

Local Board Approved	06/16/2011
Initial Submission	06/16/2011
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

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

Section I-A Data & Analysis - Report Card Data
Item 1 - 2010 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2010-11 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2010-11 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		77.5			77.5			91		80	
All	100.0	Yes	100.0	Yes	87.7		Yes	97.6		Yes	96.0	Yes		
White	100.0	Yes	100.0	Yes	87.6		Yes	97.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														

Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	80.0		Yes	95.3		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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 77.5% 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 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% or above are not printed.

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

Section I-A Data & Analysis - Report Card Data
Item 2 - 2010 AMAO Report

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

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

School Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	95.6	96.2	96.0	95.8	95.6	95.9	96.0	96.0
Truancy Rate (%)	0.0	0.0	0.0	0.6	0.2	0.0	0.0	0.0
Mobility Rate (%)	12.9	13.6	11.9	13.2	14.0	13.4	10.8	6.5
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	468	454	519	530	512	532	552	497
Low Income (%)	23.5	18.7	28.9	29.8	29.3	12.2	32.4	35.8
Limited English Proficient (LEP) (%)	0.0	0.4	0.0	0.0	0.0	0.0	0.2	0.0
Students with Disabilities (%)	-	-	-	-	-	-	-	11.9
White, non-Hispanic (%)	97.0	96.7	97.7	97.0	96.3	95.7	94.7	96.0
Black, non-Hispanic (%)	0.9	1.5	1.0	1.5	1.2	1.1	1.1	0.8
Hispanic (%)	1.7	0.9	0.4	0.8	0.8	0.9	2.7	1.6
Asian/Pacific Islander (%)	0.2	0.7	0.8	0.6	0.4	0.6	0.2	0.2
Native American or Alaskan Native(%)	0.2	0.2	0.2	0.2	0.2	0.0	0.0	0.0
Multiracial/Ethnic (%)	-	-	0.0	0.0	1.2	1.7	1.3	1.4

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2000	97.7	1.3	1.0	-	-	-
	2001	97.4	1.5	1.1	-	-	-
	2002	98.2	0.4	1.3	-	-	-
	2003	97.0	0.9	1.7	0.2	0.2	-
	2004	96.7	1.5	0.9	0.7	0.2	-
	2005	97.7	1.0	0.4	0.8	0.2	-
	2006	97.0	1.5	0.8	0.6	0.2	-
	2007	96.3	1.2	0.8	0.4	0.2	1.2
	2008	95.7	1.1	0.9	0.6	-	1.7
	2009	94.7	1.1	2.7	0.2	-	1.3
	2010	96.0	0.8	1.6	0.2	-	1.4
D I S T R I C T	2000	97.8	1.0	1.1	0.2	-	-
	2001	97.7	1.1	1.1	0.2	-	-
	2002	98.1	0.6	1.2	0.1	-	-
	2003	96.9	0.8	1.5	0.6	0.2	-
	2004	96.7	0.9	1.3	1.0	0.2	-
	2005	97.1	0.8	0.7	1.0	0.2	0.2
	2006	97.0	0.8	1.2	0.6	0.2	0.2
	2007	97.0	0.8	1.2	0.2	0.3	0.5
	2008	96.8	0.7	1.2	0.3	-	1.0
	2009	95.2	0.9	2.6	0.4	0.2	0.8
	2010	96.5	0.9	1.5	0.3	0.1	0.8
	2000	61.1	20.9	14.6	3.3	0.2	-

S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2000	-	22.4	100.0	96.0	10.0	9	2.1	-	-
	2001	-	18.9	99.6	95.9	12.3	2	0.5	-	-
	2002	0.2	18.7	99.0	95.9	12.5	-	-	-	-
	2003	-	23.5	99.6	95.6	12.9	-	-	-	-
	2004	0.4	18.7	99.6	96.2	13.6	-	-	-	-
	2005	-	28.9	100.0	96.0	11.9	-	-	-	-
	2006	-	29.8	100.0	95.8	13.2	3	0.6	-	-
	2007	-	29.3	99.8	95.6	14.0	1	0.2	-	-
	2008	-	12.2	100.0	95.9	13.4	-	-	-	-
	2009	0.2	32.4	100.0	96.0	10.8	-	-	-	-
	2010	-	35.8	100.0	96.0	6.5	-	-	-	-
D I S T R I C T	2000	0.1	18.1	100.0	95.4	10.3	13	1.3	2.6	89.4
	2001	0.1	16.0	99.8	94.9	13.6	2	0.2	4.9	89.6
	2002	0.5	18.2	99.6	95.6	10.3	6	0.6	2.6	86.1
	2003	0.1	19.8	99.8	95.5	13.4	4	0.4	1.9	94.0
	2004	0.6	19.4	99.8	95.6	11.6	3	0.3	1.9	78.8
	2005	0.1	25.8	100.0	95.8	8.1	16	1.5	0.9	91.7
	2006	0.3	27.6	100.0	95.2	11.7	11	1.0	3.0	82.3
	2007	-	27.2	99.9	95.4	9.4	2	0.2	1.5	91.5
	2008	-	19.4	99.9	95.5	11.1	4	0.4	1.9	90.2
	2009	0.4	29.0	100.0	95.5	13.1	6	0.6	1.2	93.8
	2010	-	30.8	100.0	95.6	8.7	-	-	0.7	98.8
	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

S T A T E	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

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

Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2000	466	-	-	-	-	-	-
	2001	461	-	-	-	-	-	-
	2002	450	74	88	59	-	-	-
	2003	468	75	71	90	-	-	-
	2004	454	76	78	72	-	-	-
	2005	519	80	92	83	-	-	-
	2006	530	79	78	89	-	-	-
	2007	512	72	76	74	-	-	-
	2008	532	100	73	73	-	-	-
	2009	552	80	106	74	-	-	-
	2010	497	89	80	94	-	-	-
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
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-

S T A T E	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

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

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

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	67	16	39,545	69	31	17	13	-	-
	2001	67	17	42,479	71	29	17	13	-	-
	2002	69	16	43,327	67	33	16	12	-	-
	2003	80	16	43,683	68	32	15	13	1	-
	2004	80	16	44,622	68	32	15	13	-	-
	2005	78	14	44,246	68	32	16	15	-	-
	2006	81	15	45,889	70	30	16	14	-	-
	2007	82	14	47,208	68	32	15	14	1	-
	2008	83	14	48,508	68	32	16	14	1	-
	2009	85	13	49,784	73	27	16	14	1	-
	2010	85	14	51,997	65	35	15	13	-	-
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	13	61,402	44	56	18	18	1	1

	2010	132,502	13	63,296	42	57	18	18	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, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	73.1	66.2	89.7	82.1	88.6	89.8	-	77.1	80.8	87.6	77.7	88.4	76.1	69.4	80.2	88.9	86.9	84.7
White	73.1	67.6	90.8	83.5	89.3	90.6	-	76.7	81.4	87.2	77.9	88.0	77.7	69.0	79.7	89.9	86.3	84.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	33.3	14.2	-	50.0	-	-	-	40.0	33.3	-	40.0	-	-	18.2	21.4	45.5	-	50.1
Low Income	52.6	52.2	76.2	75.0	84.0	79.3	-	31.3	69.6	76.0	62.5	86.2	78.6	62.0	38.9	73.1	75.0	77.5

	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	86.1	90.5	97.1	94.1	93.6	98.9	-	89.2	95.9	94.5	93.9	98.7	92.1	87.0	94.7	94.4	96.1	95.6
White	86.1	91.5	97.0	94.8	94.7	100.0	-	89.0	95.7	94.3	93.7	98.7	91.8	86.9	94.6	94.2	97.2	95.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	63.2	57.1	-	83.3	-	-	-	73.4	91.7	-	80.0	-	-	54.5	78.6	72.7	-	81.3
Low Income	70.0	82.6	95.4	90.7	88.0	96.5	-	68.8	95.7	92.0	90.7	96.5	89.2	86.2	83.3	88.4	91.7	93.6

	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Section I-A Data & Analysis - Report Card Data

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

Math:

1. The ISAT "Meets and Exceeds" scores for math increased for grade 3 by 5.3% to 98.9% and grade 4 increased by 4.8% to 98.7%.
2. Grade 5 math scores decreased by .5% to 95.6%.
3. The "Economically Disadvantaged" subgroup at grade 3 shows an increase to 96.5% in the "Meets and Exceeds" groups. This was an 8.5% increase from the 2009 results. Grade 4 shows an increase of 5.8% for a total of 96.5%. Grade 5 scores also showed an increase of 1.9% for a total of 93.6%
4. The grade 3 and grade 4 "Students with Disabilities" had no subgroup for the 2009-2010 school year. The grade 5 subgroup scored 81.3% of the students in the "Meets" or "Exceeds" category. There was no 2009 subgroup in which to form a comparison.

Reading:

1. The ISAT "Meets and Exceeds" scores for reading increased at grade 3 by 1.2% to 89.8%, and in grade 4 there was a 10.7% increase for a score of 88.4%. However; grade 5 saw a decrease of 2.2% for a score of 84.7%.
2. The "Economically Disadvantaged" reading scores increased greatly for grade 4 by 23.7% for a total of 86.2%. Grade 5 showed an increase of 2.5% for a total of 77.5%. Grade 3, however, had a decrease of 4.7% for a total of 79.3%.
3. The "Students with Disabilities" subgroup for grade 5 had 50.1% of the students in the "Meets" or "Exceeds" categories. Grades 3 and 4 did not have large enough population for an IEP subgroup.

Other Data:

1. The attendance rate remained the same as 2009 at 96%.
2. The mobility rate is 6.5%, a 4.3% decrease from the 2009 rate.
3. Truancy rate for the elementary school was at zero again for the 2009-2010 school year. This is the third year in a row for the zero truancy rate.
4. Parent contact remains at 100%, again the same rate since 2008.
5. The elementary school low-income rate is 35.8%, which is an increase of 3.4% from the previous year.

Areas of Strength:**Math**

Third Grade: Number Sense: Solve problems and number sentences involving addition and subtraction with regrouping. (6.3.09)
Measurement: Solve problems and number sentences involving simple unit conversions within the same measurement system for time and length. (7.3.07)
Data Analysis and Statistics: Read and interpret data represented in a pictograph, bar graph, Venn diagram, tally chart, or table. (10.3.01)

Fourth Grade: Number Sense: Solve problems and number sentences involving addition and subtraction with regrouping and multiplication to 3 and 4 digits. (6.4.10)
Geometry: Graph, locate, identify points and describe paths using ordered pairs. (9.4.04)
Data Analysis and Statistics: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram, tally chart, or table, line graph, or circle graph.

Fifth Grade: Algebra: Demonstrate, in simple situations, how a change in one quantity results in a change in another quantity. (8.5.05)
Algebra: Solve word problems involving unknown quantities. (8.5.09)
Data Analysis and Statistics: Determine the mode, range, median, and mean, given a set of data or a graph. (10.5.03)

Reading

Third Grade: Comprehension: Determine the answer to a literal or simple inference question regarding the meaning of a passage. (1.3.20)
Comprehension: Identify or summarize the order of events in a story. (1.3.23)
Literary Elements: identify the following forms and genres: short story, poem, fairytale, fable, nonfiction, and essay. (2.3.10)

Fourth Grade: Comprehension: Identify the main idea of a selection when it's not explicitly stated. (1.4.19)

Comprehension: Identify the author's purpose for writing a fiction or nonfiction text.
(1.4.26)

Literary Elements: Determine what characters are like by what they say or do and by how the author or illustrator portrays them. (2.4.08)

Fifth Grade: Vocabulary: Determine the meaning of an unknown word using the word, sentence, and cross-sentence clues. (1.5.02)

Vocabulary: Use synonyms to define words. (1.5.03)

Comprehension: Determine the answer to a literal or simple inference question regarding the meaning of a passage. (1.5.16)

Areas of Weakness:

Math

Third Grade: Algebra: Represent simple math relationships with number sentences. (8.3.03)

Geometry: Predict the results of putting shapes together and taking them apart. (9.3.09)

Data Analysis and Statistics: Determine the mode, given a set of data or a graph. (10.3.03)

Fourth Grade: Number Sense: Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers. (6.4.03)

Number Sense: Solve problems involving the commutative and distributive properties of operations on whole numbers. (6.4.14)

Measurement: Solve problems involving the perimeter and area of a triangle, rectangle, or irregular shapes using diagrams, models, and grids and by measuring or using given formulas. (7.4.03)

Fifth Grade: Number Sense: Order and compare decimals. (6.5.08)

Number Sense: Model situations involving addition and subtraction of fractions. (6.5.14)

Measurement: Solve problems involving the perimeter and area of a triangle, rectangle, or irregular shapes using diagrams, models, and grids or by measuring or using given formulas. (7.5.03)

Measurement: Compare and estimate length area, volume, weight/mass, and angles using

referents. (7.5.04)

Geometry: Classify, describe, and sketch two-dimensional shapes according to the number of sides, number of vertices, and interior angles. (9.5.01)

Reading

Third Grade: Strategies: Identify probable outcomes or actions. (1.3.13)

Comprehension: Draw inferences, conclusions, or generalizations about text, and support them with textual evidences and prior knowledge. (1.3.24)

Author's Purpose: Identify the author's purpose for writing a fiction or non-fiction text. (1.3.28)

Fourth Grade: Comprehension: Draw inferences, conclusions, or generalizations about text, and support them with textual evidences and prior knowledge. (1.3.24)

Comprehension: Determine whether a set of complex instructions or procedures is complete, and therefore, clear. (1.4.25)

Literary Elements: Identify examples of poetic devices using sound. (2.4.12)

Fifth Grade: Comprehension: Differentiate between fact and opinion. (1.5.23)

Literary Elements: Identify the author's message or theme. (2.4.04)

Literary Elements: Identify and interpret figurative language. (2.5.12)

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

-
- **Continued development of the math and reading focus to assist students through differentiation** has had a very positive affect on student achievement.
 - The availability of resource teachers in the areas of math and reading has been very beneficial to the students.
 - Co-teaching continues to have a positive affect both on students and student achievement.
 - The strong parental involvement at the elementary school could likely play a part in the low truancy rate and high attendance rate.
 - Mentoring programs that are in place at the elementary school increase student success.
 - Increased data analysis has proven to be valuable both within grade levels and as a student moves to the next grade, since accommodations are recorded.

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

- Differentiation continues to be highly successful at the elementary school level.
- Methods to store and report data will utilized in grades 2-5 by using AIMSweb. This system will compile assessment results from MAP, STAR, and DIBELS data.
- Frequent data analysis will continue at each grade level, and will involve resource teachers.
- Higher level thinking skills will continue to be incorporated across the curriculum.

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

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

- Teachers examined the assessment data from the ISAT testing to develop “Target Goals’ in the areas of math and reading, in order to identify area of strengths and weaknesses.
- Formative assessments such as MAP and DIBELS will be evaluated for best teaching practices to be implemented. DIBELS is administered in grades one and two, and the third, fourth, and fifth grades were assessed three times a year using MAP testing in order to determine growth in the areas of math and reading.
- **Mastering Math Facts in grades 1-5** are utilized both as universal screeners and proves through out the year.
- STAR tests for Accelerated Readers in Grades K-5 are given for reading data.

- Curriculum-based assessments are utilized in grades K-5 to determine mastery, and also the needs that should be addressed. These assessments are tied to the local objectives, which are matched to the Illinois State Standards. These assessment results provide helpful information both for the group as a whole, as well as for individual students.
- AutoSkills have been implemented as a universal screener, and is also used with Rtl students.
- AR has proven to be a very successful program that the students continue to enjoy.
- Increased enrichment activities in the Rtl spectrum have assisted the students, and benefits have also been seen in the areas of academic interest and achievement.
- Using state and local test 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 school.

- Continued focus in the areas of math and reading has helped to improve our scores.
- Co-teaching has proven to be very valuable in the Rtl process.
- Tutoring and mentoring programs have helped assist individuals to improve in specific subject areas.
- After-school homework program at the elementary school has helped the students to improve skills and responsibility.
- Increased writing practice at all grade levels reflects the scores at the various levels.
- The reading specialists have been able to implement additional differentiation to help those with reading needs.
- Intervention teams are in place, and they utilize the data to target students who need assistance.
- Continued teacher training and awareness in the areas of assessment, Rtl, and co-teaching have benefited the students.
- The usage of curriculum-based assessment and technologically generated instruction has been an asset.
- Students are experiencing increased difficulty and rigor in the new math series and will also encounter this rigor with the new Common Core Standards, which lends itself to the new math core standards that will be covered in the elementary math program.
- Additional teacher involvement, peer encouragement, and peer mentoring have helped to involve additional students in the AR program. AR has also motivated students, due to its non-graded, non-threatening structure. The awards parties have become very popular with the students as well, and have become an incentive for them to read and reach their goals.
- The math Rtl program in grades 1-5 has been beneficial in assisting students who require reteaching, but also targets those students who would benefit from math enrichment.
- The following factors have also been of assistance to the elementary program:

1) Qualified teachers

- 2) Special education teachers, and para professionals
- 3) Title I/Intervention Specialists
- 4) Co-teachers
- 5) Volunteers- both high school students as well as certified adults
- 6) Reading specialists
- 7) Technology director
- 8) Block scheduling for reading
- 9) Scheduling of classes and teachers
- 10) Weekly team collaboration time
- 11) **McCormick Tutoring Program:** Students are assisted by certified adults
- 12) The richness of the library inventory especially with the new focus on nonfiction books is a tremendous motivation to the students. Daily library accessibility is a benefit, as well.

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

- Both teachers and students would benefit from an organized data system that would house all data in one location. AIMSweb has been purchased for the 2011-2012 school year to fill this need.
- Data analysis continues to be vital in the RtI process.
- In the RtI process, both ends of the achievement spectrum need to be focused on and addressed in the areas of math and reading. That way, both the high achievers and those who struggle in their learning will be assisted.
- Second Step, a social-emotional skill-building program will be introduced with the students in grades K-2. Those students will receive training on a weekly basis.
- The AR program will be continued, with additional emphasis on recognition of those who accomplish their goals each nine weeks.
- Continue to incorporate reading across the curriculum in the areas of science and social studies. Since the Core Curriculum focuses more on nonfiction, grades 3-5 will evaluate the best method to incorporate reading strategies into those subject areas.

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges

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

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

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

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

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

- Grade levels and subject areas are able to make good decisions concerning lesson implementation and student assistance. These decisions can be based on data from various assessments, as well as input from team teachers, specialist, and interventionists.
- Students will benefit from frequent evaluations. The RtI process will be fluid, causing the targeted student groups to change.
- Parent involvement with communication and input has been beneficial.
- Peer tutoring has proven to be a very successful activity at the GCMS Elementary School. An increase in the occurrence of peer tutoring would benefit both the tutor, and the student who is being tutored.
- Updated computers in the classrooms would alleviate the need for extensive computer usage in the library. Students would also have additional time to work on both AR quizzes and classroom projects with newer and more time-efficient computers.
- **A new computer lab that has been included in the new elementary school addition will be a tremendous asset for student achievement.**
- With the success of the small groups that has been seen at the elementary school, it is important to continue and increase the small group settings and collaboration that is currently occurring among grade level teachers and students.

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

The GCMS Elementary School professional development for the 2011-2012 school year will have several goals to accomplish. First, teachers will continue to work on data analysis of both students as well as item analysis of assessments. This will cover test results from: MAP, Dibels, ISAT, AutoSkills, AR STAR tests, as well as criterion referenced tests. Throughout the year, data will be evaluated in order to target both students who need additional assistance as well as determining areas of study that need to have an increased or revised focus. Teachers will also investigate the achievement gap in various subject areas. This is a large time commitment which is difficult to accomplish during the school day.

Also a priority will be continued professional development in the area of technology. With the addition of another computer lab at the elementary building, teachers will have increased opportunity to use technology to engage students in their learning. Additional assistance with the Activboards will be a benefit to the faculty, as well.

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

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

The GCMS Elementary School is fortunate to have grade level planning time once a week, in order for teachers to meet with the resource teachers to determine interventions, programs, and methods to improve student performance. As the programs are put into action, the results of the philosophy and implementation need to be documented and evaluate as the programs are put into action.

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

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

1. After determining through data analysis which students need additional assistance, differentiated instruction will be continued. This will be a fluid process whereas student evaluation will continue to determine those who need assistance.
2. Data analysis will help to drive instruction, and will also determine best educational practice for each student.
3. Professional development will continue to center around improving student achievement and increasing teacher knowledge with Activboard and online teacher resources.
4. Teachers will focus on Common Core Standards, and Illinois Learning Standards, where appropriate. Professional development from the ROE will be necessary in order to assist the teachers, especially at the lower level in preparation to teach the rigors of the Common Core Standards.
5. GCMS University will continue to train and assist teachers who are new to the district.

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

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

For over ten years, the GCMS Elementary School has had a consistent parent participation rate of at least 99%. All grade levels strive for 100% parental contact. Parents regularly attend academic, fine arts and sporting events, open houses, and honors ceremonies. Teachers and administrators communicate frequently with parents through e-mail, Lumen Student Information System, Listserv websites including parent Listserv, the school website, and the Global Connect phone system. Parents receive progress reports at the midterm of each nine weeks for any students who are earning a "D" or an "F" in a subject area, or for other classroom concerns. Some teachers send the progress reports home for all students. Lumen also affords the capability of teachers sending notes to parents via the system. It is also a regular occurrence for all grade level teachers to meet with individual students and/or parents. Finally, the parent advisory committee at the elementary school provides input directly to the principal, and will continue to be a great asset for feedback.

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

1. Parent communication is a strong asset for our elementary school.
2. **Parent support has helped to improve achievement.**
3. Parent access to Lumen has increased communication between parents students, and staff in order to promote academic success.
4. **Technology has improved parent communication in multiple ways for our district.**
5. **While parents receive the Parents' Guide to Illinois Learning Goals and Standards, most parents are not clear on the required learning expectations for each subject.**
6. **Studies show that the more school events that the parent attends, the higher the success rate of student achievement. In turn, communication will also improve.**

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

1. Any changes or improvements that are made at the GCMS Elementary School are best accepted when those changes are communicated to the parents.
2. The district's improved and increased communicate methods will improve student contact.
3. Parent volunteers will continue to be invited to assist with elementary programs and events.

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

- Curriculum reviews occur on a rotational basis every seven years. At that time, the objectives are aligned to state standards, and to the new core curriculum, as well. A district-wide scope and sequence is also developed. In between those curriculum reviews, annual meetings are held in order to locate any areas of weakness that may cause changes in the curriculum objectives. Those issues are addressed and edited at that time.

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

1. Continued data analysis and data organization, with teacher collaboration.

2. By evaluating test results, grade levels and subject areas are able to determine areas of strengths and weaknesses. Achievement gaps can be identified and goals can be determined.
3. **Rtl refinement on both ends of the achievement spectrum, which will include small group activity.**
4. Finding additional methods to reach and teach the students through differentiated instruction will serve the students well.
5. Students in grade K-2 will benefit from a behavior modification program.
6. The AR program will be with additional emphasis on student involvement, incentives, and recognition.
7. Increasing parent involvement and achievement will be an asset to both students and teachers.
8. Continue to increase teachers' knowledge in the area of technology.

Action Plan Objectives and Deficiencies

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

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

Section II-A Action Plan - Objectives

Objective 1

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

Objective 1 Description

- Teacher collaboration will occur in order to continue data analysis and data organization using AIMSweb.
- RtI refinement at both ends of the achievement spectrum, which will include additional small group activity.
- Second Step, the Social Emotional Skill Building Program will be introduced in grades K-2 as a weekly program.
- The AR program will be continued with additional emphasis on student involvement, incentives, and recognition.
- Increasing parent involvement and achievement will be an asset to both students and teachers.
- Evaluation of classroom computer needs would assist in ease of student project completion and achievement.
- **Evaluate the possibility of incorporating the reading curriculum into the social studies and science curriculum in grades 3,4, and 5. Reading strategies as required by the Common Core Standards will be the focus.**

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

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

Objective 1 Title :

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

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will be involved in the AR program that will include peer tutoring, incentives, and additional recognition.	08/22/2011	06/01/2012	During School	Local Funds	
2	Students will participate in the RtI process, which will involve assessment, assistance, and enrichment.	08/22/2011	06/01/2012	During School	Local Funds	
3	Second Step Social and Emotional Skill Building Program for grades K-2 will be implemented on a weekly basis.	08/29/2011	06/01/2012	During School	Local Funds	
4	Students will have increased opportunities to either be a peer tutor, or receive the services of a peer tutor. This program will occur across the grade levels.	08/29/2011	06/01/2012	During School	Local Funds	
5	Students will be able to understand the importance of local and state assessments through information, incentives, and recognition of achievement.	08/22/2011	06/01/2012	During School	Local Funds	
6	The students will get the opportunity to experience additional small groups and other classroom settings in order to improve achievement.	08/22/2011	06/01/2012	During School	Local Funds	
7	Update classroom technology and increase computer availability in all classes.	06/06/2011	06/01/2012	During School	Local Funds	
8	Students will benefit from the availability of student tutors from the high school, as well as the McCormick Tutoring Program or the after	08/29/2011	06/01/2012	During School	Local Funds	

school homework program.					
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Section II-C Action Plan - Professional Development Strategies and Activities

Objective 1 Title :

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

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will analyze data on a regular basis throughout the school year. The data will be stored in AIMSweb for grades 2-5.	08/22/2011	06/01/2012	During School	Local Funds	
2	Teachers will work to increase RtI enrichment opportunities for their students.	08/22/2011	06/01/2012	During School	Local Funds	
3	Additional small group activities will be developed, and classroom teachers will collaborate to divide the students according to need and activity.	08/22/2011	06/01/2012	During School	Local Funds	
4	Teachers will continue to collaborate through co-teaching and team meetings in order to best serve the students.	08/22/2011	06/01/2012	During School	Local Funds	
5	Opportunities to share ideas and lesson plans through such activities as "in house open house" will take place.	08/18/2011	06/01/2012	During School	Local Funds	
6	Co-teaching, learning stations, and technology will continue to be areas of focus.	08/22/2011	06/01/2012	During School	Local Funds	
7	Develop a technology needs assessment in order to best identify elementary school student and teacher needs.	08/18/2011	06/01/2012	During School	Local Funds	
8	Promote and organize the use of the assessment lab and the project computer lab.	08/18/2011	06/01/2012	During School	Local Funds	

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

Objective 1 Title :

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

		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.	08/22/2011	06/01/2012	During School	Local Funds	
2	There will be increased opportunities to sign up for tutoring at the elementary school. Communication will be sent through the GCMS homepage, Listserv, the Gibson Courier, WGCY, the GCMS Survey Volunteer form, and special sign up sheets that will be available at the elementary school registration.	08/11/2011	06/01/2012	During School	Local Funds	
3	Continue to increase membership on the parent advisory committee by inviting additional parents.	08/11/2011	06/01/2012	During School	Local Funds	
4	Continue communication, focusing on additional online methods in order to save on costs and perhaps reach both parents and community members.	08/18/2011	06/01/2012	During School	Local Funds	
5	Continue the Lunch Connect program that invites parents to have lunch with their child and to participate in class activities.	02/01/2012	02/29/2012	During School	Other	
6	Third Grade Reading Night- for parents and children in the third grade, done three times a year.	08/22/2011	06/01/2012	After School	Local Funds	
7	Title I Reading Night for Grades K-5	09/01/2011	10/28/2011	After School	Local Funds	
8	Grandparent Lunches- for Grades K-5	10/03/2011	10/28/2011	During School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title :

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

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

The GCMS Elementary School Principal meets regularly via faculty meetings, grade level planning meetings, RtI team meetings, and IEP meetings to discuss building and student needs and goals. Plans for professional development through in-services and workshops are discussed. While there is much teamwork to insure the implementation of the plan, ultimately the GCMS Elementary Principal and GCMS Superintendent takes responsibility for overseeing the SIP.

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		GCMS Elementary Principal
2	Linda Schmitt	GCMS Elementary Social Worker
3	Anthony Galindo	GCMS Superintendent

Section III - Development, Review and Implementation

Part A. Parent Notification*

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

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. *(*Requirement for Title I Schools only.)*

*The GCMS website has a link that includes all school report cards, as well as the building and district school improvement plans.

*The Gibson Courier and WGCY both report the AYP and other school information to the community.

The following provide other opportunities for parent communication:

1. E-mail List Serve for notification of middle school events and notices
2. E-mail, phone, and U.S. mail correspondence
3. Class and school newsletters
4. Lumen: online grading notification system
5. Global Connect automated telephone system
6. Parent nights and parent lunches
7. Parent-teacher conferences
8. Midterm grades; quarterly progress reports, report cards
9. Teacher websites
10. Communication notebooks for grades K-1, assignment books for grades 3-5

Section III - Development, Review and Implementation

Part B. Stakeholder Involvement

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

The GCMS Elementary School planned several steps to involve stakeholders in the SIP process:

1. April 2011: Teacher representatives met to review the 2010-2011 assessment strengths and weaknesses in order to determine goals for the coming school year. These teachers represented each grade level and special area so that all groups were represented. Both internal and external factors for progress and improvements were discussed.
2. June 2011: The GCMS Board of Education was presented with all of the school and district improvement plans. Goals and procedures were explained in detail.
3. September 2011: The GCMS Elementary School SIP will be presented at the GCMS 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. September 2011-May 2012: The elementary faculty and staff will implement and review SIP throughout the year.
5. April 2012: SIP team will meet to evaluate the plan, and set goals for the coming year.

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

Section III - Development, Review and Implementation

Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan. For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

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

Section III - Development, Review and Implementation

Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

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

Veteran teachers are paired with a new teacher in order to assist, coach, support, and encourage the teachers throughout the two-year program. The program begins with a three-day training session before the school year starts. During this time, the new employees are provided with district background information, an explanation of district policies, time lines for filling out employment paperwork, curriculum information, and also a tour of the towns in the GCMS School District #5. During the school year, three "new teacher" half-day inservices are also provided. These meetings cover discussions on: classroom management, curriculum, assessment, building policies, and other areas. It also provides a time for new teachers to share their questions and concerns.

The mentee is observed three times during the year by his/her mentor and also receives two teacher observations. Then reflective writings are required throughout the year, which encourages self-evaluation.

For the new teacher, it is very valuable to have both a mentor and a coordinator to be able to bring questions and concerns to. Also, the GCMS Director of Student Services

meets individually with each new teacher one time a quarter. This gives the new teacher an opportunity to discuss curriculum and assessment questions with her, as well.

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

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

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

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

The GCMS District provides budgets for staff development, but at the district and school level. Staff is often encouraged to take advantage of staff development opportunities that reflect the year's SIP goals. As our budget becomes tighter, it is more difficult to provide different professional development for each building. We find that we now have to share speakers, both among buildings, as well as with another school district.

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

1. Weekly grade level meetings and RtI meetings
2. Staff development- both internal and external
3. Out -of-district conferences and workshops (These will be limited for the 2011-2012 school year.)
4. School Improvement teams, which address and plan improvement goals for the coming year
5. Substitute teachers, in order to allow classroom teachers to attend the various events.

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

- ☐ Require implementation of a new research-based curriculum of instructional program;
- ☐ Extension of the school year or school day;
- ☐ Replacement of staff members relevant to the school's low performance;
- ☐ Significant decrease in management authority at the school level;
- ☐ Replacement of the principal;
- ☐ Restructuring the internal organization of the school;
- ☐ Appointment of an outside expert to advise the school.

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

- ☐ Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- ☐ Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ☐ Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- ☐ Implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - ☐ governance and management, and/or
 - ☐ financing and material resources, and/or
 - ☐ staffing.

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

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

The Champaign-Ford County ROE will offer workshops on data analysis in order to assist in targeting students with needs, and ultimately raising student achievement.

The elementary school will identify any state resources that best benefits the needs of the school 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 is very limited.

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board: 06/16/2011

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6)).
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessments with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B.SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

☐ Yes ☐ No

Have the areas of low achievement been clearly identified? [C]

☐ Yes ☐ No

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]

☐ Yes ☐ No

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]

☐ Yes ☐ No

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

LOCAL ASSESSMENT DATA (OPTIONAL)

☐ Yes ☐ No ☐ N/A

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

☐ Yes ☐ No ☐ N/A

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

☐ Yes ☐ No ☐ N/A

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

OTHER DATA (OPTIONAL)

☐ Yes ☐ No ☐ N/A

If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?

☐ Yes ☐ No ☐ N/A

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

☐ Yes ☐ No ☐ N/A

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

IDENTIFICATION OF KEY FACTORS☐ 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 ☐ NoHas the SIP 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 deficiency? [C]

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? [C]

☐ 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 in special education non-compliance?

☐ Yes ☐ No ☐ N/A

Do the parent involvement strategies clearly align with the strategies and activities for students? [C]

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
MONITORING	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) [C]
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STAKEHOLDER INVOLVEMENT

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

PEER REVIEW

☐ Yes ☐ NoIs the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have “the greatest likelihood” of ensuring that all groups will achieve AYP? [C]**TEACHER MENTORING PROCESS**☐ Yes ☐ No

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

DISTRICT RESPONSIBILITIES☐ Yes ☐ No

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

☐ Yes ☐ No ☐ N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE 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]

SCHOOL SUPPORT TEAM☐ Yes ☐ No ☐ N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]

APPROVAL DATE OF LOCAL BOARD☐ Yes ☐ No

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

PART II - COMMENTS