Plan Submission and ISBE Monitoring	
Local Board Approved	06/14/2010
Submitted	06/15/2010
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number:	090270050262004		
District Name:	Gibson City-Melvin-Sibley CUSD 5	School Name:	GCMS Elementary School
Superintendent:	Charles Aubry	Principal:	Shelley Overman
District Address:	217 E 17th St	School Address:	902 N Church St
City/State/Zip:	Gibson City,IL 60936 1072	City/State/Zip:	Gibson City,IL 60936 1075
District Telephone#:	Label 2177848296 **Extn:** 1003	School Telephone#:	2177844278 **Extn:** 1023
District Email:	spool@gcms.k12.il.us	School Email:	soverman@gcms.k12.il.us
Is this plan for a Title I School? ꞁ Yes ꞁ No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2009 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**	2009-**10** Federal Improvement Status
Is this School making AYP in Mathematics?	**Yes**	2009-10 State Improvement Status

Student Groups	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		70.0			70.0			90.0		78.0	
All	100.0	**Yes**	100.0	**Yes**	83.9		**Yes**	93.8		**Yes**	96.0	**Yes**		
White	100.0	**Yes**	100.0	**Yes**	83.5		**Yes**	94.4		**Yes**				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP Students with Disabilities													
Low Income	100.0	**Yes**	100.0	**Yes**	69.7		**Yes**	88.2		**Yes**			

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 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% 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 70% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70% 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.

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION	
The Differentiated Accountability classification for the school is:	-

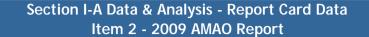|	
Is this school making AYP in the ALL subgroup in reading?	-
Is this school making AYP in the ALL subgroup in math?	-

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assists in distinguishing between schools that need focused supports verse more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2009 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								
	2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Attendance Rate (%)	95.9	95.6	96.2	96.0	95.8	95.6	95.9	96.0
Truancy Rate (%)	-	-	-	-	0.6	0.2	-	-
Mobility Rate (%)	12.5	12.9	13.6	11.9	13.2	14.0	13.4	10.8
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	450	468	454	519	530	512	532	552
Low Income (%)	18.7	23.5	18.7	28.9	29.8	29.3	12.2	32.4
Limited English Proficient (LEP) (%)	0.2	-	0.4	-	-	-	-	0.2
Students with Disabilities (%)								
White, non-Hispanic (%)	98.2	97.0	96.7	97.7	97.0	96.3	95.7	94.7
Black, non-Hispanic (%)	0.4	0.9	1.5	1.0	1.5	1.2	1.1	1.1
Hispanic (%)	1.3	1.7	0.9	0.4	0.8	0.8	0.9	2.7
Asian/Pacific Islander (%)	-	0.2	0.7	0.8	0.6	0.4	0.6	0.2
Native American or Alaskan Native(%)	-	0.2	0.2	0.2	0.2	0.2	-	-
Multiracial/Ethnic (%)	-	-	-	-	-	1.2	1.7	1.3

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 (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2000	97.7	1.3	1.0	-	-	-
	2001	97.4	1.5	1.1	-	-	-
	2002	98.2	0.4	1.3	-	-	-
	2003	97.0	0.9	1.7	0.2	0.2	-
	2004	96.7	1.5	0.9	0.7	0.2	-
	2005	97.7	1.0	0.4	0.8	0.2	-
	2006	97.0	1.5	0.8	0.6	0.2	-
	2007	96.3	1.2	0.8	0.4	0.2	1.2
	2008	95.7	1.1	0.9	0.6	-	1.7
	2009	94.7	1.1	2.7	0.2	-	1.3
D I S T R I C T	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
	2009	95.2	0.9	2.6	0.4	0.2	0.8
	2000	61.1	20.9	14.6	3.3	0.2	-

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
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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 Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2000	-	22.4	100.0	96.0	10.0	9	2.1	-	-
	2001	-	18.9	99.6	95.9	12.3	2	0.5	-	-
	2002	0.2	18.7	99.0	95.9	12.5	-	-	-	-
	2003	-	23.5	99.6	95.6	12.9	-	-	-	-
	2004	0.4	18.7	99.6	96.2	13.6	-	-	-	-
	2005	-	28.9	100.0	96.0	11.9	-	-	-	-
	2006	-	29.8	100.0	95.8	13.2	3	0.6	-	-
	2007	-	29.3	99.8	95.6	14.0	1	0.2	-	-
	2008	-	12.2	100.0	95.9	13.4	-	-	-	-
	2009	0.2	32.4	100.0	96.0	10.8	-	-	-	-
D I S T R I C T	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
	2009	0.4	29.0	100.0	95.5	13.1	6	0.6	1.2	93.8
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6

S T A T E	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
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

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	2000	466	-	-	-	-	-	-
	2001	461	-	-	-	-	-	-
	2002	450	74	88	59	-	-	-
	2003	468	75	71	90	-	-	-
	2004	454	76	78	72	-	-	-
	2005	519	80	92	83	-	-	-
	2006	530	79	78	89	-	-	-
	2007	512	72	76	74	-	-	-
	2008	532	100	73	73	-	-	-
	2009	552	80	106	74	-	-	-
D I S T R I C T	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
	2009	1,115	80	106	74	79	90	89
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816

S T A T E	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	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
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

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

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary ($)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	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	-
	2009	85	13	49,784	73	27	16	14	1	-
S T A T E	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

	2009	133,017	13	61,402	44	56	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)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	74.4	73.1	66.2	89.7	82.1	88.6	-	-	77.1	80.8	87.6	77.7	73.4	76.1	69.4	80.2	88.9	86.9
White	75.1	73.1	67.6	90.8	83.5	89.3	-	-	76.7	81.4	87.2	77.9	72.6	77.7	69.0	79.7	89.9	86.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	33.3	33.3	14.2	-	50.0	-	-	-	40.0	33.3	-	40.0	35.7	-	18.2	21.4	45.5	-
Low Income	59.1	52.6	52.2	76.2	75.0	84.0	-	-	31.3	69.6	76.0	62.5	68.4	78.6	62.0	38.9	73.1	75.0

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009

	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	**40.0**	**47.5**	**47.5**	**55.0**	**62.5**	**70.0**	**40.0**	**47.5**	**47.5**	**55.0**	**62.5**	**70.0**	**40.0**	**47.5**	**47.5**	**55.0**	**62.5**	**70.0**
All	84.1	86.1	90.5	97.1	94.1	93.6	-	-	89.2	95.9	94.5	93.9	86.7	92.1	87.0	94.7	94.4	96.1
White	85.1	86.1	91.5	97.0	94.8	94.7	-	-	89.0	95.7	94.3	93.7	86.3	91.8	86.9	94.6	94.2	97.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	53.4	63.2	57.1	-	83.3	-	-	-	73.4	91.7	-	80.0	57.1	-	54.5	78.6	72.7	-
Low Income	72.7	70.0	82.6	95.4	90.7	88.0	-	-	68.8	95.7	92.0	90.7	89.4	89.2	86.2	83.3	88.4	91.7

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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?*

Math:

- The ISAT **"Meets and Exceeds"** scores for Math increased for Grade 5 by 1.7% to 96.1%.
- Grade 3 Math scores decreased by .5% to 93.6%. Grade 4 decreased by .6% to 93.9%.
- **"The Economically Disadvantaged"** subgroup at Grade 5 shows an increase of 3.3% to 91.7%. Grade 3 shows a decrease of 2.7% to 88%, and Grade 4 also showed a decrease of 1.3% to 90.7%.
- The Grade 4 **"Students with Disabilities"** subgroup ranked at 80% for the 2008-2009 school year, with no previous subgroups to compare to from the year before. Grades 3 and 5 did not have subgroups for the 2008-2009 school year.

Reading:

- The ISAT **"Meets and Exceeds"** scores for Reading saw an increase at the 3rd grade level of 6.5% for a total of 88.6%. There was a decrease at Grade 4 by 9.9% to 77.7%, and in grade 5 there was a 2.0% decrease, for a score of 86.9%.
- The **"Economically Disadvantaged"** Reading scores increased for Grade 3 by 9.0% for a total of 84%. Grade 5 showed an increase of 1.9% to raise the score to 75.0%. Grade 4, however, decreased by 13.5% to 62.5%.
- The **"Students with Disabilities"** subgroup increased at Grade 4 to 40%. The last subgroup at the fourth grade occurred in the 2006-2077 school year, and at that time, the score was 33.3%. Grades 3 and 5 did not have enough students to have a subgroup.

Other Data:

- The attendance rate increased by .1% to 96.0%.
- Once again, parent involvement at the GCMS Elementary School was at 100%.
- The mobility rate decreased by 2/6% from the previous year for a total of 10.8%.
- Truancy rate for the elementary school was at zero for the 2008-2009 school year, which occurred the previous year, as well.
- Low-income percentage for the elementary school was 32.4%.

- The enrollment for the 2008-2009 school year was up 30 students to 552.

Areas of Strength:

Math:

- Third Grade: Geometry- Identify and sketch two-D shapes

   Probability and Statistics- Read and interpret data

- Fourth Grade: Measurement- Solve problems in elapsed time

   Probability and Statistics- Read and interpret data

   Number Sense- Solve problems in addition, subtraction, and multiplication

- Fifth Grade: Algebra- Evaluate algebraic expressions

   Algebra- Demonstrate how a change in one quantity results in a change in another

   Probability and Statistics- Read and interpret data

Reading:

- Third Grade: Vocabulary Development-Determine meaning of unknown words

   Comprehension- Identify author's purpose

   Literary Elements- Identify forms and genres

- Fourth Grade: Comprehension- Determine answer to an inference question

Comprehension- Draw inferences or conclusions

Literary Elements- Identify forms and genres

- Fifth Grade: Comprehension- Determine answer to an inference question

Comprehension- Draw inferences or conclusions

Literary Elements- Determine character motivation

Areas of Weakness:

Math:

- Third Grade: Number Sense- Read, write, and recognize, and model equivalent

representations of whole numbers and their place values

Number Sense- Make appropriate estimates

Algebra- Represent simple math relationships with number sentences

- Fourth Grade: Number Sense- Make appropriate estimates

Measurement- Solve problems involving perimeter and area

Extended Response- Math knowledge, strategic knowledge, and explanation

- Fifth Grade: Measurement- Compare and estimate length, area volume, weight/mass, and angles

Number Sense- Order and compare decimals through hundredths

Extended Response- Math knowledge, strategic knowledge, and explanation

Reading:

- Third Grade: Vocabulary Development- **Determine meaning of an unknown word**

  Literary Elements- Identify author's message

  Literary Elements- Differentiate among plot, character, etc.

- Fourth Grade: Vocabulary Development- Determine meaning of an unknown word

  Comprehension- Summarize a story passage

  Literary Elements- Explain outcomes of story

- Fifth Grade: Comprehension-Identify the causes of events in a story or nonfiction account

  Comprehension- Determine author's purpose

  Literary Elements- Identify subcategories of genres

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

- Additional focus in the areas of both math and reading are in place to assist students who could benefit from differentiation.
- Resource teachers in the areas of math and reading have had a positive effect on students.
- The continued development and implementation of the RtI program has proved to be very valuable at the elementary level.
- Co-teaching is a very effective teaching style at the elementary school.
- The strong parental involvement at the elementary school could likely play a part in the low truancy rate and high attendance rate.

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

- Differentiation will continue to be the key for improvement for all elementary school students.
- Continued refinement of the RtI program will be a focus.
- While reading scores are strong, there will be continued concentration in this area. Core standards will be incorporated into the current curriculum.
- Frequent data assessment will benefit the teachers in targeting RtI group needs.
- The current math series focuses heavily on algebra concepts, which are being introduced at the elementary level.
- The math problem solving teacher will continue her focus in the areas of critical thinking and teaching students to respond to the **"hows and whys"** of math problem solving.

Section I-B Data & Analysis - Local Assessment Data

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?

- SAT10 Assessments were administered in the fall in grades two through five. The results were used as universal screeners.
- Teachers examined the assessment data from the ISAT testing to develop **"Target Goals"** in the areas of math and reading, in order to identify areas of strengths and weaknesses. (Refer to I-A)
- Individual test results are analyzed in order to determine the students who will need special assistance.
- DIBELS was given through out the year in grades one and two. The third fourth, and fifth grades were assessed three times a year, using MAP testing.
- STAR tests for Math in Grades K-5 and Mastering Math Facts in grades 1-5 are utilized both as universal screeners and probes through out the year.
- STAR Tests for Accelerated Readers in grades K-5 are given for reading data.
- Curriculum-based assessments are utilized in grades K-6 to determine mastery, and also the needs that should be addressed.   These assessments are tied to the local objectives, which are matched to the Illinois State Standards.   These assessment results provide helpful information both for the group as a whole, as well as for individual students.
- AutoSkills have been implemented as a universal screener, and is also used with RtI students.
- AR has proven to be a very successful program that the students continue to enjoy.
- Increased enrichment activities in the RtI spectrum has assisted the students, and benefits have also been seen in the areas of academic interest and achievement.

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

- Continued focus in the areas of math and reading has helped to improve our scores.

- Co-teaching has proved to be very valuable in the RtI process.

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

- After-school homework program at the elementary school has helped the students to improve skills and responsibility.

- Increased writing practice at all grade levels reflects the scores at the various levels.

- The reading specialists have been able to implement additional differentiation to help those with reading needs.

- Intervention teams are in place, and they utilize the data to target students who need assistance.

- Continued teacher training and awareness in the areas of assessment, RtI, and co-teaching have benefited the students.

- The usage of curriculum-based assessment and technologically generated instruction has been as asset.

- Students are experiencing increased difficulty and rigor in the new math series, which lends itself to the new math core standards that will be covered in the elementary math program.

- Additional teacher involvement, peer encouragement, and peer mentoring have helped to involve additional students in the AR program. AR has also motivated students, due to its non-graded, non-threatening structure. The awards parties have become very popular with the students as well, and have become an incentive for them to read and reach their goals.

- The following factors have also been of assistance to the elementary program:

1) Qualified teachers

2) Special education teachers, and para professionals

3) Title I/Intervention Specialists

4) Co-teachers

5) Volunteers

6) Reading specialists

7) Technology director

8) Block scheduling for reading

9) Scheduling of classes and teachers

10) Weekly team collaboration time

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

- Both teachers and students would benefit from an organized data system that would house all data in one location.
- Data analysis continues to be vital in the RtI process.
- In the RtI process, both ends of the achievement spectrum need to be focused on and addressed in the areas of math and reading. That way, both the high achievers and those who struggle in their learning will be assisted.
- A behavior modification program will be introduced with the students in grades K-2. Those students will receive training on a weekly basis.
- The AR program will be continued, with additional emphasis on recognition of those who accomplish their goals each nine weeks.

Section I-C Data & Analysis - Other Data
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?

- Community volunteers have been a welcomed assistance to our elementary school.
- Both homework and tutoring programs have been benefit to at-risk students, as well as for students who desire additional assistance.
- High attendance rates have been a strong influence on achievement.
- Paraprofessionals work, to supplement learning in needed areas.
- The elementary school has strong support in the areas of parent participation at conferences, volunteering and attending school events.   But not all students enjoy the parent support at home. This causes some students to lack parental input and backing concerning responsibility for their education.
- Parents will continue to be informed and updated concerning the RtI process. An RtI website for the elementary school is available for parents, as well.
- Classroom computer usage is very high, though there are issues due to the age of the computers.
- Increased teacher communication and collaboration concerning both students and curriculum has been a strong asset at each grade level.

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

- Students have benefited from the one-on-one assistance through homework and tutoring programs.
- Teacher communication and team teaching has improved student achievement.
- The utilization of RtI interventionists has made a dramatic difference in student achievement at the elementary level.
- The mentoring program has helped at-risk students.
- The age of the classroom computers has made it difficult to encourage student use for projects and AR.
- Increased small group worked tailored to the ability level of the students have been a great advantage for the students.

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

- Grade levels and subject areas 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 form team teachers, specialist, and interventionists.
- Students will benefit from frequent evaluations. The RtI process will be fluid, causing the targeted student groups to change.
- Parent involvement with communication and input has been beneficial.
- Peer tutoring has proven to be a very successful activity at the GCMS Elementary School. An increase in the occurrence of peer tutoring would benefit both the tutor, and the student who is being tutored.
- Updated computers in the classrooms would alleviate the need for extensive computer usage in the library. Students would also have additional time to work on both AR quizzes and classroom projects with newer and more time-efficient computers.
- With the success of the small groups that has been seen at the elementary school, it is important to continue and increase the small group settings and collaboration that is currently occurring among grade level teachers and students.

Section I-C Data & Analysis - Other Data
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 and information tell you?*

Teachers attended various workshops this past year, in order to gain knowledge in various areas, especially dealing with co-teaching, RtI, and differentiation.

Professional Development activities for the 2009-2010 school year were based on the results of data analysis, and teacher education needs. The activities were as follows:

- August 12,13,14, 2009   New Staff Induction Orientation*
- August 17, 2009   Teacher Institute
- August 18, 2009   Half Day Teacher Workshop

- October 5, 2009   GCMS/PBL Teacher Institute
- December 4,, 2009   Half day School Improvement Workshop
- January 15, 2010   Technology Interventions and HOIC Institute

*GCMS University begins two-**year new teacher mentoring program. This program is a two year process.**

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

- The utilization of RtI interventionists has made a dramatic difference in student achievement.
- Continued training, sharing of information, and communication of interventions would benefit the teachers and students.
- Team teaching continues to be a great assistance to the program.
- While budget constraints make it difficult to attend all of the desire professional development activities, the elementary staff does a good job communicating new techniques and interventions to other faculty.

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

Professional Development activities for the 2010-2011 school year are based on the results of data analysis, and teacher education needs.

- August 18, 19, 2010   New Staff Induction Orientation*
- August 20, 2010   Teacher Institute
- August 23, 2010   Teacher Workshop
- August 24, 2010   Half day Teacher Workshop
- October 8, 2010   Teacher Institute
- January 14, 2011   Half day School Improvement Workshop

*GCMS University begins two-year new teacher mentoring program.

Section I-C Data & Analysis - Other Data
Item 3 - Parent Involvement

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

- Since 1999, the GCMS Elementary School has taken pride in having parent communication at 99% and above.
- Teachers and administrators communicate with parents through phone, mail, e-mail, Edline, Listserv websites, the Global Connect phone system, and school events.
- The parent advisory committee at the elementary school level provides input directly to the principal, and will continue to be a great asset for feedback.
- Parents receive progress reports at the midpoint of each nine weeks.
- The PTA provides information perspectives and ideas concerning many academic areas during their meetings through out the school year.

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

- Parent communication is a strong asset for our elementary school.
- Parent support has helped to improve achievement.
- Parent volunteers have created a very positive influence at the elementary building.
- McCormick Tutoring has provided one-on-one assistance for students in need.
- Parental access to Edline has opened communication between the parents, and staff, in order to promote academic success.
- Having parents who are willing to support new programs and idea has helped get some of the new concepts "off the ground," due to their contagious positive attitudes. It reflects onto other parents and 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).*

- Changes and improvements that are made to the elementary school program are best accepted and implemented when those changes are communicated to the parents.
- An increase in volunteer tutors through State Farm Educational Program, retired community members, and other adults will be a goal for the elementary school.
- The elementary school will seek out volunteers through several avenues:

    1) Sign up sheets at registration

    2) GCMS Homepage

    3) GCMS Listserv

    4) GCMS Courier and/or WGCY radio

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), 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?

The GCMS Elementary SIP team concluded that the school should continue their focus on improving achievement scores in the areas of math and reading. In order to achieve this objective, several steps must be taken:

- Continued data analysis and data organization, and teacher collaboration concerning the results.

- RtI refinement at both ends of the achievement spectrum, which will include additional small group activity.

- Students in grades K-2 will benefit from a behavior modification program.

- The AR program will be continued with additional emphasis on student involvement, incentives, and recognition.

- Increasing parent involvement and achievement will be an asset to both students and teachers.

- Evaluation of classroom computer needs would assist in ease of student project completion and achievement.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	The GCMS Elementary School will continue to improve math and reading scores.	

No deficiencies have been identified in the most recent AYP Report for your school

Section II-A Action Plan - Objectives

Objective 1

The GCMS Elementary School will continue to improve math and reading scores.

Objective 1 Description

- Continued data analysis and data organization, and teacher collaboration concerning the results.

- RtI refinement at both ends of the achievement spectrum, which will include additional small group activity.

- Students in grades K-2 will benefit from a behavior modification program.

- The AR program will be continued with additional emphasis on student involvement, incentives, and recognition.

- Increasing parent involvement and achievement will be an asset to both students and teachers.

- Evaluation of classroom computer needs would assist in ease of student project completion and achievement.

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

Section II-B Action Plan - Strategies and Activities for Students

Objective 1 Title :

The GCMS Elementary School will continue to improve math and reading scores.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount($)
1	Students will be involved in the AR program that will include peer tutoring, incentives, and additional recognition.	08/23/2010	06/01/2011	During School	Local Funds	
2	Students will participate in the RtI process, which will involve assessment, assistance, and enrichment.	08/23/2010	06/01/2011	During School	Local Funds	
3	A behavior modification program will be introduced weekly to students in grades K-2.	08/23/2010	06/01/2011	During School	Local Funds	
4	Students will have increased opportunities to either be a peer tutor, or to receive the services of a peer tutor.	08/23/2010	06/01/2011	During School	Local Funds	
5	Students will be able to understand the importance of local and state assessments through information, incentives, and recognition of achievement.	08/23/2010	06/01/2011	During School	Local Funds	
6	The students will get the opportunity to experience additional small groups and other classroom settings in order to improve achievement.	08/23/2010	06/01/2011	During School	Local Funds	

| 7 | Update classroom technology, and increase availability in all classes. | 08/01/2010 | 06/01/2011 | After School | Local Funds | |

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

Objective 1 Title :

The GCMS Elementary School will continue to improve math and reading scores.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount($)
1	Teachers will analyze data on a regular basis through out the school year. An organized data system would be a time saver and offer teachers one location for which to gather data.	08/23/2010	06/01/2011	During School	Local Funds	
2	Teachers will work to increase RtI enrichment opportunities for their students.	08/23/2010	06/01/2011	During School	Local Funds	
3	Additional small group activities will be developed, and classroom teachers will collaborate to divide the students according to need and activity.	08/23/2010	06/01/2011	During School	Local Funds	
4	Teachers will continue to collaborate through co-teaching and team meetings in order to best serve the students.	08/23/2010	06/01/2011	During School	Local Funds	
5	Opportunities to share ideas and lesson plans through such activities as "In house open house" will take place.	08/23/2010	06/01/2011	During School	Local Funds	
6	Co-teaching, learning stations, and technology will continue to be areas of focus.	08/23/2010	06/01/2011	During School	Local Funds	
7	Develop a technology needs assessment in order to best identify elementary student and teacher needs.	08/23/2010	06/01/2011	During School	Local Funds	

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

Objective 1 Title :

The GCMS Elementary School will continue to improve math and reading scores.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount($)
1	The elementary school will work to increase the number of parent and community volunteers.	08/09/2010	06/01/2011	During School	Local Funds	
2	There will be increased opportunities to sign up for tutoring at the elementary school. Communication will be sent through the GCMS homepage, GCMS Listserv, the Gibson Courier, WGCY, and special sign up sheets that will be available at the elementary registration.	08/09/2010	06/01/2011	During School	Local Funds	
3	Continue to increase membership on the parent advisory committee by inviting additional parents.	08/23/2010	06/01/2011	During School	Local Funds	
4	Continue school events that involve parents and encourages them to be part of the elementary school.	08/23/2010	06/01/2011	During School	Local Funds	
5	Continue communication, focusing on additional online methods in order to save on costs and perhaps reach both parents and community members.	08/23/2010	06/01/2011	During School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title :

The GCMS Elementary School will continue to improve math and reading scores.

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Mrs. Overman, GCMS Elementary School Principal, meets regularly via faculty meetings grade level planning meetings, RtI team meetings, and IEP meetings to discuss building needs and goals. Plans for professional development through in-services and workshops are discussed.

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

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Shelley Overman	GCMS Elementary Principal
2	Linda Schmitt	GCMS Elementary School Social Worker
3	Charles Aubry	GCMS Superintendent

Section III - 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 has a link that includes all school report cards, as well as the building and district school improvement plans.

⊠ **The Gibson Courier and WGCY both report the AYP to the community. The school report card will also be presented to the Board of Education. It will be placed on the** curriculum office link of the GCMS website.

⊠ The following provide other opportunities for parent communication:

1) E-mail List Serve for notification of middle school events and notices

2) E-mail, phone, and U.S. mail correspondence

3) Class and school newsletters

4) Edline: online grading notification system

5) Global Connect Automated Telephone system

6) Parent Night

7) Parent-teacher conferences

8) Family night

9) Midterm grades, quarterly progress reports

Section III - 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 Elementary School created a team to devise the SIP plan. The members were chosen as representatives, and are responsible to bring the ideas from other faculty members, as well as report the final plans back to the faculty. The team also reviews the current RtI plan, with decisions as to how to improve the process. Next, the School Improvement Team will analyze and review data for the purpose of determining what focus the goals should have for the 2010-2011 school year.   After the building team develops their plan, a faculty meeting will be conducted so that that plan can be communicated to the entire staff for the purpose of reviewing the plan and its procedures. Upon completion of the plan at the building level, it will be submitted to the CUSD #5 Curriculum Coordinating Committee for review. This step assists our district to have a comprehensive view of what the building plan will look like, as well as how it will fit into the plans for the district.   The plan will then be taken to the board for approval. Also, additional communication and feedback will be received through parent and principal advisory meetings.   Faculty meetings will also serve as a time to update teachers on the RtI and SIP plans and processes.

⊠   The GCMS website will include the school improvement plans.

⊠   The Principals' Advisory Committee, comprise of teacher representatives) the Parent Advisory (comprised of parent representatives), and the Curriculum Coordinating Committee can offer input, and review plans.

⊠   Other opportunities for parent communication are listed in IIIA.

	Name	Title
1	Nicole Kirkpatrick	Kindergarten Teacher
2	Cindy Petersen	First Grade Teacher
3	Tammy Zehr	Second Grade Teacher
4	Jordan Kerber	Third Grade Teacher
5	Cheryl Hasenauer	Fourth Grade Teacher
6	Shawna Pondel	Fifth Grade Teacher
7	Shelley Overman	GCMS Elementary Principal
8	Sharon Pool	GCMS Director of Student Services

Section III - 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. The peer review should precede the local board approval and 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.

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

Each curriculum area is on a seven-year rotation cycle for review. Each seven years, the faulty of that department revises the curriculum, and textbooks are selected. This is the time when curriculum revisions, additions, and curriculum evaluations occur. Peers work together to articulate and evaluate each grade levels' goals and objectives, and review the connection to the state standards. Also during the school year, the 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 to evaluate and discuss such revisions. The peer group takes this opportunity to communicate together about the district curriculum, which must be fluid and ever changing to meet student needs.

Section III - 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 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 through out the two-year program. The program begins with a three-day mentoring session before the school year starts. During this time, the new employees are provided with district background information, an explanation of district policies, times lines for filling out employment paperwork, curriculum information, and also a tour of the towns in the GCMS School District #5. During the school year, thee 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 his/her mentor, and also receives two teacher observations. Then, reflective writings are required through out the year, which encourages self-evaluation.

For the new teacher, it is very valuable to have both a mentor and a coordinator to be able to bring questions and concerns to.   Also, the GCMS Director of Student Services meets individually 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 yours 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 - 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, but at the district and the school level. Staff is often encouraged to take advantage of staff development opportunities that reflect the year's SIP goals. As our budget becomes tighter, it is more difficult to provide differentiated instruction for each building. We find that we now have to share speakers, both among buildings, as well as with another school district.

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

⊠ Daily/weekly grade level or team meetings

⊠ Staff Development

⊠ Out-of-district conferences and workshops (These will be limited for the 2010-2011 school year.)

⊠ School Improvement teams, which address and plan improvement goals for the coming year

⊠ Substitute teachers, in order to allow classroom teachers to attend the various events

Corrective Actions taken by a district for a Title I school that failed to meet AdequateYearly 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). (Check all that apply.)

- é   Require implementation of a new research-based curriculum of instructional program;

- é   Extension of the school year or school day;

- é   Replacement of staff members relevant to the school's low performance;

- é   Significant decrease in management authority at the school level;

- é   Replacement of the principal;

- é   Restructuring the internal organization of the school;

- é   Appointment of an outside expert to advise the school.

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. (Please check all that apply.)

- é   Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);

- é   Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;

- é   Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;

- é   Implementing any other major restructuring of the school's governance that makes fundamental reform in:

    - é   governance and management, and/or

    - é   financing and material resources, and/or

    - é   staffing.

Section III - 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 IIRC, along with the ISBE has created a step-by-step outline for the school to follow in order to create a specific district and building plan that will serve as a basis for what our school will accomplish with the SIP and RtI plan. The ROE will offer workshops on creating the plan, and later will offer more workshops on assisting with the RtI component. The Champaign-Ford County Regional Office of Education also provides staff development, curriculum round tables, and administrative workshops in the areas of needed professional development for the staff. Again, due to limited funds, few teachers are allowed to take advantage of these workshops, due to the prohibitive costs.

Each building will identify state resources that best benefit their needs, and will solicit their assistance. The difficulty lies in the fact that while many of our programs are much needed for student achievement, the state government funding for a school of our demographics and needs is very limited.

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

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board:　　　　　**06/14/2010**

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

◌ Yes ◌ No	Have the areas of low achievement been clearly identified? [C]
◌ Yes ◌ No	Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]
◌ Yes ◌ No	Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]
◌ Yes ◌ No	Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

LOCAL ASSESSMENT DATA

◌ Yes ◌ No ◌ N/A	If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
◌ Yes ◌ No ◌ N/A	Do these local assessment results add clarity to the state assessment data?
◌ Yes ◌ No ◌ N/A	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

◌ Yes ◌ No ◌ N/A	If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
◌ Yes ◌ No ◌ N/A	Do the other data add clarity to the state assessment data?
◌ Yes ◌ No ◌ N/A	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS	
ꙮ Yes ꙮ No	Have data or research been used to determine the key factors believed to cause low performance? [C]
ꙮ Yes ꙮ No	Are the key factors within the district's capacity to change or control? [C]

CLARITY OF OBJECTIVES	
ꙮ Yes ꙮ No	Has the SIP team stated <u>measurable objectives</u> that clarify the present areas needed for improvement for the two years of the plan? [C]
ꙮ Yes ꙮ No ꙮ N/A	Do the objectives address all areas of AYP deficiency? [C]

ALIGNMENT OF STRATEGIES AND ACTIVITIES	
ꙮ Yes ꙮ No	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
ꙮ Yes ꙮ No	Will the selected strategies and activities likely improve student learning and achievement? [C]
ꙮ Yes ꙮ No	Are the strategies and activities measurable? [C]
ꙮ Yes ꙮ No	Are the measures of progress for the strategies and activities clearly identified? [C]
ꙮ Yes ꙮ No	Are expectations for classroom behavior and practice related to the objectives clear? [C]
ꙮ Yes ꙮ No ꙮ N/A	Is professional development aligned with the strategies and activities for students? [C]
ꙮ Yes ꙮ No ꙮ N/A	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?
ꙮ Yes ꙮ No ꙮ N/A	Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

⌑ Yes ⌑ No ⌑ N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
⌑ Yes ⌑ No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]

MONITORING

⌑ Yes ⌑ No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
⌑ Yes ⌑ No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

⌑ Yes ⌑ No ⌑ N/A	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) [C]

STAKEHOLDER INVOLVEMENT

⌑ Yes ⌑ No	Does the plan describe how stakeholders have been consulted? [C]
⌑ Yes ⌑ No	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? [C]

PEER REVIEW

◌ Yes ◌ No	Is the peer review process described <u>and</u> 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? [C]

TEACHER MENTORING PROCESS

◌ Yes ◌ No	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? [C]

DISTRICT RESPONSIBILITES

◌ Yes ◌ No	Is it clear what support the district will provide to ensure the success of the plan? [C]
◌ Yes ◌ No ◌ N/A	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITES

◌ Yes ◌ No	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

SCHOOL SUPPORT TEAM

◌ Yes ◌ No ◌ N/A	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? [C]

APPROVAL DATE OF LOCAL BOARD

◌ Yes ◌ No	The plan indicates the approval date of this plan. [C]

PART II - COMMENTS