.6	86.1
	2003	0.3	14.1	100.0	94.9	12.0	4.0	1.3	1.9	94.0
	2004	0.6	16.0	100.0	95.0	11.4	2.0	0.6	1.9	78.8
	2005	0.3	19.2	100.0	95.4	5.1	16.0	4.8	0.9	91.7
	2006	0.9	23.5	100.0	93.8	10.3	8.0	2.5	3.0	82.3
	2007	-	23.8	100.0	94.7	4.7	1.0	0.3	1.5	91.5
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 HIGH SCHOOL - GIBSON CITY-MELVIN-SIBLEY CUSD 5

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	325	-	-	-	-	-	-
	2002	302	-	-	-	-	-	69
	2003	311	-	-	-	-	-	63
	2004	319	-	-	-	-	-	78
	2005	344	-	-	-	-	-	82
	2006	328	-	-	-	-	-	83
	2007	328	-	-	-	-	-	78
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	-	-	-	-	-	-

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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.

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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 Islander	-	-	-	-	-
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-
LEP	-	-	-	-	-
Students with Disabilities	-	-	-	-	36.4
Economically Disadvantaged	-	-	53.3	66.7	53.3

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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 Islander	-	-	-	-	-
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-
LEP	-	-	-	-	-
Students with Disabilities	-	-	-	-	27.3
Economically Disadvantaged	-	-	40.0	41.7	53.3

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

Section I-A Data & Analysis - Report Card Data

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

*The 2007 PSAT scores show a decrease in the Reading of 6.1% in the "Meets and Exceeds" categories. However; the five year average is a score of 67.74%, and the 2007 scores were at 66.3%.

*The Math "Meets and Exceeds" scores dropped 9.9% from last year, but were 4.1% higher than the 2004-2005 scores.

*We are experiencing an upward trend in our ACT scores.

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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.

*Writing is a focus across the high school curriculum, and the scores reflect that.

*Some students struggle in the areas of Reading and Math, and need extra assistance.

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

Section I-A Data & Analysis - Report Card Data

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

- *Students would benefit from differentiated instruction. Varied teaching styles, such as using technology, could be a benefit to the students.
- *Place continued emphasis on the scope and sequence of the Reading and Math curriculum.
- *Students need to understand the importance of homework completion.
- *Continue the focus in the area of writing.

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

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

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

*EPAS testing is used in grades 9-11. Testing in grade nine and ten aids in preparation for the PSAE in the junior year.

*The WIN program is used for WorkKeys practice, from grades nine through eleven, in order to reinforce those skills.

GCMS HIGH 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.

*Low income subgroup test results are a factor of the outcomes.

*Students with poor attendance often miss their opportunity to practice skills on the WIN program and other reviews.

GCMS HIGH 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?

- *Increase utilization of data results in order to identify shortfalls in specific areas, or with specific students.
- *Work with students and their parents about attendance concerns.
- *Differentiate strategies and techniques when teaching lessons.
- *Improve communication with all stake holders by implementing an advisory consisting of students, parents, teachers, and administration.

GCMS HIGH 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?

- *School population remained the same as the previous year, at 328 students.
- *Attendance rates remain stable at 94.7%. The six year average for the high school attendance is also 94.7%.
- *The truancy percentage dropped this past year to .3%. The six year average was 1.8%.
- *Mobility rate has decreased from the 2005-2006 year by 5.6%.
- *The high school graduation rate increased by 9.2% from the previous year, with a six year average rate of 87.4%.
- *Parental involvement remains at a consistent 100%.
- *The low income subgroup remains constant from last year, at 23.8%.

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

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

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

*Parental involvement helps to encourage high attendance rates, and low truancy.

*The low income subgroup is almost one-fourth of the population.

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

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

Item 1 - Attributes and Challenges

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

*While attendance and truancy rates are acceptable, improvement in these areas through additional direct student contact would be a benefit.

*Create a plan to focus on students in subgroups who might need additional remediation.

GCMS HIGH 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 are developed based on results of data analysis.

*August 20, 2007: Teacher preparations

*August 21, 2007: Teacher meetings to review student accommodations and modifications

*October 5, 2007: Joint GCMS/PBL Institute which provided sessions on a wide range of topics

*December 7, 2007: Autism presenter, and panel on methods for dealing with autistic children

*January 25, 2008: School IMprovement Day at ISU: Curriculum interpretation and motivational speaker Harry Wong

*New teacher mentoring program

*Various workshops attended by faculty members

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

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

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

Increased team teaching has benefited the students. The utilization of the reading specialist has also aided the students in need of extra assistance. The reading specialist has helped at-risk students.

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

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

Item 2 - Educator Qualifications

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

After evaluating the curriculum and assessment results, and considering the students who are in need, it appears that a plan for Response to Intervention would be worthwhile for our district.

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

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

Item 3 - Parent Involvement

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

- *High School Fall Open House: 126 attendees
- *High School Falcon Pride Night
- *Principal Advisory: new advisory, combining parents, teachers, students, and administrators
- *Band Booster Club, Athletic Booster Club
- *Concerts, plays, sporting, academic, and fine arts events attendance
- *Needs Assessment Survey
- *Improved communication through a redesigned/organized website

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

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

Item 3 - Parent Involvement

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

*Parental involvement equates to student success. We are very fortunate to have an excellent amount of parent involvement.

*The Parent Advisory has been very active in giving the principal suggestions and assistance.

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

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

Item 3 - Parent Involvement

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

- *Continue with the parental involvement techniques that are currently in place.
- *Continue to communicate via Website, newsletters, local newspapers, Edline, Listserve, phone calls, e-mails, and other methods in order to keep parents informed and up-to-date on the high school activities and initiatives. I
- *Have each teacher create a webpage with basic information, to aid in parent communication.
- *Data shows that grade level/parent meetings will be worthwhile. They will begin in the 2008/09 school year.

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

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

- *High School Fall Open House: 126 attendees
- *High School Falcon Pride Night
- *Principal Advisory: new advisory, combining parents, teachers, students, and administrators
- *Band Booster Club, Athletic Booster Club
- *Concerts, plays, sporting, academic, and fine arts events attendance
- *Needs Assessment Survey
- *Improved communication through a redesigned/organized website

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

Section II-Action Plan

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

If a school has met all the state-required performance targets identified in the School Report Card, the SIP should set forth other targets for improvement derived from and supported by data analysis.

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

Section II-Action Plan

Part A. Objective 1

Title : Increase access and implementation of technology in the classroom.

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

Due to increased utilization of technological materials, access to those materials is limited. Investigate ways to improve and utilize the mini-lab and computers. The need for a wireless lab and wireless access is evident.

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

Section II-Action Plan

Part A. Objective 1

Title : Increase access and implementation of technology in the classroom.

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

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

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Increase access and implementation of technology in the classroom.

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. *Educate students on issues that develop from a lack of cyber security. *Increase differentiated instruction. *Increase opportunity for technological research. *Provide instruction on proper use of internet resources. *Students will experience technology across the curriculum.	08/08	06/09	During School	Local Funds	

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

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Increase access and implementation of technology in the classroom.

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. *Faculty will ensure full utilization of resources, and technology will be utilized frequently as a learning tool. *Faculty will attend in-services and workshops. *Faculty will assist in grant-writing, in order to increase technology at the high school. *Teachers will each create a webpage, with basic communication information. *Continued education on differentiated instruction will occur.	06/08	06/09	During School	Local Funds	

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

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Increase access and implementation of technology in the classroom.

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. *Parent Advisory Committee *Communications through: 1) Email List Serve for notification of district events and notices 2)E-mail, phone and U.S. mail correspondence 3)School news letters 4)Edline: online grading notification system 5)District needs assessment, available on line 6)Global Connect Automated Telephone System 7)Parent-Teacher conferences Open House, Falcon Pride Night, Fine Arts, 8) Academic, and Sporting events	08/08	08/09	After School	Local Funds	

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

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Increase access and implementation of technology in the classroom.

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

Computer Lab usage will be documented. Teacher evaluation of material availability will be analyzed. The WIN pretest and posttest scores will be compared, and students will be involved in the reviewing the assessment results.

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

<u>Name</u>	<u>Title</u>
Rick Ertel	Math Teacher
Mike Lindy	Principal

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

Section II-Action Plan

Part A. Objective 2

Title : Research and develop an Rtl 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.

An Rtl planning committee will be created. Current practices will be analyzed, and decisions concerning further implementation will be made. Faculty will also be involved in evaluating student assessment, in order to determine need.

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Section II-Action Plan

Part A. Objective 2

Title : Research and develop an Rtl plan.

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 2

Title : Research and develop an Rtl 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. *Students will take part in evaluating their assessment results, in order to focus on areas of improvement. *A student advisory committee will provide input and communicate ideas for the plan,	08/08	08/09	During School	Local Funds	

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Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Research and develop an Rtl 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. *Faculty will gain knowledge on Rtl from in-services and workshops. *Staff development will be enacted. *Strong focus will be placed in differentiated instruction. *Faculty will evaluate student assessment results in order to determine student need.	08/08	06/09	During School	Local Funds	

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Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Research and develop an Rtl 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. *The Parent Advisory Committee will be kept apprised of the plan. *Rtl plan development will be communicated to the parents via: *Newsletters *Local Newspaper article on Rtl progress *GCMS Website, Edline	08/08	06/09	During School	Local Funds	

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Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Research and develop an Rtl plan.

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

The Rtl team will team determine the success of the plan's creation. After the 2009 deadline, the committee will continue to revise the plan as needs arise. The faculty will frequently reassess which students could benefit from the various Rtl tiers.

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

<u>Name</u>	<u>Title</u>
Rtl Committee	High School Faculty Members
Mike Lindy	Principal

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Section II-Action Plan

Part A. Objective 3

Title : Increase the high school graduation rate.

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.

Create a universal framework to deal with at-risk students, once they are identified. Identification will occur through the creation of sophomore, junior, and senior teams, whose purpose is to follow the guidelines of the existing freshmen team, in order to assist students who are in need. Research an alternative transitions program. Focus additional time and resources on involving parents of at risk students in a positive way. Identify these parents.

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Section II-Action Plan

Part A. Objective 3

Title : Increase the high school graduation rate.

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 3

Title : Increase the high school graduation rate.

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. *Increase student awareness of social issues that may hamper academic progress. *Address and inform on cyber-bullying. *Create a transitions pilot program, involving a small number of at-risk students.	08/08	06/09	During School	Local Funds	

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

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 3

Title : Increase the high school graduation rate.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. *Develop grade level teams *Increase building communication so that at-risk students can be assisted early in the year. *Increase differentiated instruction in order to reach all students. *Investigate and research a transitions program in order to help at-risk students graduate. Observe successful programs at other high schools.	08/08	06/09	During School	Local Funds	

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Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 3

Title : Increase the high school graduation rate.

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. *Parent Advisory committee will have Rtl developments communicated to them. *Additional parental contact will occur when needed through the grade level teams.	08/08	06/09	During School	Local Funds	

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

Section II-Action Plan

Part E - Monitoring Process for Objective 3

Title : Increase the high school graduation rate.

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

Grade level teams will evaluate program success by looking at the student attendance, academic, and graduation results. Committee procedural revisions and improvements will be made and communicated to the other teams, through the team leader. Team leaders will frequently communicate findings and updates to the high school 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 _____

Title _____

Grade Level Team Leaders

High School Faculty Members

Michael Lindy

High School Principal

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

Section III - Development, Review and Implementation

Part A - Parent Notification

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.

Section III, Part A

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 middle 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
- *Midterm grades, quarterly progress reports
- *Out-of-district resources available through social worker

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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 High School Improvement Team members are: Rick Ertel (Math), Angie Funk (English), Julie Briney (Technology/Business), Terri Eichelberger (Special Education), Kyle Bielfeldt (Social Studies), Mike Lindy (Principal), Sharon Pool (Director of Student Services), and Charles Aubry, (Superintendent).

Student learning and achievement is discussed and reviewed with many different groups, in various settings. Principal Mike Lindy meets regularly throughout the year with parent and teacher advisory groups. He also meets monthly with the GCMS High School Faculty. Department level meetings occur in order to review student data, curriculum, and other concerns. The Director of Student Services also shares curriculum and assessment information with the high school faculty and staff.

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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. Every 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.

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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. Also, 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 a credible 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.

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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, both 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:

- *Department 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

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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.

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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. Rick Ertel	Math Teacher
2. Angie Funk	English Teacher
3. Julie Briney	Tech/Business Teacher
4. Terri Eichelberger	Special Education Teacher
5. Kyle Bielfeldt	Social Studies Teacher
6. Michael Lindy	Principal
7. Sharon Pool	Director of Student Services
8. Charles Aubry	Superintendent

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

ISBE Monitoring - Part I