

GCMS High School

School Improvement Plan 2008

Local Board Approved	
Submitted	5/20/2009
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT 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	City/State/Zip	Gibson City ,IL, 60936
District Telephone#	2177848296 Extn:1003	School Telephone#	2177844292 Extn:3001
District Email	caubry@gcms.k12.il.us	School Email	lindym@gcms.k12.il.us

Is this plan for a Title I School? False

Section I-A Data & Analysis - Report Card Data
Item 1 - 2008 AYP Report

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	

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	72.2		Yes	64.8		Yes			90.2	Yes
White	100.0	Yes	100.0	Yes	72.2		Yes	64.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2008 AMAO Report

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

Section I-A Data & Analysis - Report Card Data
Item 3 - School Information

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	93.4	94.8	94.9	95.0	95.4	93.8	94.7	94.0
Truancy Rate (%)	-	1.7	1.3	0.6	4.8	2.5	0.3	1.0
Mobility Rate (%)	17.2	9.1	12.0	11.4	5.1	10.3	4.7	9.3
HS Graduation Rate, if applicable (%)	89.6	86.1	94.0	78.8	91.7	82.3	91.5	90.2
HS Dropout Rate, if applicable (%)	4.9	2.6	1.9	1.9	0.9	3.0	1.5	1.9
School Population (#)	325	302	311	319	344	328	328	318
Economically Disadvantaged (%)	8.6	14.2	14.1	16.0	19.2	23.5	23.8	25.2
Limited English Proficient (LEP) (%)	0.3	0.3	0.3	0.6	0.3	0.9	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	97.5	98.0	97.1	97.8	96.8	97.0	97.0	97.2
Black, non-Hispanic (%)	0.3	0.7	1.0	0.6	0.9	0.3	0.3	0.3
Hispanic (%)	1.5	1.0	1.3	0.9	0.6	1.2	2.4	2.5
Asian/Pacific Islander (%)	0.6	0.3	0.6	0.6	1.5	0.9	-	-
Native American or Alaskan Native(%)	-	-	-	-	0.3	0.3	0.3	-
Multiracial/Ethnic (%)	-	-	-	-	-	0.3	-	-

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

Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	1999	96.5	0.6	0.9	1.6	0.3	-
	2000	97.7	0.3	1.3	0.7	-	-
	2001	97.5	0.3	1.5	0.6	-	-
	2002	98.0	0.7	1.0	0.3	-	-
	2003	97.1	1.0	1.3	0.6	-	-
	2004	97.8	0.6	0.9	0.6	-	-
	2005	96.8	0.9	0.6	1.5	0.3	-
	2006	97.0	0.3	1.2	0.9	0.3	0.3
	2007	97.0	0.3	2.4	-	0.3	-
	2008	97.2	0.3	2.5	-	-	-
D I S T R I C T	1999	97.9	0.5	1.0	0.5	0.1	-
	2000	97.8	1.0	1.1	0.2	-	-
	2001	97.7	1.1	1.1	0.2	-	-
	2002	98.1	0.6	1.2	0.1	-	-
	2003	96.9	0.8	1.5	0.6	0.2	-
	2004	96.7	0.9	1.3	1.0	0.2	-
	2005	97.1	0.8	0.7	1.0	0.2	0.2
	2006	97.0	0.8	1.2	0.6	0.2	0.2
	2007	97.0	0.8	1.2	0.2	0.3	0.5
	2008	96.8	0.7	1.2	0.3	-	1.0

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7

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

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	1999	0.6	7.5	100.0	95.2	7.3		-	4.1	83.8
	2000	0.3	10.4	90.5	95.1	9.1	1	0.3	2.6	89.4
	2001	0.3	8.6	100.0	93.4	17.2		-	4.9	89.6
	2002	0.3	14.2	100.0	94.8	9.1	5	1.7	2.6	86.1
	2003	0.3	14.1	100.0	94.9	12.0	4	1.3	1.9	94.0
	2004	0.6	16.0	100.0	95.0	11.4	2	0.6	1.9	78.8
	2005	0.3	19.2	100.0	95.4	5.1	16	4.8	0.9	91.7
	2006	0.9	23.5	100.0	93.8	10.3	8	2.5	3.0	82.3
	2007	-	23.8	100.0	94.7	4.7	1	0.3	1.5	91.5
	2008	-	25.2	100.0	94.0	9.3	3	1.0	1.9	90.2
D I S T R I C T	1999	0.2	14.8	99.1	95.5	6.5	3	0.3	4.1	83.8
	2000	0.1	18.1	100.0	95.4	10.3	13	1.3	2.6	89.4
	2001	0.1	16.0	99.8	94.9	13.6	2	0.2	4.9	89.6
	2002	0.5	18.2	99.6	95.6	10.3	6	0.6	2.6	86.1
	2003	0.1	19.8	99.8	95.5	13.4	4	0.4	1.9	94.0
	2004	0.6	19.4	99.8	95.6	11.6	3	0.3	1.9	78.8
	2005	0.1	25.8	100.0	95.8	8.1	16	1.5	0.9	91.7
	2006	0.3	27.6	100.0	95.2	11.7	11	1.0	3.0	82.3
	2007	-	27.2	99.9	95.4	9.4	2	0.2	1.5	91.5
	2008	-	19.4	99.9	95.5	11.1	4	0.4	1.9	90.2

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43,332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5

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

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	1999	318	-	-	-	-	-	-
	2000	307	-	-	-	-	-	-
	2001	325	-	-	-	-	-	-
	2002	302	-	-	-	-	-	69
	2003	311	-	-	-	-	-	63
	2004	319	-	-	-	-	-	78
	2005	344	-	-	-	-	-	82
	2006	328	-	-	-	-	-	83
	2007	328	-	-	-	-	-	78
	2008	318	-	-	-	-	-	64
D I S T R I C T	1999	1,022	-	-	-	-	-	-
	2000	1,035	-	-	-	-	-	-
	2001	1,035	91	60	82	90	85	70
	2002	1,007	74	88	59	84	87	69
	2003	1,007	75	71	90	84	86	63
	2004	1,016	76	78	72	65	86	78
	2005	1,104	80	92	83	98	69	82
	2006	1,123	79	78	89	76	98	83
	2007	1,092	72	76	74	91	75	78
	2008	1,104	100	73	73	88	88	64

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	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S T A T E	1999	1,962,026	-	-	-	-	-	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710

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

Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	69	15	37,729	74	26	17	13	-	-
	2000	67	16	39,545	69	31	17	13	-	-
	2001	67	17	42,479	71	29	17	13	-	-
	2002	69	16	43,327	67	33	16	12	-	-
	2003	80	16	43,683	68	32	15	13	1	-
	2004	80	16	44,622	68	32	15	13	-	-
	2005	78	14	44,246	68	32	16	15	-	-
	2006	81	15	45,889	70	30	16	14	-	-
	2007	82	14	47,208	68	32	15	14	1	-
	2008	83	14	48,508	68	32	16	14	1	-
S T A T E	1999	119,718	15	45,337	53	47	20	18	-	-
	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1

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

Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	65.1	66.6	68.3	72.4	66.3	70.7
White	68.3	66.2	70.9	72.0	67.9	70.7
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	36.4	-
Economically Disadvantaged	-	-	53.3	66.7	53.3	-

Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	55.6	69.3	59.7	73.7	63.8	67.2
White	58.3	68.9	62.0	73.4	65.4	67.2
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	27.3	-
Economically Disadvantaged	-	-	40.0	41.7	53.3	-

Section I-A Data & Analysis - Report Card Data

Data – *What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?*

- *The 2008 PSAE scores show an increase in the Reading scores of 4.4% in the "Meets and Exceeds" categories to 70.7% The five year average is 68.86%.
- *The Math "Meets and Exceeds" scores increased 3.4% to 67.2%.The five year average is 66.74%.
- *Attendance rate is at 94.0%. This percentage is down .7% from the 2007 scores, while the truancy rate is up .7% to 1.0. The number of truants has gone from one in the 2007 data, to three in the 2008 data.
- *Low income has increased 1.4% to 25.2%.
- *The high school dropout rate is up .4% to 1.9%, with the graduation rate down 1.3% to 90.2%.
- *Parent involvement remains at 100%.

Factors - *What factors are likely to have contributed to these results? Consider both external and internal factors to the school.*

- *Additional focus was placed in the areas of Math and Reading across the curriculum.
- *Students who were at risk in specific subject areas were targeted, and additional assistance was implemented. For example, AutoSkills was put into place during second semester to provide differentiated instruction when needed.
- *Writing continues to be a focus across the high school curriculum.
- *Team teaching gives students additional opportunities to be taught different learning strategies.
- *At-Risk Teams for each grade level

What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

- *Students would continue to benefit from differentiated instruction. Varied teaching styles, such as using AutoSkills could be a benefit to the students.
- *Place continued emphasis on the scope and sequence of the Reading and Math curriculum, and emphasize the need to incorporate these subjects across other curricular areas.
- *Students need to place additional importance on homework completion.
- *Continue the focus in the area of writing.
- *Continuing the practice of team teaching would benefit students of all achievement abilities.
- *Freshman Transition Program is in place for the 2009-2010 school year.
- *All freshmen will have junior or senior students who will serve as mentors.
- *STAR Test for Math and Reading will be implemented next school year.

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 are indicated by these data? What areas of strength are apparent?

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

*EPAS testing is used in grades nine through eleven. Testing in grades eight, nine and ten aids in preparation for the PSAT taken in the junior year. The group and individual test results help to analyze group and individual needs in each subject area.

*The WIN program is used for WorkKeys practice at grades nine, ten and eleven in order to reinforce those skills and assist teachers with progress monitoring.

*The AutoSkills program was put into place second semester, to be used as an intervention for students with Math or Reading needs.

*Curriculum-based assessments are utilized in grades 9-12 to determine mastery, and also determines needs that should be addressed. These assessments reveal helpful information both for the group as a whole, as well as for individual students.

*PSAT Reading scores increased 4.4% for the group.

*The PSAT Math scores increased by 3.4%

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.

*Teacher availability before and after school at the high school level has helped the students to improve skills and responsibility.

*Inclusion and additional team teaching at the high school has been beneficial to the students.

*Increased writing practice at grades 9-12 reflect the high scores at the various levels.

*Since our "Economically Disadvantaged" group size has increased by 1.4%, student achievement could be a concern for this subgroup.

*The reading specialist in the building has been able to implement programs to help those with reading needs.

*Intervention teams are in place for each grade level, and they utilize the data to target students who need assistance.

*Focus on teaching reading in all content areas has improved student awareness, and student scores.

*The usage of curriculum based assessment and technologically generated instruction has been an asset.

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

*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. Focusing on both the group scores and the individual student scores would meet various needs.

*By using the tiered concept, continual assessment data review will be necessary.

*Data-driven instruction will be the basis for all classroom learning. This instruction will be fluid, and changing with the group and individual student needs.

*Based on data evaluation, teacher, co-teachers, or teams will determine the students' needs, and adjust teaching in order to address those needs.

- *Course offerings and content will be revised according to need, derived by data.
- *Improve communication with all stake holders by implementing an advisory consisting of students, parents, teachers, and administration.
- *Work with students and their parents about attendance, truancy, and graduation concerns.
- *There will be a freshman mentoring program in place for the 2009-2010 school year. Hopefully, this will help to improve attendance, interest in school, and more emphasis will be placed by peers on the academic areas.
- *Math and Reading STAR tests will be implemented.

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

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

- *Parent participation is a strength at the GCMS High School, and will be utilized in the RtI planning process.
- *Parents will be introduced to the RtI plan procedure at each building. They will also receive communications and updates through out the year, concerning both the plan, and also how their specific student is involved within the plan.
- *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 positive influence on achievement, though there still is a small area of concern.
- *Low income subgroups need to be an area of focus, due to a 1.4% increase to 25.2%.
- *District-wide curriculum committees exist to review each academic discipline. This would be a good avenue to discuss RtI needs and assessment results.
- *Paraprofessionals work to supplement learning in needed areas.
- *School enrollment is down ten students to a population of 318.
- *Attendance remains stable at 94.0%. The five year average is 94.58%.
- *The truancy percentage increased this past year by .7% to 1.0%. The five year average is 1.84%.
- *Mobility rate has increased from 4.7% to 9.3%, an increase of 4.6%.
- *The high school graduation rate decreased by 1.3% to 90.2%. The five year graduation rate is 86.9%

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 Reading specialists at all levels at the high school has also aided the students.
- *An increased number of students with ESL parents have made communication difficult in some cases.
- *According to parent representatives, parents know that input is always welcome in our schools.

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

*The low income subgroup is almost one-fourth of the high school enrollment.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

*Students at all grade levels would benefit from the RtI implementation. While "Economically Disadvantaged," subgroup scores are not in the at-risk area, focusing on that subgroup will benefit those students, as well as improve the achievement scores as a whole. Though the "Students with Disabilities" do not create their own subgroup, it would behoove faculty to concentrate their efforts on locating whatever interventions would best support the students' learning.

* While attendance, graduation rates, and truancy are not serious concerns at GCMS, focusing on these areas could also improve student achievement.

* Increasing paraprofessional involvement could be a benefit to the students at GCMS.

*Parent notification, education, and input concerning RtI could be very advantageous to our district. Appropriate policies and procedures need to be frequently communicated to parents.

*Subject area teachers are able to make good decisions concerning lesson implementation and student assistance. These decisions can be based on data from various assessments, as well as input from team teachers, specialists, and interventionists. Students will benefit from the frequent evaluations.

*While attendance, truancy, and graduation rates are at an acceptable percentage, improvements in these areas through additional direct student contact would be a benefit. Hopefully, the grade level at risk teams, along with the freshman mentoring program will assist in these areas.

*Continue using AutoSkills to focus on students in subgroups who might need additional remediation.

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 were offered during the 2008-2009 school year, based on results of data analysis.

August 18, 2008: Teacher preparations

August 19, 2008-afternoon: Teacher meetings to review student accommodations and modifications

October 10, 2008: Joint GCMS/PBL Institute

December 5, 2008- afternoon: High School Preparation Requirements for Students Entering College

January 15, 2009: School Improvement Day, and HOIC speaker

*New teacher mentoring program

*Various workshops attended by faculty members

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

*GCMS High School is fortunate to have a pupil/teacher ratio of 14/1, which makes student contact and teacher availability easier.

*Professional Development at GCMS is focused on areas of the curriculum that need to be addressed, based on the evaluation during the SIP process. All students and teachers benefit from this practice.

*The utilization of the reading specialist for half days has aided students who are in need of extra assistance.

*AutoSkills has targeted students who could benefit from the additional intervention.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

*Research has been done as a beginning step for the RtI process. With some RtI interventions already being utilized, the GCMS High School is ready to make decisions on incorporating components of the RtI program during the 2009-2010 school year.

*Professional Development opportunities are developed for the 2009-2010 school year, based on results of data analysis:

August 17, 2009: RtI Review

August 18, 2009- afternoon: Teacher meetings to review student accommodations and modifications

October 5, 2009: GCMS/PBL Institute

December 4, 2009: Differentiated Instruction

January 15, 2010: a.m.: RtI Differentiation- Program Evaluation

p.m.: HOIC Speaker at ISU

*New Teacher Mentoring Program: beginning in August, and continuing through out the school year

*Various workshops to be attended by faculty members

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?*

Since 1999, the GCMS School District has taken pride in its parent involvement, which has remained at a steady 99% or above. 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 high school level provide input directly to the principal, and will be a great asset for feedback as our Rtl plans get underway.

*Parent advisory and a school advisory combining parents, faculty, and student advisories will meet to discuss Rtl.

*GCMS High School Fall Open House: 185 attendees

*High School Falcon Pride Night: incoming freshman and their parents were also invited, to pick up their schedules and tour the high school.

*Band Booster Club, Athletic Booster Club

*Concerts, plays, sporting, academic, and fine arts events attendance

*GCMS District #5 Needs Assessment Survey

*Improved communication through a redesigned/organized website

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

*Parent communication is a strong asset for our high school.

*Parent support has helped improve student achievement.

*Having parents who are willing to support new programs and ideas have actually helped to get some of these concepts "off the ground," due to their contagious positive attitudes. It reflects onto other parents, and onto the students as well.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

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 high school's success, as well. Knowing this, our plan is to incorporate ideas and suggestions from parents during the planning portion of the Rtl program. Then once Rtl is put into place, the high school will work, not only to inform parents about the process, but also to give parents the opportunity through several different venues to give their input and suggestions. These ideas will be seriously evaluated, as the Rtl plans will be one that is constantly reassessed in order to better serve our students.

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors – From the preceding screens (I-A, I-B, I-C-1, 2, 3) identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

*18-month Curriculum reviews occur on a rotational basis every seven years. At that time, the objectives are aligned to state standards, and a district wide scope and sequence is created in that subject area. In between those curriculum reviews, annual meetings are held in order to locate any areas of weakness that may cause changes in the curriculum objectives. Those issues are addressed and edited at that time.

*By evaluating test results, subject area teachers are able to determine areas of strengths and weaknesses.

*Increased research and education in the area of Rtl 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 in the area of Rtl, in order to ensure parent communication, and student success.

*Increase faculty and staff knowledge of the five components of reading, and how those components can be integrated into the daily work in the classroom.

*Continued research in order to locate the best screeners, monitors and probes will be essential for a quality program.

*Targeted interventions using available time (study hall, advisory) rather than a pull-out program.

*Evaluate and implement possible scheduling changes.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	The high school will implement and monitor the Rtl plan in the areas of Math and Reading.	

The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.

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

Section II-A Action Plan - Objectives

Objective: 1

The high school will implement and monitor the Rtl plan in the areas of Math and Reading.

Objective 1 Description:

The high school will continue to work to improve both Math and Reading scores through data assessment, data analysis, and intervention.

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

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : The high school will implement and monitor the Rtl plan in the areas of Math and Reading.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Probes, universal screeners, and assessments will be evaluated.	1/5/2009	6/3/2011	During School	Local Funds	
2	The teachers will develop a plan to work on interventions using Autoskill, individual instruction, study hall instruction, and peer tutoring.	1/5/2009	6/3/2011	During School	Local Funds	
3	The freshmen will participate in a newly developed Freshman Transition Day. This day will include Rtl information and pretesting.	8/14/2009	8/14/2009	During School	Other	
4	All students will take the STAR Math and Reading pretests and posttests.	8/14/2009	6/4/2010	During School	Local Funds	

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 1 Title : The high school will implement and monitor the Rtl plan in the areas of Math and Reading.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	1. District in-services will be provided in order to increase knowledge on action plan goals.	1/5/2009	6/3/2011	During School	Local Funds	
2	Teachers will be encouraged to attend district-funded workshops, which will enhance their knowledge in the action plan goal areas. Also, more training on intervention strategies would be beneficial. This knowledge will be disseminated to other staff members through faculty and team meetings. Then teachers need to work to implement new Rtl techniques in their own classrooms.	8/17/2009	6/4/2010	During School	Local Funds	
3	Focus will be placed on differentiated instruction through out the district.	8/17/2009	6/4/2010	During School	Local Funds	
4	Faculty will frequently evaluate student assessment results in order to determine student need.	8/17/2009	6/4/2010	During School	Local Funds	
5	Teachers will train and prepare to conduct student seminars with varying topics for each grade level.	8/17/2009	6/4/2010	During School	Local Funds	
6	At-Risk Academic Teams will continue to target students in need at each grade level.	8/17/2009	6/4/2010	During School	Local Funds	

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 1 Title : The high school will implement and monitor the Rtl plan in the areas of Math and Reading.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Parents will be involved in a review of intervention during advisory periods.	8/17/2009	6/3/2011	During School	Local Funds	
2	Parent letters, brochure, and an Rtl Site link will inform and involve parents concerning the Rtl process.	8/17/2009	6/4/2010	During School	Local Funds	
3	Parents will attend grade level informational meetings. Information about the student seminar program will be disseminated.	8/17/2009	6/4/2010	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title : The high school will implement and monitor the Rtl plan in the areas of Math and Reading.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

After the district Rtl plan is developed, the high school will research a plan that will best fit the students' learning styles and needs. This is an excellent opportunity to reassess each class and subject area, and to indentify the strengths and weaknesses as the team evaluates their current programs. Using that information, the Rtl plan will be developed. The Rtl format and schedule will have to reflect not only the students' group and individual needs, but also be workable in within the constraints of the schedule and the faculty that is available.

It will be high priority to identify quality and researched based interventions and assessment data. Professional development will be instrumental in moving this plan to an actuality in each building. The more organized and clear the plan is, and the more informed the teachers are as to the processes and procedures involved, the greater the impact on the students.

The subject area Rtl teams will meet at least weekly, in order to monitor both the group and individual student needs. Activities will be chosen that will best target the strategies that need to be covered. Building principals will be made aware of the weekly summaries from each area. Once a month, the administrators will meet to discuss current needs and changes in their buildings' Rtl plan.

At the end of the year, the school Rtl team will meet to evaluate the success of the intervention program, and set goals to accomplish for the coming year. Then the district team will meet. The purpose will be to both disseminate the individual building reports, and then evaluate the plan's success, district-wide. Goals for the next year will be set, also. This information will then be communicated to the faculty, students, and parents. The final report will also be presented to the GCMS Curriculum Coordinating Committee, and then to the GCMS Board of Education.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Mike Lindy	GCMS Hgh School Principal

Section III - Plan Development, Review and Implementation

Part A. Parent Notification*

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

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. (**Requirement for Title I Schools only.*)

*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 high 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 opportunites for parent communication:

*E-mail List Serve for notification of district events and notices

*E-mail, phone, and U.S. mail correspondance

*Class and school newsletters

*Edline: online grading notification system

*GCMS District #5 District Needs Assessment: available on line

*Global Connect Automated Telephone system

*Parent Teacher conferences

*Midterm grades, quarterly progress reports

*Out-of-district resources available through social worker

Section III - Plan Development, Review and Implementation

Part B. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

The GCMS CUSD #5 created a district Rtl team. This team, comprised of representatives from each of the three buildings, along with the parent liaison, a parent representative, the curriculum director, and superintendent, met to create the district plan. Members of this team are as follows: Staci Lindelof, Jenny Acree, and Dustin White (elementary school), Jenny White and Julie Withrow (middle school), Angie Funk and John Boehner (high school). Cathy Walker Steidinger (GCMS parent liaison) and Cheryl Sommer (parent representative) also served on the team. Administrative representatives on the team included: 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 high school representatives returned to the high school and met with other team members for the purpose of creating a subject area specific plan that would succeed at the high school. After the building Rtl team developed their plan, faculty meetings were conducted for the purpose of reviewing the the plan and its procedures. Then, upon completion of the Rtl plan at the building level, the Gibson City-Melvin Sibley CUSD#5 Curriculum Coordinating Committee will have the reports presented to them. This step will assist our district to have a comprehensive view of what our plan will look like, both at the distrc level and the building levels. After approval, each plan will be presented to the GCMS Board of Education.

After board approval, additional communication and feedback will be received through parent, principal, and high school student advisory meetings. Faculty meetings will also serve as a time to update teachers on the Rtl plan and process.

*The GCMS Website will include an Rtl segment.

* The Principal's Advisory Committee (comprised of teacher representatives), the Parent Advisory Board (comprised of parent representatives), and the Curriculum Coordinating Committee can offer input, and review plans.

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

*Student learning and achievement is discussed and reviewed with many different groups, in various settings. Principal Mike Lindy meets regularly through out 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 student at-risk teams also meet regularly to identify students who may need additional interventions. The Director of Student Services also shares curriculum and assessment information with the high school faculty and staff.

Names and titles of school improvement team or plan developers:

	Name	Title
1	Angie Funk	English Teacher
2	John Boehner	Foreign Language Teacher
3	Mike Lindy	GCMS High School Principal
4	Rick Ertel	Math Teacher
5	KiLee Lidwell McFerren	Art Teacher
6	Kyle Bielfeldt	History Teacher
7	Sharon Pool	Director of Student Services

Section III - Plan Development, Review and Implementation
Part C. Peer Review Process

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 Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Describe the peer review process including participants and date(s) of peer review.

*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 in a 18-month process. During the other five 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, along with new curriculum are communicated and discussed.

Section III - Plan Development, Review and Implementation
Part D. Teacher Mentoring Process

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 those 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 through out 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. Discussions on classroom management, curriculum, assessment, building policies, and other areas are covered. 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.

Section III - Plan Development, Review and Implementation
Part E. District Responsibilities

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). If applicable, identify corrective actions or restructuring options taken by the district.

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

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

Section III - Plan Development, Review and Implementation
Part F. State Responsibilities

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.

Section III - Plan Development, Review and Implementation
Part G. School Support Team

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide sustained and intensive support for those schools to make adequate yearly progress. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools I academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Title
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Section IV-A Local Board Action

DATE APPROVED by Local Board:

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 ensures alignment of curriculum, instruction, and assessments 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 the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN	
ANALYSIS OF DATA	
	Have the areas of low achievement been clearly identified?
	Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?
	Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?
	Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities?
LOCAL ASSESSMENT DATA (OPTIONAL)	
	If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
	Do these local assessment results add clarity to the state assessment data?
	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?
OTHER DATA (OPTIONAL)	
	If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
	Do the other data add clarity to the state assessment data?
	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?
IDENTIFICATION OF KEY FACTORS	
	Have data or research been used to determine the key factors believed to cause low performance?
	Are the key factors within the district's capacity to change or control?
CLARITY OF OBJECTIVES	
	Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
	Do the objectives address all areas of AYP deficiency?
ALIGNMENT OF STRATEGIES AND ACTIVITIES	
	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
	Will the selected strategies and activities likely improve student learning and achievement?
	Are the strategies and activities measurable?
	Are the measures of progress for the strategies and activities clearly identified?
	Are expectations for classroom behavior and practice related to the objectives clear?

	Is professional development aligned with the strategies and activities for students?
	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
	Do the parent involvement strategies clearly align with the strategies and activities? for students?
	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
	Are timelines reasonable and resources coordinated to achieve the objectives?
MONITORING	
	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

PART I - COMMENTS**PART II - SECTIONS III and IV OF THE PLAN****PARENT NOTIFICATION**

	Does this plan 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 parents can understand? (Title I Schools Only)
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STAKEHOLDER INVOLVEMENT

	Does the plan describe how stakeholders have been consulted?
	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

PEER REVIEW

	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
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TEACHER MENTORING PROCESS

	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?
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DISTRICT RESPONSIBILITIES

	Is it clear what support the district will provide to ensure the success of the plan?
	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?

STATE RESPONSIBILITIES

	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
	The plan indicates the approval date of this plan.

PART II - COMMENTS