

District Improvement Plan Submission and ISBE Monitoring	
Local Board Approved	06/14/2012
District Plan Submitted	07/01/2012
District Plan Resubmitted	
ISBE District Improvement Plan Monitoring Completed	

Additional Compliance Submissions by District	
RtI Compliance Submission	
Special Education Compliance Submission	
Title III Compliance Submission	

District Information

RCDT Number:	090270050260000		
District Name:	Gibson City-Melvin-Sibley CUSD 5	Superintendent:	Mr. Anthony Galindo
District Address:	217 E 17th St	Telephone:	2177848296
City/State/Zip:	Gibson City, IL 60936 1072	Extn:	4003
Email:	agalindo@gcms.k12.il.us		
Is this for a Title I district ?		<input type="radio"/> Yes	<input checked="" type="radio"/> No
Is this for a Title III district that did not meet AMAO?		<input type="radio"/> Yes	<input checked="" type="radio"/> No

Section I-A Data & Analysis - Report Card Data

Item 1 - 2011 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	No	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this District making AYP in Reading?	No	2011-12 Federal Improvement Status	
Is this District making AYP in Mathematics?	No	2011-12 State Improvement Status	

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	99.8	Yes	99.8	Yes	89.6		Yes	93.4		Yes	95.9	Yes	84.8	Yes
White	99.8	Yes	99.8	Yes	89.6		Yes	93.3		Yes				
Black														
Hispanic														
Asian														
American Indian														

Two or More Races														
Native Hawaiian/Pacific Islander														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	57.6	51.6	No	75.8	69.6	No	95.7		81.8	
Economically Disadvantaged	99.5	Yes	99.5	Yes	85.4		Yes	90.3		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress(AYP)

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% 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 85% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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 - 2011 AMAO Report

2011 AMAO Report will be available soon.

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

District Information								
	2004	2005	2006	2007	2008	2009	2010	2011
Attendance Rate (%)	95.6	95.8	95.2	95.4	95.5	95.5	95.6	95.9
Truancy Rate (%)	0.3	1.5	1.0	0.2	0.4	0.6	0.0	0.3
Mobility Rate (%)	11.6	8.1	11.7	9.4	11.1	13.1	8.7	8.8
HS Graduation Rate, if applicable (%)	78.8	91.7	82.3	91.5	90.2	93.8	98.8	84.8
HS Dropout Rate, if applicable (%)	1.9	0.9	3.0	1.5	1.9	1.2	0.7	0.7
District Population (#)	1,016	1,104	1,123	1,092	1,104	1,115	1,029	1,044
Low Income (%)	19.4	25.8	27.6	27.2	19.4	29.0	30.8	33.7
Limited English Proficient (LEP) (%)	0.6	0.1	0.3	0.0	0.0	0.4	0.0	0.1
Students with Disabilities (%)	-	-	-	-	-	-	12.9	13.4
White, non-Hispanic (%) ⓘ	96.7	97.1	97.0	97.0	96.8	95.2	96.5	96.5
Black, non-Hispanic (%) ⓘ	0.9	0.8	0.8	0.8	0.7	0.9	0.9	0.8
Hispanic (%) ⓘ	1.3	0.7	1.2	1.2	1.2	2.6	1.5	0.8
Asian (%) ⓘ	1.0	1.0	0.6	0.2	0.3	0.4	0.3	0.6
American Indian(%) ⓘ	0.2	0.2	0.2	0.3	0.0	0.2	0.1	0.0
Two or More Races (%)	-	0.2	0.2	0.5	1.0	0.8	0.8	1.4
Native Hawaiian/Pacific Islander (%) ⓘ	-	-	-	-	-	-	-	0.0

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 (%)	American Indian (%)	Two Or More Races (%)	Native Hawaiian/ Pacific Islander (%)
DISTRICT	2000	97.8	1.0	1.1	0.2	0	-	-
	2001	97.7	1.1	1.1	0.2	0	-	-
	2002	98.1	0.6	1.2	0.1	0	-	-
	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	0	1.0	-
	2009	95.2	0.9	2.6	0.4	0.2	0.8	-
	2010	96.5	0.9	1.5	0.3	0.1	0.8	-
	2011	96.5	0.8	0.8	0.6	0	1.4	0
STATE	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	-
	2009	53.3	19.1	20.8	4.1	0.2	2.5	-
	2010	52.8	18.8	21.1	4.2	0.2	2.9	-
	2011	51.4	18.3	23.0	4.1	0.3	2.8	0.1

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 (%)
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	0	27.2	99.9	95.4	9.4	2	0.2	1.5	91.5
	2008	0	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
	2010	0	30.8	100.0	95.6	8.7	-	0	0.7	98.8
S T A T E	2011	0.1	33.7	99.8	95.9	8.8	3	0.3	0.7	84.8
	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
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
	2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8
	2011	8.8	48.1	96.0	94.0	12.8	63,067	3.2	2.7	83.8

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)
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
	2010	1,029	89	80	94	76	72	63
	2011	1,044	97	90	81	78	73	81
S T A T E	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	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
	2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919
	2011	2,074,806	153,516	153,301	154,241	153,981	153,986	151,059

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	2000	67	16	39,545	69	31	17	13	0	0
	2001	67	17	42,479	71	29	17	13	0	0
	2002	69	16	43,327	67	33	16	12	0	0
	2003	80	16	43,683	68	32	15	13	1	0
	2004	80	16	44,622	68	32	15	13	0	0
	2005	78	14	44,246	68	32	16	15	0	0
	2006	81	15	45,889	70	30	16	14	0	0
	2007	82	14	47,208	68	32	15	14	1	0
	2008	83	14	48,508	68	32	16	14	1	0
	2009	85	13	49,784	73	27	16	14	1	0
	2010	85	14	51,997	65	35	15	13	0	0
	2011	84	14	54,193	65	35	15	12	0	0
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	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	12	61,402	44	56	18	18	1	1
	2010	132,502	13	63,296	42	57	18	18	0	1

	2011	128,262	13	64,978	40	60	19	19	1	1
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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, 2006-2011																		
	Grade 3						Grade 4						Grade 5					
Groups	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	66.2	89.7	82.1	88.6	89.8	86.5	77.1	80.8	87.6	77.7	88.4	94.5	69.4	80.2	88.9	86.9	84.7	87.5
White	67.6	90.8	83.5	89.3	90.6	85.8	76.7	81.4	87.2	77.9	88.0	94.3	69.0	79.7	89.9	86.3	84.1	89.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	14.2	-	50.0	-	-	63.7	40.0	33.3	-	40.0	-	-	18.2	21.4	45.5	-	50.1	54.5
Low Income	52.2	76.2	75.0	84.0	79.3	84.2	31.3	69.6	76.0	62.5	86.2	93.1	62.0	38.9	73.1	75.0	77.5	83.3
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
Groups	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	82.4	81.1	89.8	88.9	92.4	93.3	74.6	88.2	83.6	92.0	75.3	93.6	86.5	82.7	91.9	88.9	95.8	93.2
White	82.1	80.9	89.3	89.8	92.3	93.1	74.0	88.2	82.9	93.2	77.1	94.8	88.1	82.2	92.8	89.6	95.7	92.9
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	27.3	53.8	54.5	-	69.2	33.3	-	27.3	-	8.3	-	35.7	53.4	-	40.0	-	54.5
Low Income	76.9	72.0	70.6	76.0	83.4	91.2	60.8	79.2	77.8	80.0	48.1	86.2	81.0	81.3	91.3	80.7	100.0	88.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Reading grade 11						
Groups	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0
All	72.4	66.3	70.7	69.8	68.8	72.6
White	72.0	67.9	70.7	72.2	70.7	72.6
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	36.4	-	7.1	40.0	-
Low Income	66.7	53.3	-	55.0	42.8	46.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

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, 2006-2011																		
	Grade 3						Grade 4						Grade 5					
Groups	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	90.5	97.1	94.1	93.6	98.9	98.0	89.2	95.9	94.5	93.9	98.7	98.9	87.0	94.7	94.4	96.1	95.6	96.3
White	91.5	97.0	94.8	94.7	100.0	97.8	89.0	95.7	94.3	93.7	98.7	98.8	86.9	94.6	94.2	97.2	95.5	97.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	57.1	-	83.3	-	-	90.9	73.4	91.7	-	80.0	-	-	54.5	78.6	72.7	-	81.3	72.7
Low Income	82.6	95.4	90.7	88.0	96.5	100.0	68.8	95.7	92.0	90.7	96.5	100.0	86.2	83.3	88.4	91.7	93.6	93.3
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
Groups	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	98.8	90.6	92.4	93.0	98.7	93.4	84.0	98.8	90.6	92.0	88.9	97.4	85.4	85.4	96.5	91.3	91.5	90.4
White	98.8	90.5	92.0	94.2	98.7	93.1	83.5	98.8	90.3	93.1	89.9	98.7	84.9	84.9	97.5	92.2	92.8	90.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	54.5	61.5	63.6	-	76.9	33.3	-	27.3	-	33.3	-	28.6	33.4	-	50.0	-	54.6
Low Income	96.1	92.0	76.5	84.0	100.0	88.2	82.6	100.0	81.5	73.3	76.9	96.6	66.6	81.3	91.3	84.0	90.0	80.8
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0
All	73.7	63.8	67.2	60.3	60.7	72.6
White	73.4	65.4	67.2	60.7	63.8	72.6
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	27.3	-	7.1	10.0	-
Low Income	41.7	53.3	-	45.0	50.0	53.9
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

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 your District Report Card data tell you about student performance in your district? What areas of weakness are indicated by these data? What areas of strength are indicated?

- The district attendance rate is 95.9%, up .3% from 2010. This rate of at least 95% has remained constant for the past ten years.
- The attendance rate for IEP students is 95.7%.
- The GCMS truancy rate is at .3%, which reflects three students from the district who are labeled as truant. The state average for truancy for 2011 is 3.2%. The GCMS ten year average is .53%.
- The district mobility is 8.8%. This is up .1% from the 2010 report. The GCMS ten year average for mobility is 10.62%.

- The high school graduation rate is 84.8%. The is a drop of 14% from last year. Our ten year average for graduation is 89.2%.
- The graduation rate for IEP students is 81.8%.
- The 2011 GCMS dropout rate is .7%, which remains constant from the 2010 report. The ten year average is 1.63%.
- The district enrollment for 2011 is 1,044. This is an increase of 15 students from the 2010 report. The ten year average for student population is 1064.1.
- The "Economically Disadvantaged" subgroup has increased from last year by 2.9% for a total of 33.7%. There has been an increase in this subgroup since 2008.
- The IEP subgroup has a total of 13.4%, which is an increase from last year of .5%. This is only the second year that the subgroup at GCMS has been large enough to report.
- Parent involvement is at 99.8% for the district. This reflects contact that includes e-mail, phone calls, letters, as well as visits to the school.
- The pupil/teacher ratio at the elementary school is 15/1 at the elementary level, and 12/1 at the high school level.

2011 Assessment Results

Reading

- The district Meets/Exceeds score was 89.6%, with the state requirement at 85%.
- The low income subgroup met, with a score of 85.4%.
- The IEP subgroup scored 57.6%, and at 51.6% as a Safe Harbor score. This group did not meet AYP.
- The ISAT "Meets and Exceeds" scores for reading at grade 4 increased 6.1% to 94.5%, while grade 5 saw an increase of 2.8%, bringing their score to 87.5%. The sixth grade increased their scores by .8% to 93.3%. Finally, grade 7 had a large increase of 18.3% for a total of 93.6%. Grade 3 reported a decrease of 3.3%, for a score of 86.5%, while the eighth grade had a loss of 2.6% for a total of 93.2%.
- The "Economically Disadvantaged" subgroup reading scores increased at the elementary school at all three grade levels. Grade 3 scores moved from 79.3% to 84.2%, for an increase of 4.9%, grade 4 increased 6.9% from 86.2% to 93.1%, and grade 5 moved from 77.5% to 83.3% for an increase of 5.8%. At the middle school, both grades 6 and 7 experienced an increase. Grade 6 raised the score 7.8% to 91.2%, while grade 7 made an impressive gain of 38.1% for a total of 86.2%. Grade 8 was the only level that saw a decrease of 11.5% for a total of 88.5%.
- Concerning the subgroup of "Students with Disabilities", grade 3 had a subgroup for the first time since 2008, with a score of 63.7%. Grade 5 had a increase of 4;4%, with the score moving from 50.5% to 54.5%. At the middle school, grade 6 had a newly formed subgroup, with a score of 69.2%, with the eighth grade score of 54.%, and again, no comparison was available. Grades 4 and 7 had no subgroups for this category.
- At the high school level, the reading scores increased from 68.8% to 72.6%, for a gain of 3.8%. The IEP subgroup was not large enough to report. However the "Economically Disadvantaged" subgroup increased from 42.8% to 46.2%. That gain was 3.4%

Math

- The district Meets/Exceeds score was 93.4%, with the state requirement at 85%.
- The low income subgroup met, with a score of 90.3%. AYP was met.
- The IEP subgroup scored 75.8%, and at 69.6% as a Safe Harbor score. This subgroup did not meet AYP.
- The ISAT "Meets and Exceeds" for math increased for grade 4 by .2%, from 98.7% to 98.9%. Grade 5 also had a slight increase of .7%, from 95.6% to 96.3%. At the middle

school level, grade 7 scores increased from 88.9% to 97.4%, showing an increase of 8.5%. Grade 3 reported a slight decrease of .9%, from 98.9% to 98%. Grade 6 reported a decrease of 5.3% for a score of 93.4%, and also, there was a decrease at the grade 8 level of 1.1%, which brought those scores to 90.4%.

- The "Economically Disadvantaged" subgroup had increased scores at two of the elementary grades. Both grades 3 and 4 made a large improvement, from 96.5% to 100%, for an increase of 3.5%. Grade 5 experienced a slight decrease of .3%, from 93.6% to 93.3%. At the middle school, both grades 6 and 8 had subgroups for the first time in many years. Their scores were 76.9% and 54.6%, respectively. The seventh grade did not have a subgroup that was large enough to report.
- At the high school level, the scores made a very impressive increase of 11.9%, from 60.7% to 72.6%. Again, the IEP subgroup was too small to report, but the low income subgroup reported an increase of 3.9%, from 50% to 53.9%.

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

- High priority is placed on student attendance and graduation rates at GCMS.
- Support comes from parents, faculty, staff, administration, student and community volunteers which occurs through mentoring programs.
- Strong parental involvement could likely play a part in the low truancy rate.
- The GCMS Board of Education is committed to smaller class sizes. This priority is reflected in student achievement.
- Mobility remains low because currently there are no large local businesses that are being developed.
- Co-teachers, reading specialists, and additional focus on reading has helped to improve some reading scores.
- Both math and reading has additional assistance provided through the RtI process, which has helped differentiate instruction. This fluid process is an important component for student achievement.
- While writing is currently not being assessed by the state in grades three through eight or grade eleven, due to its importance, writing will continue to be a focus across the curriculum at all grade levels.
- Grade level, subject area, team, and high school at risk team meetings at each level have helped to target students in need.
- "Before and after school assistance" from teachers, along with after school homework programs have been very valuable to the students.
- Teachers at each building utilize data to target students who need interventions. This is a fluid process. However, there is a lack of appropriate time to study assessment tools and students achievement results. This would also include data analysis of MAP, AutoSkills, and EPAS results.
- There is a need for teachers and administrators to be trained both in the area of organized data analysis, as well as in the process of test development.
- High school math teachers need to review data in order to revise their math curriculum to address the low achievement areas for "all" students group, as well as subgroups.
- AutoSkills training at all three buildings in the areas of math and reading has provided a valuable resource for the students and teachers.
- AutoSkills and MAP testing has benefited the teachers by giving them information about student need.

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

- Continued data analysis in the areas of math and reading should drive the educational process, and determine student need.
- Data driven instruction will be the results of data analysis and will provide fluid and changing instruction, which will change with group of individual needs.
- Team teaching will continue to be a vital resource for all students. Additional training, resources, and communication will bring co-teaching to an even higher level.
- The reading specialists at all three schools will continue to help those students who need additional reading assistance.
- Each building will work to create the most optimum schedule to help students reach their potential.
- Continued district-wide implementations of AutoSkills and MAP with a focus on the incentive aspect will be a valuable tool for differentiation.
- In order to best serve new students at the high school level, the Freshman Transition Program will continue for the fourth year.
- High school at risk teams will continue to be in place, and will have an important task of targeting and assisting those students in need.
- All grade levels will continue to focus their articulated math curriculum on critical thinking and algebra skills.
- In order to engage students, technology will be utilized across the curriculum.
- The Common Core State Standards will be implemented in the areas of math, reading, English, and language arts in the 2012-2013 school year. Science, social studies, and technology will implement the reading standards for those particular areas, while the subject standards implementation will occur as soon as they are developed.
- In order to promote student achievement success, reading across the curriculum and critical thinking skills will be a focus throughout the district.
- (Each building will have their own specific conclusions. Please see the individual building SIPs.)

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?

- AutoSkills and MAP testing are administered to students or student groups in grades 3-11. Both can be utilized as formative assessments and universal screeners, and are administered at least three times throughout the year.
- DIBELS is used as an assessment throughout the year in grades 1 and 2.
- At the high school level, the voluntary ACT for freshmen and sophomores, as well as EPAS testing is done in grades 8 through 11. The results are used to determine areas of strength and weakness for both individual students as well as for groups. In grades 8-10, the EXPLORE and PLAN are administered in order to assist in student preparation for the PSAT, which is taken their junior year.
- Curriculum-based assessments are utilized throughout the semester in each class to determine mastery, and also to evaluate the needs that should be addressed, either for the class as a whole, or for individual students. These tests are also analyzed to determine the students who will need special assistance. Through the fluid RtI process, this analysis is an ongoing procedure throughout the year.
- Semester exams, which are matched to Illinois Learning Standards and eventually to the Common Core Standards, are administered at the end of each semester at the high

school level. Again, these results indicate to a teacher the areas where individual students show strengths and weaknesses. It also gives indicators as to changes that the teachers should make in their teaching of a specific objective.

- STAR tests in grades K-5 for reading is utilized as a universal screener and as probes throughout the year.
- AR has proven to be a very successful program that the elementary students continue to enjoy.
- Increased enrichment activities in the RtI spectrum have assisted the students, and benefits have also been seen in the areas of academic interest and achievement.
- Data analysis determined that some students were weak in the area of reading comprehension, and also in specific math skills. The testing will help to detect if the reading issues are due to reading fluency or understanding.
- Test data indicates that students need additional assistance in the areas of geography, measurement, math conversions, fractions, scientific method, and identification/use of scientific tools.
- Using state and local results, a plan of differentiation is created for students.
- Continued evaluation of additional probes has increased knowledge of available materials that could be implemented to assist the students.

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

- Increased focus in the areas of reading and math has helped to improve some scores.
- Tutoring and mentoring programs have helped to assist individuals to improve in specific subject areas.
- Title I has helped to assist individuals at the middle school and elementary levels, which has helped to improve students achievement in specific subject areas.
- Before and after school assistance, as well as homework programs have helped students to improve both skills and responsibility.
- Inclusion and additional team teaching at each building has proven to be beneficial to the students.
- RtI assessment tools have helped to identify student need.
- The reading specialists have been an asset to the RtI program, and have implemented additional differentiation at all three buildings.
- Intervention teams are in place in each building to determine student need.
- Continued communication when analyzing data and student need would benefit all students and teachers.
- **There is a lack of appropriate time to study assessment tools and student achievement results. This would also include data analysis of MAP, AutoSkills, and EPAS results.**
- Focus on teaching reading across the curriculum has improved student practice, which will, in turn, improve student scores.
- The usage of curriculum-based assessment and technologically generated instruction across the curriculum has been an asset. Continued learning must be a priority.
- There is a need for teachers and administrators to be trained both in the area of organized data analysis, as well as the process of test development.
- Daily or weekly grade level/team/subject areas meetings have improved communication about students who seem to be struggling in a specific area.
- **Since grades 3-11 now use MAP testing, data articulation will be improved, which will benefit the data analysis procedure.**
- Test results, student performance, and teacher recommendations help to identify those students in need of academic assistance.
- The high school math teachers review data in order to revise their math curriculum to address the low achievement areas for the "all students' group, as well as the subgroups.
- At the middle school, enrichment times have helped students in all areas of the RtI spectrum.

- At the elementary school, the after school homework program has helped the students to improve both academic skills and responsibility.
- **At the elementary level, additional teacher involvement, peer encouragement and peer mentoring have helped to involve additional students in the AR program. The AR program has motivated students due to its non-graded, non-threatening structure. Additional incentives such as classroom parties, prizes, Monicals, or Pizza Hut award certificates have added to the motivation.**
- The math and reading RtI programs at all three building levels have been beneficial not only to the students who require reteaching, but also to those who should be challenged by the enrichment.
- Continued teacher training and awareness in the areas of assessment, RtI, co-teaching, the use of technology across the curriculum, and especially Common Core implementation have and will continue to benefit both the students and the teachers.
- Refining the collaborative teaching efforts with both co-teachers and paraprofessionals in the areas of math, literature/English/language arts, science and social studies has helped to improve learning and scores.

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

- Both MAP and AutoSkills testing will continue to be utilized.
- Data analysis continues to be a priority at all three buildings, which will include achievement gap analysis.
- Due to the RtI process and the data analysis, grade level and subject area teachers will continue to make informed decisions concerning lesson implementation and student assistance. These decisions will be based on data from various assessments, as well as input from teachers, co-teachers, and teacher teams, as well as specialists, interventionists, and parents.
- Continue the practice of teacher availability to students for assistance outside of the regular school day.
- Curriculum-based achievement tests and technologically-based instruction should continue to be an emphasis in the educational process.
- Continue to strive for grade level/subject area meetings as well as at-risk meeting to occur frequently throughout the district in order to best serve the students in need.
- At the high school level, students with failing grades or missing work in specific subject areas would be required to attend before or after-school work sessions with the subject area teacher.
- **Mandatory high school sports study tables before school will occur twice weekly for all students in a sport who carry either two "D's" or an "F" in any subject. Any student who has one "D" is required to attend tables once a week. The high school athletic director is in charge of tables, and all coaches and teachers are apprised weekly of students who have academic issues.**
- High school teachers will use chapter and semester exams to make determinations of what adjustments need to be made in teaching the content for the next semester.
- **Grade level, at-risk, and team meetings need to continue in order to best serve the students in need.**
- **In order to move ahead with Common Core Standard implementation, continue professional development to educate and inform the teachers.**
- Development of assessments with fidelity that reflect the Common Core State Standards must be a district priority.
- In order to best prepare students for Common Core State Standards, increased focus on math fact practice, especially at the lower grade levels will be very important.

Section I-C. Data & Analysis - Other Data

Item 1 - Attributes and Challenges

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

- Parent participation is a strength in the GCMS schools. Consistent parent communication positively affects the school learning environments. 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.
- All three buildings have mentoring programs. This has benefited at-risk students in many ways.
- Homework and tutoring programs have been a benefit for at-risk students as well as for students who desire additional assistance.
- Economically disadvantaged and IEP subgroups need to be an area of focus.
- Since the increase in district mobility is slight (.1%), this may be an asset to the district concerning future scores.
- District-wide curriculum committees exist to review each academic discipline. This is also a good avenue to discuss assessment results and student need. Objectives in the areas of math and reading are now matched to the Common Core Standards.
- Web-based communication is on the increase, which allows more information to get to parents and community members in a timely manner.
- Strong graduation and attendance rates have been a positive influence on achievement. But it is very important to be vigilant in making sure that students value daily attendance and see the importance of a high school degree. The 2011 data shows a graduation rate decrease of 14% to 84.8%. The district attendance rate is 95.9%, which is a .3% increase.
- The 2011 dropout rate is .7%, which remains the same from the 2010 report.
- Low income is now at 33.7%, which is up 2.9%. This could influence student achievement.
- Paraprofessionals work to supplement learning in needed areas.
- Community volunteers have been a very welcomed assistance to our schools.
- Some of the younger students who live in the district's outlying communities face geographical restrictions which makes transportation to events that occur before and after school difficult.
- Teacher websites, such as: Lumen, Googledocs, the GCMS website, as well as the Global Connect phone system are an advantage to assist in improving parent communication.
- Increased teacher communication and collaboration concerning both students and curriculum has been a strong asset throughout the district.
- Teachers work to identify workshops that are available which will provide professional development in areas of need. Those requests are then presented to the building principal. Due to budget constraints, not all workshop requests can be approved.

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

- There continues to be a need for consistent parent involvement throughout the school year.
- While a concerted effort has been made to increase the amount of web-based communication, there is still that small population of parents and community members who do not have access to the Internet.
- Faculty members make it a point to attend community events as speakers or participants, in order to communicate school activities and information.
- Many students have been involved in service activities for the community, which is an excellent way to promote a positive view of the school system as a whole. The high school has developed the "silver cord" program, which requires participants to log 75 service hours a year in order to earn a silver cord to wear at graduation.
- Students who are achieving at a low level in subject areas have the opportunity to receive additional assistance before, during, or after the school day.
- While literacy is not a large problem in the district, it is important that "aliteracy" be addressed. This issue can cause problems in math comprehension, as well.
- Better parent communication and increased parent involvement and academic awareness are necessary for all students to succeed, but especially for those at-risk or under performing students.
- Additional parent contact for those at-risk students would help them to find success.
- All students need to take responsibility for their education, including being willing to seek out additional opportunities for help when necessary.
- One-on-one homework and tutoring programs have been a benefit to students.
- The increase of teacher communication and team teaching at each school has improved student achievement.
- Some parents have transportation issues, which affects the students' ability to get to school events.
- Rtl identification, monitoring, and supports need to be increased according to student needs.
- The mentoring programs have helped the at-risk students.
- The age and number of computers at the high school have made it difficult to cover all projects and student needs. Classroom computer at the elementary school need to be updated, as well.
- Students from the upper grades at the elementary school through the high school level have begun checking their grades on Lumen on a routine basis.

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

- Faculty and students should continue to interact and serve the community in order for communication to increase.
- Teachers must work to implement the Common Core Standards, and develop individual lesson plans. Professional development will be imperative.
- **Continue to increase service learning. It will benefit both the students and the community.**
- Offering "outside of class" assistance is a very positive way to help students.
- It must be a priority to convey to students of all ages that daily attendance and a high school degree are both crucial for student success.
- When involved in data analysis, monitor the achievement gap of subgroups.
- Better parent communication, increased parent involvement and academic awareness are necessary for all students to succeed, but especially for those at-risk or under-

performing students.

- Increased parent contact for those at-risk students would help students find success.
- All students need to take responsibility for their education, including being willing to seek out additional opportunities for help when necessary.
- 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 from team teachers, specialists, and interventionists.
- Students will benefit from frequent evaluations. The RtI process will be fluid, causing the target student groups to change at the elementary and middle school. Both formative and summative assessments will be included. Organized data analysis will be a benefit to all three buildings. Additional training in this area will be necessary.
- 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, as well as the student being tutored.
- Updated computers in the classrooms (especially at the elementary level) would alleviate the need for extensive computer usage in the library. At the high school level, iPads could increase efficiency and student use. The new computer lab at the elementary level improved efficiency and student use, and also increased the use of technology throughout the curriculum.

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 tell you?

The GCMS CUSD #5 professional development for the 2011-2012 covered the training of teachers in the area of student and item analysis in assessments such as: MAP, ISAT, PSAE, AutoSkills, EXPLORE, and PLAN. Professional development in this area must be an ongoing process in order to educate teachers on the best use of such data. Education in this area has provided our teachers with the tools to help assist those students who are in need of additional help.

Teachers attended workshops and conferences that related to the school improvement goals of their specific buildings. Professional development activities for the 2011-2012 school year were based on teacher needs. They were as follows:

- August 16-18, 2011: New Staff Induction Orientation (GCMS University)
- August 19, 2011: Opening Teachers' Institute (Mandated teacher training included)
- August 22, 2011: Teacher Workshop (Accomplished at building level in order to address needs)
- August 23, 2011: Half Day Teacher Workshop
- October 7, 2011: Teacher Institute
- January 13, 2012: Half-day School Improvement Workshop

The GCMS University will serve to communicate areas of curriculum importance to our new faculty. This program is a two-year commitment for the new teachers. Upon completion, the teacher will receive enough CPDUs to move them from their initial to standard certificate.

The GCMS CUSD #5 professional development for the 2012-2013 year will encompass Common Core Standard implementation, and the changes that will be required in lesson planning and curriculum standards. A five-day summer workshop will be offered in order to assist teachers with the process. Assessment results will continue to be a focus, since data will drive teaching as well as student interventions.

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

GCMS CUSD #5 is fortunate to have teacher leaders who determine areas of need for both students and teachers, and are willing to spearhead a project or program to address the needs. The importance of early implementation of Common Core standards has been communicated to the faculty, and many teacher leaders have emerged in this endeavor. Teacher subcommittees have met in order to determine the needs for successful implementation and lesson planning for Common Core. GCMS teachers see the importance in teaching all students to take responsibility and ownership for their learning. The results of the philosophy and implementation need to be documented and evaluated as the programs are put into action. Co-teaching has been very beneficial in assisting students of all abilities. GCMS University is a mentoring program that helps our new teachers learn about the workings of the school, and also best practice for helping our students to reach their highest potential. Teachers will continue to be trained in the areas of data analysis and assessment development to best assist our curriculum for "all" students, as well as for the student subgroups. While budget constraints make it difficult to attend all of the desired professional development activities, the staff does a good job communicating new techniques and interventions to other faculty members.

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

- Implementation of Common Core Standards and lesson plan development will continue to be a priority for all teachers.
- Since Common Core will change both the standards that are taught as well as how they are taught, it is imperative that the faculty receive the necessary professional development in order to insure student achievement. The workshop days will be of great value, however, this process will need to be an ongoing one in the coming years.
- Differentiated instruction will continue to be a focus for all students in need. This will be a fluid process throughout the year in order to assure student success. Students on all sides of the spectrum will be served.
- Data analysis will continue to drive instruction in order to determine best educational practice for the students.
- GCMS University will continue to train and assist new teachers during their first two years in the district.
- Mentor training will take place this summer, in order to increase the number of available mentors. This will be especially important at the middle and high school levels.
- Based on the results of data analysis and teacher education needs, the professional development activities for the 2012-2013 school year are as follows:

June 5, 6, 7, and

August 15,16 2012 Common Core State Standards Workshop

June 26, 27, 28, 2012 Mentor Training

August 8,9,10, 2012 New Staff Induction Orientation (GCMS University)

August 17, 2012	Teacher Institute (Will include mandated teacher education)
August 20, 2012	Half day Teacher Workshop
October 5, 2012	Teacher Institute (Further professional development on Common Core)
January 11, 2013	School Improvement Day Workshop

Section I-C. Data & Analysis - Other Data

Item 3 - Parent Involvement

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

For over ten years, the GCMS District #5 has enjoyed parent participation of over 99%. Parents regularly attend academic, fine arts, sporting events, open houses, and honors ceremonies. The PTA also has parent membership who supports the school district. Teachers and administrators communicate frequently with parents through e-mail, Lumen Student Information System, Listserve websites, including the parent Listserv, the school website, and the Global Connect phone system. Parents receive progress reports at the midterm of each nine weeks. Lumen also affords the capability of teachers to send notes to parents via the system. It is also a regular occurrence for each grade level at-risk team and/or RtI team to meet with individual parents. As part of the student transition process from the middle school to the high school, parents are invited to a meeting that describes the requirements at the high school level. The middle school conducts an open house for the parents at the beginning of each school year in order to communicate information about the school, and the elementary school hosts a "meet the teacher" night in August, as well. These opportunities are attended by a vast number of parents. Finally, a parent advisory committee at each building provides input directly to the principal, and will continue to be a great avenue for feedback. Senior citizen invitations that include: breakfasts, lunches, elementary school grandparent day, and a senior citizen preview of the high school musicals and plays as well as other events help to keep the community informed about the school district. The middle school has also worked to connect with residents of the Gibson Area Hospital Manor.

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

- Parent communication is a real asset in our district. Research shows that parent support improves student achievement.
- Parent access to Lumen has opened communication between parents, students, and staff in order to promote academic success.
- Technology has improved parent communication and involvement in many ways for our district.
- In the past, the parents have received, "Parents' Guide to Illinois Learning Goals and Standards, though most likely, parents did not take the time to view the information. There is a concern that parents will not become informed on Common Core, either.
- Parent and community volunteers assist both students and teachers, and the district as a whole reaps the benefits.
- The PTA provides support for both students and teachers, and provides several opportunities for parent involvement.
- Each year, the parents and community are asked to take part in the GCMS Needs Assessment Survey. The district results are then evaluated and communicated to the faculty, the CCC, and the Board of Education.
- Free and discounted passes for senior citizens and parents to school events have increased the parent and community involvement. Again, research shows that when

parents attend events, the support that the students receive will reflect in their academic success. This has been evident with many of our students.

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

- Changes and improvements that are made in the district are best accepted and implemented when those changes are communicated to the parents. Knowing this fact, increased methods of communicating the implementation of Common Core Standards need to be a priority.
- Continue to increase methods and the quantity of communication with parents. Determine methods that would reach the most parents in the most cost-efficient manner. Work to increase the quality of web-based information, but at the same time, keep in mind that not all parents have Internet access.
- The district benefits when parents are given the opportunity to offer their input at each building level on an ongoing basis.
- Parent volunteers will continue to be an integral part of the educational process.
- What is best for each individual student continues to drive all of our educational decisions.

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors - From the preceding screens (I-A, I-B, I-C), identify key factors that are within the district'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?

- Based on the results of the ISAT, PSAE, AutoSkills and MAP testing, the GCMS School District needs to continue its focus on improving math and reading scores for students of all nationalities as well as the subgroups.
- Professional development to assist teachers in the process of Common Core State Standards implementation will benefit students and improve college and career readiness skills.
- Continued professional development in the areas of technology and data analysis will increase student achievement across the curriculum.
- Continue to refine the RtI process in order to improve student achievement.
- Finding additional methods to reach and teach the students through differentiated instruction will serve the students well.
- Continuing to target academic areas and regular attendance will improve student achievement.
- Data analysis will continue to be a key component in determining student need. Achievement gaps must also be determined.
- Placing parent and community involvement as an important priority will assist student success.
- 18-month curriculum reviews that occur on a rotational basis every seven years help the teachers to keep current on educational needs through curriculum evaluation and articulation. All local objectives are matched to the Common Core State Standards, or to Illinois Learning Standards, as appropriate. For those subject areas that are not involved in the review process, annual meetings are held in order to locate any areas of weakness in the curriculum that should be addressed.

Section II-Action Plan

Action Plan Objectives and Deficiencies

Objective	Title	Deficiencies Addressed	
Number		AYP	AMAO
1	The GCMS School District will continue to work to improve student achievement at all grade levels by focusing on individual building needs and implementation of the Common Core State Standards.	1,2,	
<p>The following deficiencies have been identified from the most recent AYP Report for your district.</p> <p>1 Students with disabilities are deficient in Reading Meets and Exceeds</p> <p>2 Students with disabilities are deficient in Mathematics Meets and Exceeds</p> <p>No deficiencies have been identified from your most recent AMAO Report. This district is not accountable for AMAO for this year</p>			

Section II-A Action Plan - Objectives

Objective 1 Title :

The GCMS School District will continue to work to improve student achievement at all grade levels by focusing on individual building needs and implementation of the Common Core State Standards.

Objective 1 Description :

Elementary School: The elementary school will continue to improve math and reading scores through the implementation of Common Core Standards.

1. Teacher collaboration will occur in order to continue data analysis, data organization, and Common Core implementation.
2. RtI refinements will occur at both ends of the achievement spectrum, which will include small group activity.
3. Second Step, the Social Emotional Skill Building Program, will be introduced at the lower grade levels.
4. The AR program will be continued with additional emphasis on student involvement, incentives, and recognition.
5. Increasing parent involvement and student achievement will be an asset to both students and teachers.
6. Evaluation of classroom computer needs would assist in the ease of individual student use and project completion within the classroom.
7. **Continue focus on reading across the curriculum in the areas of science and social studies in grades 3, 4, and 5. Reading strategies as outlined by the Common Core State Standards will be the focus.**
8. Development and implementation of math Common Core standards will be a priority in the 2012-2013 school year.

Middle School: **Support the implementation of Common Core State Standards through continued development of the RtI process, with focus on progress monitoring, data collection and analysis, along with an increase in technology investigation for varied student learning.**

1. Professional development will be provided in order for Common Core to be implemented with fidelity.
2. Identify individual student needs for reading, math, and behavior.
3. Adapt student and teacher schedules based on need.
4. Provide collaboration time for staff.
5. Communicate RtI process and purpose to parents and students.
6. Communication and continuity with other buildings in the district will be a necessity.
7. **Broaden focus of current technology to include student use.**

High School: **While our current achievement in math is at 63.8%, all students will make at least 85% in 2011 and 92.5% in 2012 or Safe Harbor.**

1. **Work on specific math skills in order to improve student achievement. Determining those specific skills and the students who need additional assistance will be accomplished through data analysis.**
2. Include subject areas besides math to incorporate additional math skills, as well as reading across the curriculum, which will also assist students when working with math higher level thinking skills.
3. Evaluate the goals and philosophy of homework that is assigned, dedicating staff time to a review of homework completion, and techniques that can be used to improve the amount and quality of work that is turned in.
4. **Continue to find methods to help students realize the importance of a strong work ethic and school success. The importance of testing such as: MAP, EPAs, and the PSAT will also be a focus.**
5. Increase parent involvement at the high school level, through additional communication, parent membership on committees, and the use of parent volunteers.
6. Devise a plan to reinforce the importance and value of consistent attendance.
7. **Determine methods to improve graduation rates, which will include methods to educate students on the importance of earning a high school degree.**

This objective addresses the following areas of AYP deficiency:

- | |
|---|
| 1 Students with disabilities are deficient in Reading Meets and Exceeds |
| 2 Students with disabilities are deficient in Mathematics Meets and Exceeds |

No Deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO this year

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

Objective 1 Title :

The GCMS School District will continue to work to improve student achievement at all grade levels by focusing on individual building needs and implementation of the Common Core State Standards.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The elementary school students will have access to AR and other reading programs to motivate reading. The programs will include optional incentives.	08/20/2012	06/05/2013	During School	Local Funds	
2	Elementary students will participate in the RtI process which will involve assessment, assistance, and enrichment in the areas of math and reading.	08/20/2012	06/05/2013	During School	Local Funds	
3	Second Step Social and Emotional Skill Building Program for grades K-2 will be implemented.	08/20/2012	06/05/2013	During School	Local Funds	
4	Elementary students have increased opportunities to either be a peer tutor, or receive the services of a peer tutor. This program occurs across the grade levels.	08/20/2012	06/05/2013	During School	Local Funds	

5	Elementary students will be able to understand the importance of local and state assessments through information, incentives, and recognition of achievements that will occur during presentations and assemblies.	08/20/2012	06/05/2013	During School	Local Funds	
6	Elementary students will get the opportunity to experience additional small groups and other classroom settings in order to improve achievement.	08/20/2012	06/05/2013	During School	Local Funds	
7	Update elementary classroom technology and increase computer availability in all classrooms for individual student work and research.	08/20/2012	06/05/2013	During School	Local Funds	
8	Elementary students will benefit from the availability of student tutors from the high school, as well as the McCormick tutoring Program or the after school homework program.	08/20/2012	06/05/2013	During School	Local Funds	
9	The elementary Big-Brother Big-Sister Program will offer mentoring to at-risk students.	08/20/2012	06/05/2013	During School	Local Funds	
10	The elementary principal and assistant principal will encourage each student who takes the ISAT to work to the best of their ability. This will be done both through a school assembly as well as individual principal/student meetings.	08/20/2012	06/05/2013	During School	Local Funds	
11	The elementary students and teachers will make math facts a priority of study at each grade level.	08/20/2012	06/05/2013	During School	Local Funds	
12	The third grade will benefit from Third Grade Reading Night and the books that are both sponsored by the Rotary. The reading specialists will provide nights of parent and student activities in order to promote reading.	08/20/2012	06/05/2013	After School	Other	
13	The fourth and fifth grade students will enjoy "late reading nights", which will promote grade level cohesiveness and provide a learning environment that is fun and different.	08/20/2012	06/05/2013	After School	Local Funds	
14	The elementary students will take part in the CARE Program at the Gibson City Annex, which gives the students the opportunity to share with nursing home residents, and also gain appreciation of the older generation.	08/20/2012	06/05/2013	During School	Local Funds	

15	Students will learn the importance of community connection by creating projects to display at local businesses. Some grade levels will also tour local facilities in order to see the value of our community.	08/20/2012	06/05/2013	During School	Local Funds	
16	Middle school student and school day schedules will be adapted in order to best address student needs and abilities.	04/02/2012	06/05/2013	During School	Local Funds	
17	Middle school teachers will communicate the RtI process to students, including academic and achievement updates.	08/20/2012	06/05/2013	During School	Local Funds	
18	Utilize SAP and RtI for interventions at the middle school level.	08/20/2012	06/05/2013	During School	Local Funds	
19	Middle school students will be informed of the monitoring process, in order to be address academic needs.	08/20/2012	06/05/2013	During School	Local Funds	
20	In order to better inform students about the world around them, the sixth graders will take part in a Current Events mini course.	08/20/2012	06/05/2013	During School	Local Funds	
21	In order to help students develop their social-emotional skills, the seventh graders will take a mini course called P3.	08/20/2012	06/05/2013	During School	Local Funds	
22	The enrichment period at the middle school will be used to assist students in need.	08/20/2012	06/05/2013	During School	Local Funds	
23	High School Incentive and Privilege Programs: Students will take part in the programs that they qualify for, with the goal of making attendance and academic success important priorities.	08/20/2012	06/05/2013	During School	Local Funds	600
24	High School Teacher-Student Mentoring Program: At-risk students will have a mentor to monitor and assist them throughout the school year.	08/30/2012	06/05/2013	During School	Local Funds	0
25	High School Before and After School Help- Students will have assistance before and after school. This service may be required attendance for some students.	08/20/2012	06/05/2013	During School	Local Funds	0
26	High School Math Tutor: A tutor will be available in the library two days a week to assist any student. Tutoring may be a requirement for certain students who need assistance.	08/20/2012	06/05/2013	During School	Local Funds	5500
27	High School Sports Study Tables: Students involved in a sport who have difficulty with a class will be required to attend early morning student tables twice weekly.	08/20/2012	06/05/2013	Before School	Local Funds	0

28	High School Reading Intervention Pull-out Program- Students who could benefit from extra reading skills will take part in this pull-out program, that will include AutoSkills work. In turn, improved comprehension will increase ability in reading and comprehending math problems.	08/20/2012	06/05/2013	During School	Local Funds	8000
29	High School AutoSkills Math Practice: Specific classes will improve math skills by utilizing the AutoSkills program at least twice weekly, which will provide differentiated instruction.	08/20/2012	06/05/2013	During School	Local Funds	8000
30	High School Formative assessments using AutoSkills and MAP will be given to students to determine student need in the areas of math and reading.	08/20/2012	06/05/2013	During School	Local Funds	8000
31	High School EPAs Testing: Assessments be given to students in grades 8-11 in order to prepare them and also to indicate areas of strength and weakness. Students will receive feedback scores.	08/20/2012	06/05/2013	During School	Local Funds	1600
32	High School- All students will receive weekly targeted instruction, aligned to Common Core State Standards and Illinois Learning Standards, where appropriate. They will also receive practice and review on math skills as indicated by local objectives and state standards so that they can increase their performance to 85% in 2011 and 92.5% in 2012, or by Safe Harbor.	08/20/2012	06/05/2013	During School	Local Funds	0
33	High School Math- Test reteach and retest periods will be available for all math students.	08/20/2012	06/05/2013	During School	Local Funds	0
34	High School- Incoming freshmen students will be invited to attend a Freshmen Transition Day to assist and communicate to them about their high school career. This will culminate with an all-school cookout, sponsored by the Board of Education.	08/13/2012	08/13/2012	During School	Local Funds	200
35	The Freshmen Mentoring Program will allow all freshmen to have an upperclass student as a mentor, who will attend the Freshmen Transition Day, and also meet with the student throughout the year.	08/13/2012	06/05/2013	During School	Local Funds	
36	High School: The use of personal technology devices will be allowed under certain circumstances that would promote student engagement and learning.	08/20/2012	06/05/2013	During School	Local Funds	

37	High school freshmen will develop a four-year course plan in order to determine what courses would best suit the student's needs and interests.	08/20/2012	06/05/2013	During School	Local Funds	
38	District-Review assessment data in order to determine the best assistance for each student.	08/20/2012	06/05/2013	During School	Local Funds	

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

Objective 1 Title :

The GCMS School District will continue to work to improve student achievement at all grade levels by focusing on individual building needs and implementation of the Common Core State Standards.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Elementary teachers will analyze data on a regular basis throughout the year. The data will be stored in a central online location	08/20/2012	06/05/2013	During School	Local Funds	
2	Elementary teachers will work to increase RtI enrichment opportunities for their students.	08/20/2012	06/05/2013	During School	Local Funds	
3	Additional small group activities at the elementary school will be developed, and classroom teachers will collaborate to divide the students according to need and activity.	08/20/2012	06/05/2013	During School	Local Funds	
4	Elementary teachers will continue to collaborate through co-teaching and team meetings in order to best serve the students. Common Core topics will be part of those conversations.	08/20/2012	06/05/2013	During School	Local Funds	
5	Elementary School: Opportunities will be encouraged in order to share ideas and lesson plans at the elementary school through such activities as "in-house open house" in order to implement Common Core, within the grade level, across grade levels, as well as across the district.	08/20/2012	06/05/2013	After School	Local Funds	
6	Elementary School: Co-teaching, learning stations, and technology will continue to be areas of focus.	08/20/2012	06/05/2013	During School	Local Funds	

7	Each elementary class will utilize a math facts program throughout the year.	08/20/2012	06/05/2013	During School	Local Funds	
8	Elementary School: Continue to develop math RtI at each grade level in order to best serve each student's needs.	08/20/2012	06/05/2013	During School	Local Funds	
9	Middle School: Work with grade level teams to determine individual needs for reading and math.	08/20/2012	06/05/2013	During School	Local Funds	
10	The middle school will adapt teacher and paraprofessional schedules based on need, and communicate information concerning changes.	08/20/2012	06/05/2013	After School	Local Funds	
11	Middle School: Provide collaboration time for staff.	08/20/2012	06/05/2013	During School	Local Funds	
12	Middle School: Continue to communicate Common Core and the RtI process to staff, and, in turn, prepare to inform parents and students.	08/20/2012	06/05/2013	During School	Local Funds	
13	Middle School: Increase communication and continuity with other buildings within the district, understanding and respecting the building differences.	08/20/2012	06/05/2013	During School	Local Funds	
14	Middle School: Utilize SAP and RtI for interventions.	08/20/2012	06/05/2013	During School	Local Funds	
15	Middle School: Progress monitor individual student interventions.	08/20/2012	06/05/2013	During School	Local Funds	
16	Middle School: Delineate and communicate responsibilities for paraprofessionals and teachers in co-taught classes.	08/20/2012	06/05/2013	During School	Local Funds	
17	Middle School: Find opportunities for staff to demonstrate success in utilization of technology.	08/20/2012	06/05/2013	During School	Local Funds	
18	Middle School: A book study will be offered during the school year in order to provide professional growth on a topic in a group setting.	08/20/2012	06/05/2013	After School	Other	
19	Middle School: Utilize co-teaching at all grade levels in a way to best benefit the students.	08/20/2012	06/05/2013	During School	Local Funds	
20	High School: Teacher-Student Mentoring- Teachers will mentor and connect with one student throughout the school year. At the start of the school year, the mentor director will conduct a short training for teacher mentors. An update will be provided to the coordinator at the end of each nine weeks, and an evaluation will also take place at the end of the school year in order to improve the program and help	08/20/2012	06/05/2013	During School	Local Funds	

	to assist the students in order to develop and maintain a relationship, which will improve the achievement level.					
21	High School: Data analysis and cross curricular work- Teachers will frequently evaluate student data, especially in the area of math. Techniques and concepts will be used in cross-curricular areas, in order to continue math skill-building.	08/20/2012	06/05/2013	During School	Local Funds	
22	High School: Curriculum Department Meetings- Departments will convene in order to assess both student and curricular needs.	08/20/2012	06/05/2013	During School	Local Funds	
23	High School: Attendance Committee- An attendance committee will be formed to plan an incentive/privilege program to put into place during the 2012-2013 school year. Other committees are also in place as deemed necessary by the school improvement plan.	08/20/2012	06/05/2013	After School	Local Funds	
24	District: In order to prepare teachers for Common Core implementation through collaboration, Professional Development will be offered this summer, and also in the fall. It is understood that in order to achieve success with Common Core, this must be an ongoing process throughout the next few years.	06/05/2012	06/05/2013	During School	Local Funds	
25	District: Teachers will continue their focus on the correct development formative and summative assessments. Item analysis of their class assessments would assist them in this process.	08/20/2012	06/05/2013	During School	Local Funds	
26	District: Teachers who are interested in becoming mentors to new teachers in the district will take part in a mentoring workshop. The mentors will then be in charge of one new teacher during the school year.	06/26/2012	06/05/2013	Summer School	Local Funds	
27	District: GCMS University- New teachers will take part in this two-year program that will include orientation and mentoring.	08/20/2012	06/05/2013	During School	Local Funds	

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

Objective 1 Title :

The GCMS School District will continue to work to improve student achievement at all grade levels by focusing on individual building needs and implementation of the Common Core State Standards.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The elementary school will work to increase the number of parent and community volunteers.	08/20/2012	06/05/2013	After School	Local Funds	
2	Elementary school: There will be increased opportunities to sign up for volunteering at the elementary school. Communication will be sent through the GCMS homepage, Listserv, the Gibson City Courier, WGCY, the GCMS Survey Volunteer form, and special sign-up sheets that will be available at the elementary school registration.	08/20/2012	06/05/2013	Before School	Local Funds	
3	Elementary school: A parent advisory committee will be developed for the 2012-2013 school year through parent invitation.	08/20/2012	06/05/2013	After School	Local Funds	
4	Elementary school: Continue communication, focusing on additional online methods in order to save on costs and perhaps reach both parents and community members.	08/20/2012	06/05/2013	After School	Local Funds	
5	Elementary school: Continue the Lunch Connect Program that invites parents to have lunch with their child, and to participate in class activities.	08/20/2012	06/05/2013	During School	Local Funds	
6	At the elementary school, third grade family night provides an opportunity for parents and children to come three nights a year to do activities pertaining to reading a book that was	08/20/2012	06/05/2013	After School	Local Funds	
7	Elementary school: Grandparent lunches and/or visits for grades K-5 will allow them to experience the elementary school classrooms.	08/20/2012	06/05/2013	During School	Local Funds	
8	Elementary school: Communication concerning Common Core State Standards as well as student progress will be increased through various avenues.	08/20/2012	06/05/2013	During School	Local Funds	

9	Parents could assist the elementary school by promoting and displaying student work within the community.	08/20/2012	06/05/2013	After School	Local Funds	
10	Elementary school: Parents will be invited to assist in the fourth and fifth grade late nights.	08/20/2012	06/05/2013	After School	Local Funds	
11	Elementary school: The staff will work to promote, support, and improve participation in PTA.	08/20/2012	06/05/2013	After School	Local Funds	
12	Middle school: Communicate the student needs to parents concerning Rtl by online information, Lumen, parent-teacher conferences, and parent nights.	08/20/2012	06/05/2013	After School	Local Funds	
13	Middle school: Communicate student schedule information, as well as any permanent schedule changes that are made throughout the year.	08/20/2012	06/05/2013	During School	Local Funds	
14	Middle school: Communicate the SAP and Rtl process to the parents.	08/20/2012	06/05/2013	During School	Local Funds	
15	Middle school: Quarterly communication will be made to all students' parents in order to update them on their child' progress.	08/20/2012	06/05/2013	After School	Local Funds	
16	Middle school: Educate parents concerning the purpose of Lumen, MAP testing, and AutoSkills.	08/20/2012	06/05/2013	During School	Local Funds	
17	Middle school: Parents will be informed about Common Core implementation, and how the changes will affect the curriculum.	08/20/2012	06/05/2013	After School	Local Funds	
18	Middle school: Communicate Tier II and Tier III student involvement in the interventions to parents.	08/20/2012	06/05/2013	During School	Local Funds	
19	High school: The Parent Advisory Committee will continue, and additional parents will be invited to attend the meetings in order to	08/20/2012	06/05/2013	After School	Local Funds	
20	High school: Parent volunteers- In an effort to increase parent communication and awareness of high school programs, parents will be invited to volunteer to assist with school projects.	08/20/2012	06/05/2013	During School	Local Funds	
21	High school: Parent-teacher conferences, Falcon Pride Night, and other school events will continue to be organized to show that parent involvement through activities will continue to be a priority.	08/20/2012	06/05/2013	After School	Local Funds	
22	High school- Teacher websites, Lumen data system (a parent portal that provides a plethora of school information), podcasts, vodcasts,					

	and community newspaper articles will continue to be available to parents as another means of communication concerning student achievement and student activities.	08/20/2012	06/05/2013	During School	Local Funds	
23	High school- Parent Contact: Teachers will make a concerted effort to contact parents about both positive achievement, as well as academic concerns, especially in the area of math achievement.	08/20/2012	06/05/2013	After School	Local Funds	
24	High school- Freshmen parents will be invited to attend a transition meeting to inform them about their students' high school career.	08/20/2012	06/05/2013	After School	Local Funds	
25	High school- Parent and community mentors will volunteer their time to assist at-risk students, either with homework help, or just spending time with them.	08/20/2012	06/05/2013	During School	Local Funds	
26	The GCMS High School offers many opportunities for parent involvement, such as: Booster Club, Band Boosters, student activities, and parent group meetings, such as the junior class parent meetings. These opportunities provide a change for parents to connect with other parents, staff, and students.	08/20/2012	06/05/2013	After School	Local Funds	
27	High school- Parents will receive the Common Core-based curriculum outline for math, and English classes.	08/20/2012	06/05/2013	Before School	Local Funds	
28	High school- Parents will be involved in assisting their students with decisions on their four-year academic plan.	08/20/2012	06/05/2013	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title :

The GCMS School District will continue to work to improve student achievement at all grade levels by focusing on individual building needs and implementation of the Common Core State Standards.

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 for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Each building will take responsibility to assure that each student, professional development, and parent involvement strategy will occur during the school year in order to increase student success. The principals will accomplish each strategy with the assistance of school staff members, parents, and/or students.

During the 2012-2013 school year, each principal will meet with his team for the purpose of evaluating the strategies to determine success, and also whether their building

work benefit by having that strategy repeated in the next school year. This process requires consistent monitoring in order to determine the value of the strategy, as well as to whether changes need to be made.

In the summer and fall of 2012, data analysis of both the ISAT and the PSAE scores will occur. This process will help determine the strategy effectiveness. Assessment results will then be communicated to the public.

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	Anthony Galindo	GCMS Superintendent
2	Michael Lindy	GCMS High School Principal
3	Jeremy Darnell	GCMS Middle School Principal
4	Justin Kean	GCMS Elementary Principal

Section III - Development, Review and Implementation

A. 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 district improvement team or plan developers are identified here.

The GCMS District #5 voluntarily prepared the DIP for the school district, after each building developed their individual plan and goals.

Each building's SIP members were chosen as representatives and are responsible to bring the ideas from other faculty members, as well as to 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 2011-2012 school year. After the building team develops their plan, a faculty meeting will be conducted so that the 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, the district data is then analyzed. Input and goals from all three SIPs are evaluated in order to create the district school improvement plan. It will be submitted to the GCMS CUSD #5 Curriculum Coordinating Committee for review. This step assists our district in having a comprehensive view of what the building plans will look like, as well as how it will fit into the plans of the district. The plan will then be taken to the Board of Education for approval. Also, additional communication and feedback will be received through parent and principal advisory meetings. All SIP plans will be placed on the GCMS website for parent and community access. Faculty meetings will also serve as a time to update teachers on the RtI and SIP plans and procedures. Department or grade level meetings occur frequently in order to review student data, curriculum, and other concerns. The grade level 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 administration and staff throughout the year in order to analyze data for areas of strengths or weaknesses.

1. April 2012: Teacher representatives met to review the 2011-2012 assessment strengths and weaknesses in order to determine goals for the coming school year. These teachers represented each grade level and special areas so that groups were represented. Both internal and external factors for progress and improvements were discussed.
2. June 2012: The GCMS Board of Education was presented with the school and district improvement plans. Goals and procedures were explained in detail.
3. The GCMS SIPs and DIP will be presented at the September meeting of the Curriculum Coordinating Committee. This is an opportunity to communicate the goals and procedures to teacher representatives from other buildings as well as student and parent representatives.
4. Fall 2012 GCMS Board of Education Meeting: The SIPs and DIP will be presented for approval to the Board of Education.
4. September 2012-May 2013: The elementary and middle school faculty and staff will implement and review the SIP throughout the year. The high school will update their SIP in September, and implement theirs, as well.
5. Middle school and elementary school SIP teams will meet to evaluate the plan, determine what steps succeed, and what did not. Goals will then be set for the coming year.

Section III - Development, Review and Implementation

B. 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 responsibilities include providing technical assistance to the schools including data analysis, identification of the district'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 district's budget to ensure that funds provided under Title I and Title III supplement, not supplant, non federal funds, and that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I (NCLB, Section 1116 and 1120A).

The GCMS CUSD #5 provides budgets for staff development, both at the district and the building level. Staff is often encourage to take advantage of professional development opportunities that reflect the year's SIP goals. As our budget becomes tighter, teachers will not be able to attend as many out of district conferences as in the past. Also, due to expense, it is more difficult to provide varied conference topics 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:

1. Team meetings
2. Staff development
3. Workshops for information and implementation of Common Core State Standards
4. Out-of-district conferences and workshops (These will be limited for the 2012-2013 school year.)
5. School Improvement Teams, which address and plan improvement goals for the coming year
6. Substitute teachers, in order to allow classroom teachers to attend the various events
7. Financial support for the needs and advancements in technology.

Section III - Development, Review and Implementation

C. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS/ISCs, and other service providers have provided the district 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 district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. The technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

The Champaign/Ford/Vermilion ROE will provide workshops on raising student achievement for the ISAT and the PSAE. The workshops will include but not be limited to the topics of data analysis as well as preparation for implementation of the Common Core Standards in the classroom.

The district will identify any state resources that best suit the needs of the schools, 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 with our demographics and needs are very limited.

Section IV-A Local Board Action

DATE APPROVED by Local Board: 6/14/2012

A.Assurances

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

B.Superintendent's Certification

By submitting the plan on behalf of the district, 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 plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.

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 DIP 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 data, provide clear direction for the selection of the objectives, strategies, and activities?[C]

LOCAL ASSESSMENT DATA

☐ Yes ☐ No

Do these local assessment results add clarity to the state assessment data?

☐ Yes ☐ No

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

☐ Yes ☐ No

Do the other data add clarity to the state assessment data?

☐ Yes ☐ No

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

☐ Yes ☐ No

Have data or research been used to determine the key factors believed to cause low performance?[C]

☐ Yes ☐ No

Are the key factors within the district's capacity to change or control?[C]

CLARITY OF OBJECTIVES☐ Yes ☐ No

Has the DIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?

☐ Yes ☐ NoHas the DIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?[C]☐ Yes ☐ No ☐ N/A

Do the objectives address all areas of AYP and AMAO deficiency?[C]

☐ Yes ☐ No ☐ N/A

Do the objectives address the areas of special education compliance?

ALIGNMENT OF STRATEGIES AND ACTIVITIES☐ Yes ☐ No

Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

☐ Yes ☐ No

Will the selected strategies and activities likely improve student learning and achievement?[C]

☐ Yes ☐ No

Are the strategies and activities measurable?[C]

☐ Yes ☐ No

Are the measures of progress for the strategies and activities clearly identified?

☐ Yes ☐ No

Are expectations for classroom behavior and practice related to the objectives clear?[C]

☐ Yes ☐ No ☐ N/A

Is professional development aligned with the strategies and activities for students?[C]

☐ Yes ☐ No ☐ N/A

Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or special education non-compliance?

☐ Yes ☐ No ☐ N/A

Do the parent involvement strategies and activities 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****METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION****STAKEHOLDER INVOLVEMENT**
☒ Yes ☐ No

Does the plan describe how stakeholders have been consulted?[C]

☒ Yes ☐ No

Does the DIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that best effect necessary changes?[C]

DISTRICT RESPONSIBILITIES
☒ Yes ☐ No

Is it clear what support the district will provide to ensure the success of the plan?[C]

STATE RESPONSIBILITIES
☒ 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]

APPROVAL DATE OF LOCAL BOARD
☒ Yes ☐ No

The plan indicates the approval date of this plan.[C]

PART II - COMMENTS