

Local Board Approved	06/14/2012
Initial Submission	07/01/2012
Plan Resubmitted	
ISBE Monitoring Completed	

## PRELIMINARY INFORMATION

RCDT Number:	090270050261003		
District Name:	Gibson City-Melvin-Sibley CUSD 5	School Name:	GCMS Middle School
Superintendent:	Mr. Anthony Galindo	Principal:	Jeremy Darnell
District Address:	217 E 17th St	School Address:	316 E 19th St
City/State/Zip:	Gibson City, IL 60936 1072	City/State/Zip:	Gibson City, IL 60936 2008
District Telephone#:	Label 2177848296 <b>Extn:</b> 4003	School Telephone#:	2177848731 <b>Extn:</b> 2135
District Email:	agalindo@gcms.k12.il.us	School Email:	darnellj@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 - 2011 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	2011-12 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	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	100.0	Yes	100.0	Yes	94.4		Yes	94.4		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	94.3		Yes	94.3		Yes				
Black														
Hispanic														
Asian														

American Indian														
Two or More Races														
Native Hawaiian/Pacific Islander														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	90.4		Yes	89.2		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

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								
	2004	2005	2006	2007	2008	2009	2010	2011
Attendance Rate (%)	95.4	95.9	95.7	95.9	96.3	95.7	95.5	95.7
Truancy Rate (%)	0.4	0.0	0.0	0.0	0.4	0.0	0.0	0.0
Mobility Rate (%)	8.3	4.2	10.6	6.9	8.4	17.0	10.2	7.8
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	243	241	265	252	254	241	225	244
Low Income (%)	25.1	28.6	28.3	27.4	27.2	29.5	28.4	36.9
Limited English Proficient (LEP) (%)	0.8	0.0	0.0	0.0	0.0	1.2	0.0	0.0
Students with Disabilities (%)	-	-	-	-	-	-	12.9	13.5
White, non-Hispanic (%)	95.1	96.3	97.0	98.4	98.8	95.0	97.3	96.3
Black, non-Hispanic (%)	0.0	0.4	0.0	0.8	0.4	1.2	0.9	1.6
Hispanic (%)	2.5	1.7	2.3	0.4	0.0	1.7	0.4	0.4
Asian (%)	2.1	0.8	0.4	0.0	0.0	0.4	0.4	0.8
American Indian(%)	0.4	0.0	0.0	0.4	0.0	0.8	0.4	0.0
Two or More Races (%)	-	0.8	0.4	0.0	0.8	0.8	0.4	0.8
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 (%)
S C H O O L	2000	98.0	1.2	0.8	-	-	-	-
	2001	98.4	1.2	0.4	-	-	-	-
	2002	98.0	0.8	1.2	-	-	-	-
	2003	96.5	0.4	1.3	1.3	0.4	-	-
	2004	95.1	-	2.5	2.1	0.4	-	-
	2005	96.3	0.4	1.7	0.8	-	0.8	-
	2006	97.0	-	2.3	0.4	-	0.4	-
	2007	98.4	0.8	0.4	-	0.4	-	-
	2008	98.8	0.4	-	-	-	0.8	-
	2009	95.0	1.2	1.7	0.4	0.8	0.8	-
	2010	97.3	0.9	0.4	0.4	0.4	0.4	-
	2011	96.3	1.6	0.4	0.8	-	0.8	-
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	-



	2011	96.5	0.8	0.8	0.6	-	1.4	-
S T A T E	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 (%)
S C H O O L	2000	-	19.2	98.9	94.8	12.3	3	1.2	-	-
	2001	-	20.5	100.0	95.1	11.5	-	-	-	-
	2002	1.2	22.0	100.0	95.9	8.5	1	0.4	-	-
	2003	-	19.7	100.0	96.0	16.4	-	-	-	-
	2004	0.8	25.1	100.0	95.4	8.3	1	0.4	-	-
	2005	-	28.6	100.0	95.9	4.2	-	-	-	-
	2006	-	28.3	100.0	95.7	10.6	-	-	-	-
	2007	-	27.4	100.0	95.9	6.9	-	-	-	-
	2008	-	27.2	99.7	96.3	8.4	1	0.4	-	-
	2009	1.2	29.5	100.0	95.7	17.0	-	-	-	-
	2010	-	28.4	100.0	95.5	10.2	-	-	-	-
	2011	-	36.9	100.0	95.7	7.8	-	-	-	-
D I S T R I C T	2000	0.1	18.1	100.0	95.4	10.3	13	1.3	2.6	89.4
	2001	0.1	16.0	99.8	94.9	13.6	2	0.2	4.9	89.6
	2002	0.5	18.2	99.6	95.6	10.3	6	0.6	2.6	86.1
	2003	0.1	19.8	99.8	95.5	13.4	4	0.4	1.9	94.0
	2004	0.6	19.4	99.8	95.6	11.6	3	0.3	1.9	78.8
	2005	0.1	25.8	100.0	95.8	8.1	16	1.5	0.9	91.7
	2006	0.3	27.6	100.0	95.2	11.7	11	1.0	3.0	82.3
	2007	-	27.2	99.9	95.4	9.4	2	0.2	1.5	91.5
	2008	-	19.4	99.9	95.5	11.1	4	0.4	1.9	90.2
	2009	0.4	29.0	100.0	95.5	13.1	6	0.6	1.2	93.8
	2010	-	30.8	100.0	95.6	8.7	-	-	0.7	98.8
	2011	0.1	33.7	99.8	95.9	8.8	3	0.3	0.7	84.8

S T A T E	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)
S C H O O L	2000	250	-	-	-	-	-	-
	2001	249	-	-	-	-	-	-
	2002	255	-	-	-	84	87	-
	2003	228	-	-	-	84	86	-
	2004	243	-	-	-	65	86	-
	2005	241	-	-	-	98	69	-
	2006	265	-	-	-	76	98	-
	2007	252	-	-	-	91	75	-
	2008	254	-	-	-	88	88	-
	2009	241	-	-	-	79	90	-
	2010	225	-	-	-	76	72	-
	2011	244	-	-	-	78	73	-
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
	2000	1,983,991	-	-	-	-	-	-

S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	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

\*\*Educator Data is available only for district level\*\*

	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	-	-
	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	-	-
	2011	84	14	54,193	65	35	15	12	-	-
	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

S T A T E	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
	2011	128,262	13	64,978	40	60	19	19	1	1

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2006-2011																		
	Grade 3						Grade 4						Grade 5					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
<b>AYP Benchmark % Meets + Exceeds</b>	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



	Grade 6						Grade 7						Grade 8					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
<b>AYP Benchmark % Meets + Exceeds</b>	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: 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					
	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	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: Hyphens in the table indicate that data is not relevant for your plan.

## Section I-A Data &amp; 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 7th Grade "Meets and Exceeds" increased by 8.5% from 88.9 to 97.4%.
2. Grade 6 math scores decreased by 5.3% to 93.4%, and also decreased at grade 8 by 1.1% to 90.4%.
3. The 7th grade "Economically Disadvantaged" subgroup made a large gain of 19.7%, bringing the score to 96.6%. Both grades 6 and 8 saw a decrease. The 6th grade scores dropped 11.8% to 88.2%, while the grade 8 scores dropped 9.2% for a total of 80.8%.
4. Grade 7 did not have an IEP subgroup large enough to submit a score for the 2010-2011 year. Grade 6 and 8 both had subgroups, but did not have them the year before for a comparison. The grade 6 score was 76.9%, and the grade 8 score was 54.6%.

**Reading**

1. The ISAT "Meets and Exceeds" scores for grade 6 increased by .8% to 93.3%. Grade 7 had a large increase of 18.3% for a total of 93.6%. Grade 8 showed a decrease of 2.6% to 93.2%. However, it is important to note that the grade 8 scores increased 17.9% from 75.3%.
2. The "Economically Disadvantaged" subgroup at grade 6 was an increase of 7.8% to 91.2%. Grade 7 also had an increase of an impressive 38.1% for a total of 86.2%. The grade 8 scores showed a decrease of 11.5% for a total of 88.5%.
3. Again in reading, the 7th grade did not have a large enough subgroup to report for the IEP students. Grade 6 had a score of 69.2%, with no 2009-2010 subgroup to form a comparison. The grade 8 subgroup score was 54.5%. Again, no comparison was available.

**Other Data**

1. The attendance rate increased by .2%, raising the percentage to 95.7%.
2. The mobility rate decreased by 2.4%, to a rate of 7.8%.
3. Once again for this year, the truancy rate was at zero.
4. The student population increased by 19 students from the previous year to 244.

5. The middle school low income rate is up 8.5% for a total of 36.9%.
6. The "Students with Disabilities" population has increased by .6% to 13.5%.
7. The parent contact rate has remained at 100%.

## Areas of Strength

### Math

- Sixth Grade:

1. Number Sense-Identify and locate decimals, fractions, and mixed numbers on a number line.
2. Algebra- Determine a rule having two operations from an input-output table.
3. Algebra- Select a table of values that satisfies a linear equation, and recognize the ordered pairs on a rectangular coordinate system.

- Seventh Grade:

1. Algebra- Determine a missing term in a sequence, extend a sequence, and construct and identify a rule that can generate the terms of an arithmetic or geometric sequence.
2. Geometry- Classify, describe, and sketch regular and irregular 2-D shapes, according to the number of sides, number of vertices, and interior angles.
3. Data, Analysis, Statistics, and Probability- Solve simple problems involving the number of way objects can be arranged.

- Eighth Grade:

1. Number Sense- Use ratio to describe problem situations.
2. Geometry- Graph points and identify coordinates of points on the Cartesian coordinate plane.
3. Data, Analysis, Statistics, and Probability- Analyze and apply measure of central tendency in problem-solving situations.

**Reading****● Sixth Grade:**

1. Vocabulary Development- Determine the meaning of an unknown word using word, sentence, and **cross-sentence** clues.
2. Comprehension- Draw inferences, conclusions, or generalizations about text and support them with **textual evidence and prior knowledge**.
3. Literary Elements- Identify the author's message or theme.

**● Seventh Grade:**

1. Vocabulary Development- Determine the meaning of the unknown word using word, sentence, and **cross-sentence** clues.
2. Comprehension- Draw inferences, conclusions, or generalizations about text and support them with **textual evidence and prior knowledge**.
3. Literary Elements- Determine what characters are like by what they say or do or by how the author or illustrator portrays them.

**● Eighth Grade:**

1. Comprehension- Differentiate between conclusions that are based on fact and those that are based on **opinion**.
2. Comprehension- Determine whether a set of technical, multiple-step instructions or procedures are **clear**.
3. Literary Elements- Identify varieties of irony, including dramatic irony.

**Areas of Weakness****Math**

- **Sixth Grade:**

1. Number Sense: Solve problems involving descriptions of numbers including characteristics and relationships.
2. Number Sense: Identify and express ratios using appropriate notation, identify equivalent ratios and explain ratios that represent a given situation.
3. Geometry: Recognize which attributes change or don't change when plane figures are composed, decomposed, or rearranged.

- **Seventh Grade:**

1. Number Sense: Demonstrate and apply the relationship between adding/subtracting and multiplication/division with rational numbers.
2. Number Sense: Use proportional reasoning to model and solve problems.
3. Algebra: Write an expression using variables to represent the unknown quantities.

- **Eighth Grade:**

1. Number Sense: Estimate the square or square root of a number less than 100 between two whole numbers.
2. Algebra: Simplify algebraic expressions.
3. Data, Analysis, Statistics, and Probability: Create a bar graph, chart/table, line graph, or circle graph for a given set of data.

## **Reading**

- **Sixth Grade:**

1. Reading Strategies: Make and verify predictions based on prior knowledge and text.
2. Literary Elements: Identify the author's message or theme.
3. Literary Elements: Recognize points of view in narratives.

- **Seventh Grade:**

1. Reading Strategies: Relate information in the passage to other readings on the same topic.
2. Comprehension: Determine the answer to literal or simple inference questions regarding the meaning of a passage.
3. Literary Elements: Identify whether a given passage is narrative, persuasive, or expository.

- **Eighth Grade:**

1. Vocabulary Development: Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
2. Reading Strategies: Make and verify predictions based on prior knowledge and understanding of genres.
3. Literary Elements: Identify literary devices.

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

1. The high parental involvement could likely play a part in the low truancy rate, and the high attendance rate, as well as in student success.
2. The GCMS Middle School has seen a drop in mobility, which could be due to the completion of new local industries. Though classes generally fluctuate 10% from one year to the next.
3. Teachers across the curriculum focus on math and reading in their subject areas.
4. Students receive differentiated instruction during enrichment time. Student learning is matched to student need, and students work towards either a mastery of standards or subject enrichment.
5. Seventh and eighth grade advanced math classes assist students by adding rigor to their curriculum.
6. The reading specialist and RtI coordinator have been able to provide additional reading assistance to the students, and have also provided teachers with MAP and other data in order to determine necessary interventions.
7. Tutoring and mentoring programs have proved to be very successful for students in need.



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

1. Continue to refine and improve student differentiation and the RtI program to meet the needs of all students. This will include evaluation for the enrichment period, improved data collection with progress monitoring, and methods for best practice.
2. Continue incorporation of Common Core standards in the areas of math, English, social studies and science.
3. Research ways to carry Common Core standards across the curriculum.
4. Evaluate and consider how algebra will be taught to all eighth graders beginning in 2014.
5. Determine how technology can be increased and incorporated into various areas of the curriculum.
6. Staff will continue to use the IIRC website in order to examine student achievement, as well as group and subgroup results.
7. Create more opportunities for student support within the school day.

#### 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?

1. Curriculum-based assessments are utilized in grades 6,7,and 8 to determine mastery, and also to evaluate any needs that might need to be addressed. These assessments are tied to local objectives, which are matched to the Illinois Learning Standards. The math and ELA tests are also matched to Common Core standards. These assessment results provide helpful information both for the group as a whole, as well as for individual students.
2. MAP testing which occurs three times a year, provides data to indicate student growth. The data is used to determine student need and also helps when planning differentiated instruction.
3. Autoskills has been implemented as an RtI intervention for phonics and math facts assistance.
4. Teachers examined data from the ISAT testing to develop "Target Goals" in the areas of math and reading after identifying areas of strength and weakness. These goals add additional focus to specific local curriculum objectives.

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

1. Continued refining of the collaborative teaching efforts with both co-teachers and paraprofessionals in the areas of math, literature, language arts, science, and social studies has helped to improve learning and scores.
2. Tutoring, mentoring programs, and Title I have helped to assist individuals to improve in specific subject areas.
3. After-school homework opportunities at the middle school have helped the students to improve skills and responsibility.
4. **The reading specialist has been able to implement programs and differentiate instruction to help those with reading needs.**
5. Test results, student performance, and teacher recommendations help to identify those students in need of academic assistance.
6. Enrichment periods have helped students in all areas of the RtI spectrum.
7. Daily grade level team meetings help the teachers to communicate about students who seem to be struggling in a specific area.
8. Small group work in multiple subject areas has benefited many students.
9. Some pre and post tests were a valuable tool to determine student need and the focus of lesson plans.

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

1. Teacher collaboration during team time will be a necessary component in order to develop a high quality program. Meeting attendance that includes teacher specialists such as: speech, occupational therapy, social worker, guidance counselor, special education teachers, and/or the reading specialist will add great value to the meeting results.
2. RtI is important to the success of the program because it could address the needs of students at all aspects of the achievement spectrum.
3. In accordance with the philosophy of the middle school concept, time must be allotted for both student and teacher support.
4. The middle school must keep abreast with the updates in technology in order to best serve the students.
5. **Additional collaboration time could be used to guide enrichment activities, which would be a benefit to both faculty and students.**
6. With the increased rigor that will come with Common Core implementation, teachers will need to have professional development in order to learn how to best serve the students.
7. Students and teachers alike benefit from frequent evaluations in order to determine student need.
8. **Parent involvement with communication and input is vital, and will continue to be an important component for student success.**
9. Due to the success of small group work, it is evident that implementation will need to continue.
10. Seeing the value of the pre and post tests, investigation will continue in order to utilize assessments that will provide the most value for each subject area.

**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?

1. Parent participation is a strength at GCMS Middle School, as well as throughout the district.
2. Consistent parent communication positively affects the middle school learning environment.
3. Both homework and tutoring programs have been a benefit to **at-risk students, as well as for students who desire additional assistance.**
4. The economically disadvantaged subgroups need to be an area of focus.
5. The IEP subgroups continue to be a needed area of focus, as well.
6. A decrease in mobility is an advantage in the educational process.
7. Some students in the district's outlying communities face geographical restrictions, which makes transportation to events that occur before and after school difficult.
8. **Teacher websites, Lumen, Googledocs, the GCMS website, as well as the Global Connect phone system are an advantage to assist in improving parent communication.**

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

1. Occasionally, lack of parental support and input creates difficulties for at-risk students.
2. Students have benefited from the homework and tutoring programs.
3. The increase of team teaching at the middle school level has improved school achievement.
4. The utilization of the reading specialist at all grade levels has been very beneficial for the students.
5. Some parents have transportation issues, which affects the students' ability to get to school events.
6. RtI identification, monitoring, and supports need to be increased according to student needs.
7. Teacher communication and team teaching has improved student achievement.
8. The mentoring program assists **at-risk students.**

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

1. Common Core requirements for increased rigor necessitated the move from basic spelling word memorization to teaching word meaning and usage in the language classes.
2. After evaluating course needs, it was determined that students are now more advanced than the curriculum of the Computer Use class. Due to a need for education in the areas of personal growth, relationships, good decision-making, etc., a new seventh grade mini-course called "Promoting Personal Power" will replace the computer course.
3. Through grade level and subject area meetings, good decisions can be made 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 the interventionists.
4. Frequent evaluations will need to continue in order to keep the RtI process fluid. This will cause the targeted groups to change. Both formative and summative assessments will be included.
5. Continuous and improved data analysis is vital to the process.
6. The RtI process at the middle school continues to improve and evolve.
7. Continued focus on the low income subgroups is vital.
8. Also necessary is a focus that needs to occur throughout the year on the IEP subgroup at each grade level.
9. In order to promote social awareness, a Current Events mini course will be provided at the sixth grade level.

#### 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 Middle School professional development for 2012-2013 will work to accomplish several goals. Data analysis involving testing data such as MAP, ISAT, AutoSkills, and EXPLORE will be evaluated through out the year. This data analysis will allow for students to be targeted who need additional assistance. Also identified will be areas of study that need increased focus in teaching. Teachers will continue to identify achievement gaps in specific subject areas and subgroups in order to provide differentiation when needed.

Another area requiring professional development will be the implementation of Common Core Standards. Though work has begun on the standards, additional training will be necessary across the curriculum in order to determine best practices for instruction in all teaching areas.

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

The GCMS Middle School is very fortunate to have grade level team time in order for the teachers to determine interventions, programs, and methods to improve student performance. As programs are put into action, the results of the philosophy and implementation need to be documented and evaluated. Co-teaching and paraprofessional support has been very beneficial in assisting of all abilities at the middle school school level. 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 need to be trained in the areas of data analysis, assessment development, and technology in order to best provide a rigorous curriculum for "all" students, as well as for student subgroups. The data will then be used to drive instruction.

Other factors are as follows:

1. Implementation of MAP and AutoSkill testing has assisted in identification and intervention for the students needing additional assistance.
2. The reading specialist assists both students and faculty in developing skills for reading improvement.
3. The RtI director works to communicate data and new information to continue best practices of teaching, in order to reach all students.

**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 planned and implemented. This will be a fluid process throughout the year.
2. Data analysis will help to drive instruction, and will also determine best education practice for each student.
3. At least one book study will be conducted in the 2012-2013 school year that will address student achievement and success.
4. Professional development will continue to center around improving student achievement.
5. Teachers will continue to align their curriculum and assessments to Common Core Standards and the Illinois Learning Standards, where appropriate.
6. GCMS University will continue to train and assist teachers who are new to the district.
7. Co-teacher and paraprofessional training and collaboration concerning best practices needs to be continually monitored and improved.
8. Written expectations for both co-teachers and paraprofessionals need to be communicated and understood by all faculty.
9. The reading strategies position will adapt on a year-by-year basis, according to student need.
10. All teachers will need additional professional development in order to implement the Common Core Standards

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 Middle School has had a consistent parent participation rate of at least 99%. All three grade levels strive for 100% parental contact. Parents regularly attend academic, fine arts, and sporting events, open houses, and honors ceremonies. Teachers and the principal communicate frequently with parents through e-mail, Lumen Student Information System, listserv 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 sending notes to parents via the system. It is also a regular occurrence for each grade level team to meet with individual students and/or parents. Finally, the parent advisory committee at the middle 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 middle school. Parent Contact Logs, required by each faculty member, will provide an accurate documentation of parents who have been contacted.
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. Parent meals for grades 6,7,and 8 have been well-received this year, and provide an opportunity for additional and positive parent contact.
6. Free passes that allows senior citizens admittance into school events has increased their attendance and communication.

**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 Middle School are best accepted and implemented when those changes are communicated to the parents.
2. Our improved and increased communication methods will improve student contact.
3. **The middle school benefits when parents are given the opportunity to offer their input on an ongoing basis.** In the 2012-2013 school year, parents will continue to be invited and involved in both the planning and the implementation of the programs.
4. Parent volunteers will continue to be invited to assist with middle school programs and events.
5. Communication to parents concerning the areas of RtI will benefit students, parents, and faculty.
6. RtI interventions for tier II and tier III students will be communicated to parents through quarterly letters.
7. In order to educate parents on the Common Core State Standards, grade level National PTA Common Core grade level handouts will be distributed.

#### 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?

1. 18-month curriculum reviews occur on a rotational basis every seven years. At that time, the objectives are aligned to Illinois Learning Standards, and to Common Core Standards, when available. 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 require changes in the curriculum objectives. Those issues are addressed and edited at that time.
2. Continuing to utilize and refine the RtI process will help student achievement.
3. Finding additional methods to reach and teach the students through differentiated instruction will serve the students well.
4. Continuing to target academic areas and attendance will improve student achievement.
5. Because of the value of parental contact, phone calls will be made to each student's parent(s) one time a quarter, so that each parent will receive a minimum of four phone calls a year concerning their student.
6. Increase the use of technology and Activboard use in order to encourage student participation and increase student achievement.

7. Increase parent awareness of Common Core State Standards.
8. Increase parent communication in the reporting of the student supports that are offered through Rtl interventions.
9. ELA Common Core State Standards will be implemented across the curriculum.



## Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	<a href="#">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.</a>	

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

## Section II-A Action Plan - Objectives

## Objective 1

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.

## Objective 1 Description

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.

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

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

#### Objective 1 Title :

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.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Review assessment data in order to determine the best assistance for each student.	08/20/2012	06/05/2013	During School	Local Funds	
2	Student and school day schedules will be adapted in order to best address student needs and abilities.	04/02/2012	06/05/2013	After School	Local Funds	
3	Communicate the RtI process to students, including academic and achievement updates.	08/20/2012	06/05/2013	During School	Local Funds	
4	Utilize SAP and RtI for interventions.	08/20/2012	06/05/2013	During School	Local Funds	
5	Students will be informed in the monitoring process, in order to best address academic needs.	08/20/2012	06/05/2013	During School	Local Funds	
6	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	
7	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	
8	The enrichment period will be used to assist students in need.	08/20/2012	06/05/2013	During School	Local Funds	

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

**Objective 1 Title :**

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.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Provide training for Common Core State Standards implementation.	06/05/2012	06/05/2013	During School	Local Funds	
2	Work with grade level teams to determine individual needs for reading and math.	08/20/2012	06/05/2013	During School	Local Funds	
3	Adapt teacher and paraprofessional schedules based on need, and communicate information concerning changes.	08/20/2012	06/05/2013	After School	Local Funds	
4	Provide collaboration time for staff.	08/20/2012	06/05/2013	During School	Local Funds	
5	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	
6	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	
7	Utilize SAP and RtI for interventions.	08/22/2012	06/05/2013	During School	Local Funds	
8	Progress monitor individual student interventions.	08/20/2012	06/05/2013	During School	Local Funds	
9	Delineate and communicate responsibilities for paraprofessionals and teachers in co-taught classes.	08/20/2012	06/05/2013	During School	Local Funds	
10	Find opportunities for staff to demonstrate successful utilization of technology.	08/20/2012	06/05/2013	After School	Local Funds	
11	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	
12	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	

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

**Objective 1 Title :**

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.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Communicate the student needs to parents concerning RtI by online information, Lumen, parent-teacher conferences, and parent nights.	08/20/2012	06/05/2013	After School	Local Funds	
2	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	
3	Communicate the SAP and RtI process to the parents.	08/20/2012	06/05/2013	During School	Local Funds	
4	Quarterly communication will be made to all students' parents in order to update them on their child's progress.	08/20/2012	06/05/2013	After School	Local Funds	
5	Educate parents concerning the purpose of Lumen, MAP testing, and AutoSkills.	08/20/2012	06/05/2013	During School	Local Funds	
6	Parents will be informed about Common Core implementation, and how the changes will affect the local curriculum.	08/20/2012	06/05/2013	After School	Local Funds	
7	Communicate Tier II and Tier III student involvement in the interventions to parents.	08/20/2012	06/05/2013	During School	Local Funds	

## Section II-E Action Plan - Monitoring

**Objective 1 Title :**

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.

**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?)

1. A "to-do" list will be created with a time line, in order to determine who will be responsible for each strategy and task.
2. Data analysis will become a routine that will occur frequently at the middle school level, in order to determine progress as well as student need.
3. Grade level team meetings will occur each day in order to evaluate student and curriculum progress.
4. Faculty meetings will provide a venue to discuss plans and progress of the various strategies and student needs.
5. Parent advisory meetings will give the principal a chance to connect with the parents in order to gather input on a variety of topics.

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	Jeremy Darnell	GCMS Middle School Principal
2	Julie Withrow	GCMS Middle School Guidance Counselor and SAP
3	Jill Gibson	GCMS Middle School RtI Coordinator, SAP, and 7th Grade Team Leader
4	Deanna Hunt	SAP Team Member
5	Erin Nuss	SAP Team Member
6	Keri Deters	Sixth Grade Team Leader
7	Mark Berry	Eighth Grade Team Leader

### 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 reports cards, as well as the building and district school improvement plans. Also, the Gibson City 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 Listserve 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. Home visits
10. GCMS teacher websites
11. Annual IEP Review meetings

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 Middle School planned several steps to involve stakeholders in the SIP process:

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 area so that all groups were represented. Both internal and external factors for progress and improvements were discussed.
2. **June 5,6, and 7, 2012:** Certified teachers will participate in the Common Core Summer workshop, for the purpose of implementation and lesson plan development.
3. **June 2012:** The GCMS Board of Education will be presented with all of the school and district improvement plans. Goals and procedures were explained in detail.
4. **August 15 and 16, 2012:** Certified teachers will participate in the Common Core Summer workshop, for the purpose of implementation and lesson plan development.
5. **August 2012;** The team will review the SIP with the faculty at the beginning of the school year. The Action Plan will be the focus in order to outline plans for the coming year.
6. **September 2012:** The GCMS Middle 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 others buildings, as well as student and parent representatives.

	Name	Title
1	Lori Tate	Sixth Grade Team Leader
2	Lisa Thames	Seventh Grade Team Leader
3	Mark Berry	Eighth Grade Team Leader
4	Amanda Broaddus	Special Areas Representative
5	April Warren	Special Education Representative
6	Julie Withrow	Middle School Guidance Counselor
7	Jeremy Darnell	Middle School Principal
8	Sharon Pool	GCMS Director of Student Services

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### 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 home, 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 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 in services 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 strong 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.

1. Team meetings, as per the middle school concept
2. Professional Development
3. Out-of-district conferences and workshops (Limited for 2012-2013)
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
6. Financial support of the advancements in technology

**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 preparing and peer evaluating the SIP. They will also provide workshops to assist teachers in raising student achievement for the ISAT. Data analysis workshops will also be offered, along with Common Core Standards workshops.

The middle school will identify any state resources that best suits 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 the students' achievement, the state government funding for a school without demographics and needs is very limited.

	Name	Title
1		

## Section IV-A Local Board Action

**DATE APPROVED** by Local Board: 06/14/2012

**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]
<b>MONITORING</b>	
<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**