



Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0
Mobility Rate	2.9	3.2	2.5	2.8	2.5
Attendance Rate	96.4	95.0	96.0	96.3	96.0
% Parent Contact	100.0	100.0	100.0	100.0	100.0
Average class size grade 6	27.1	28.3	28.9	27.4	26.1
Average class size grade 7	N/A	N/A	27.8	27.6	27.1
Average class size grade 8	27.2	29.5	25.8	28.3	26.1
Minutes per day teaching reading	87	87	87	87	87
Minutes per day teaching math	44	44	44	44	44

## GORDON GREGORY MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2008-2009

### Present Level of Performance in Reading

#### A. ISAT/IAA

Based on March 2007 assessment data, 94.6% of students met or exceeded Illinois standards in the area of reading achievement across the sixth through eighth grades.

Based on March 2008 assessment data, 95.7% of students met or exceeded Illinois standards in the area of reading achievement across the sixth through eighth grades.

The following table summarizes reading achievement performance by subgroup:

		<b>05-06</b>			<b>06-07</b>			<b>07-08</b>
		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count	
<b>Subgroup Reading Performance</b>	<b>White</b>	94.4	780	95.0	833	96.3	773	
	<b>Black</b>	82.9	41	80.0	40	91.5	43	
	<b>Hispanic</b>	84.3	32	87.8	41	82	41	
	<b>Asian/Pac</b>	97.6	125	93.4	137	97.9	143	
	<b>Native Am</b>	100.0	2	100.0	1	N/A	0	
	<b>Multiracial</b>	78.5	14	100.0	24	100	25	
	<b>LEP</b>	66.6	3	85.7	7	70	7	
	<b>IEP</b>	66.3	107	72.8	114	69.2	74	

	FRL	73.6	19	64.2	14	81.3	13
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**B. Curriculum Based Measurement – General Outcome Measure**

Curriculum based measures are used on a regular basis to determine if students are improving at an appropriate level. Based on the students' rate of improvement, Gregory may adjust the curriculum and/or pedagogies to meet the needs of the students.

District performance standards in the area of reading achievement correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period.

Based on May 2007, 79 % of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2007 data, 91 % of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 89 % of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 82.3 % of students met or exceeded district performance standards on a general outcome measure of reading.

**C. ISAT/IAA**

Based on March 2007 assessment data, 81 % of eighth grade students met or exceeded Illinois standards in the area of writing achievement in eighth grade.

Based on March 2008 assessment data, 87.4 % of sixth grade and eighth grade students met or exceeded Illinois standards in the area of writing achievement in eighth grade.

The following table summarizes writing achievement performance by subgroup:

Subgroup Writing Performance	<b>06-07 (Baseline)</b>		<b>07-08</b>	
	% M/E	Student Count	% M/E	Student Count
White	81	272	86.9	453
Black	69	16	80.6	29
Hispanic	80	10	86.7	26
Asian/Pac	87	38	91	91

	<b>Native Am</b>	100	1	N/A	0
	<b>Multiracial</b>	71	7	94.4	17
	<b>LEP</b>	N/A	N/A	100	1
	<b>IEP</b>	41	34	50.8	33
	<b>FRL</b>	75	4	66.7	6

## Present Level of Performance in Math

### A. ISAT/IAA

Based on March 2007 assessment data, 96.3% of students met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

Based on March 2008 assessment data, 96.7% of students met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

The following table summarizes math achievement performance by subgroup:

		<b>05-06</b>		<b>06-07</b>		<b>07-08</b>	
		<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>
<b>Subgroup Math Performance</b>	<b>White</b>	96.5	780	97.2	833	97	779
	<b>Black</b>	73.1	41	80.0	40	91.5	43
	<b>Hispanic</b>	81.2	32	90.2	41	88	44
	<b>Asian/Pac</b>	96.8	125	95.6	137	99.3	145
	<b>Native Am</b>	100.0	2	100.0	1	N/A	0
	<b>Multiracial</b>	85.7	14	95.8	24	100	25
	<b>LEP</b>	100.0	3	71.4	114	90	9
	<b>IEP</b>	66.3	107	71.9	114	72	77
	<b>FRL</b>	73.6	19	64.2	14	81.3	13

### B. Curriculum Based Measurement – Mathematics Computational Fluency

District performance standards in the area of mathematics computation correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period.

Based on September 2007 data, 62.5 % of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2008 data, 61.5 % of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2008 data, 61.5 % of students met or exceeded district performance standards on a measure of mathematics computational fluency.

### **Action Plan for Improved Learning**

**Goal 1: While continuing the focus of helping all students to meet or exceed literacy performance standards as measured by the Illinois Standards Achievement Test, Illinois Alternative Assessment, and Curriculum Based Measurement -General Outcome Measure, Gordon Gregory Middle School will set a focus of increasing the reading ISAT performance of our IEP student population from 69.2% meeting or exceeding in 2008 to 75% in 2009, to 81% in 2010, to 86% in 2011.**

**Gordon Gregory Middle School will also set a focus of increasing the reading ISAT performance of our Hispanic student population from 82% meeting or exceeding in 2008 to 85% in 2009, to 88% in 2010, to 91% in 2011.**

**Gordon Gregory Middle School will also set a focus of increasing the reading ISAT performance of our Black student population from 91.5% meeting or exceeding in 2008 to 93% in 2009, to 95% in 2010, to 97% in 2011.**

1. Objective – Area of Focus: Continued implementation of the district reading curriculum and ongoing staff development facilitated by Gregory Middle School’s Literacy Leadership Council (LLC) representatives, Strategic Reading teachers, and professional reading consultants.

Strategies/Interventions	Timeline	Responsibility	Evidence Collected by:	Evidence Source
Continue to utilize cross team lit circles to provide larger groups for lower level readers.	SY 2008-2011	Language Arts Teachers/Language Arts Department Chair	Kim Maloney	Bi-monthly summary logs
Continue to use and increased student monitoring using the Maze test and Lexia to create appropriate interventions.	SY 2008-2011	Team Coordinators, Strategic Reading Teachers & School Psychologist	Kimmer Cornish	AIMSweb data, Lexia data
Continue to provide structured time for independent reading consistently	SY 2008-2011	Team Coordinators & Administration	Kim Maloney	Bi-monthly summary

throughout the year.				logs
Continue strategic reading program at all grade levels.	SY 2008-2011	Administration	Steve Severson	Program integrated into the master schedule
Initiate individualized instruction groups for students who continually score below level on standardized testing and on in building assessments.	SY 2008-2011	Teachers, Student Services & Administration	Kimmer Cornish	AIMSweb data, Lexia data, ISAT data
Disaggregate ISAT data to further examine subgroup performance in relation to the achievement gap	SY 2008-2011	Administration, Grade Level Teams, Psychologist	Steve Severson	
Staff development activities to heighten the awareness of the needs of our minority students	SY 2008-2011	Equity Team & Administration	Steve Severson	SIP days, Faculty meetings
Continue to assign at-risk students to after school and lunch help sessions.	2nd – 4th Quarters 2008-2011	Administration & Guidance Counselors	Kimmer Cornish	Test, Attendance and Report Card Data collection
Pilot a Reading/English Block and reflect on successes and pitfalls then share this information with the Language Arts staff.	SY 2008-2009	Pilot teachers for Language Arts Block	Kim Maloney	Student grades and test scores
Re-organization of staff supervision model to allow more one on one or small group staff student interaction/tutorial sessions to help increase reading achievement levels.	SY 2008-2011	Administration, Grade Level Teams, Strategic Reading Teachers	Kim Maloney	Increased GPA, Odyssey & Compass Learning

2. Objective – Area of Focus: Continued focus on ISAT writing activities.

Strategies/Interventions	Timeline	Responsibility	Evidence Collected by:	Evidence Source
Continued staff development/training through district institution day, local workshops and dissemination of information from Writing Committee Representatives.	SY 2008-2011	Administration	Steve Severson	Attendance at workshops/SIP Day Activities
Continued use of writing samples with Problem Solving as a way to measure student growth throughout the year.	SY 2008-2011	Psychologist & Guidance Counselors	Kim Maloney	Problem Solving Notes
Initiate individualized instruction groups for students who continually score below level on standardized testing and on in building assessments.	SY 2008-2011	Student Services & Administration	Kim Maloney	AIMSweb data, Lexia data, ISAT data

**Goal 2: While continuing the focus of helping all students to meet or exceed math performance standards as measured by the Illinois Standards Achievement Test, Illinois Alternative Assessment, and Curriculum Based Measurement -General Outcome Measure, Gordon Gregory Middle School will set a focus of increasing the math ISAT performance of our IEP student population from 72% meeting or exceeding in 2008 to 75% in 2009, to 81% in 2010, to 86% in 2011.**

**Gordon Gregory Middle School will also set a focus of increasing the math ISAT performance of our Hispanic student population from 88% meeting or exceeding in 2008 to 91% in 2009, to 94% in 2010, to 97% in 2011.**

**Gordon Gregory Middle School will also set a focus of increasing the math ISAT performance of our Black student population from 91.5% meeting or exceeding in 2008 to 93% in 2009, to 95% in 2010, to 97% in 2011.**

1. Objective – Area of Focus: Continued implementation of the district math curriculum and ongoing assessment of student achievement.

Strategies/Interventions	Timeline	Responsibility	Evidence Collected by:	Evidence Source
Utilize Connections classes or flex schedules to remediate and extend math instruction.	SY 2008-2011	Math Department Chair	Kimmer Cornish	Team Summary Logs, flex schedules
The Math Department will continue to use fluency activities to address student deficiencies in all areas of math computation.	SY 2008-2011	Math Department Chair	Kimmer Cornish	Test Data Collection
Continue to assign at-risk students to after school and lunch help sessions.	2 <sup>nd</sup> – 4 <sup>th</sup> Quarters 2008-2011	Administration & Guidance Counselors	Kimmer Cornish	Test, Attendance and Report Card Data collection
Disaggregate ISAT data to further examine subgroup performance in relation to the achievement gap.	SY 2008-2011	Administration, Team Coordinators & Psychologist	Steve Severson	ISAT Data collection
Staff development activities to heighten the awareness of the needs of our minority students	SY 2008-2011	Equity Team	Steve Severson	SIP days, Faculty meetings
Implement new curriculum at 6 <sup>th</sup> grade level and continually analyze the effect of new program on student achievement.	SY 2008-2011	Math Department Chair	Kimmer Cornish	Math Fluency activities and Math CBM's
Re-organization of staff supervision model to allow more one on one or small group staff student interaction/tutorial sessions to help increase math achievement levels.	SY 2008-2011	Administration	Kimmer Cornish	Increased GPA & Compass Learning
Continue implementation of ISAT preparation	SY 2008-	Team	Kimmer	Team

activities.	2011	Coordinators	Cornish	summary logs
Continuously incorporate activities to familiarize students with the format of ISAT questions.	SY 2008-2011	Math Department Chair	Kimmer Cornish	Team summary logs
Initiate individualized instruction groups for students who continually score below level on standardized testing and on in building assessments.	SY 2008-2011	Student Services & Administration	Kimmer Cornish	Compass Learning, ISAT data

**Goal 3: Gregory Middle School will continue to work to improve the overall climate and communication for all stakeholders. Teachers were given a baseline climate survey in the 2006-2007 school year. Students will be given a climate survey to set a baseline during the first semester of the 2008-2009 school year. Teachers and students will be given a follow-up climate survey at the end of each school year to gage improvement.**

1. Objective – Area of Focus: Using Fall 2008 climate survey data to create a course of action to address areas of need.

Strategies/Interventions	Timeline	Responsibility	Evidence Collected by:	Evidence Source
Create survey to be given to students during 1 <sup>st</sup> semester	SY 2008-2011	Administration		Climate Survey
Analyze results from both students and teacher survey to gauge climate improvement.	SY 2008-2011	Administration		Climate Results

2. Objective – Area of Focus: All stakeholders will continue to raise expectations for student conduct.

Strategies/Interventions	Timeline	Responsibility	Evidence Collected by:	Evidence Source
Analyze data to identify specific behaviors needing improvement, brainstorm strategies to modify behavior, and evaluate the effectiveness of the interventions	Quarterly throughout SY 2008-2011	Assistant Principals and School Psychologist		PBIS committee, team meeting minutes. Daily and weekly observations of targeted

				student behavior.
Continue <i>Themes of the Week</i> . All classrooms will post signs of the themes, themes can be seen via daily announcements, weekly memo, and school website.	Weekly throughout the SY 2008-2011	Explo Team Coordinators		TC & Team Meetings, Quarterly Celebrations of Positive Behavior
Communicate regularly with all staff via Team Coordinator Meetings and Faculty Meetings on the progress of the interventions being implemented. Staff will integrate the <i>Themes of the Week</i> vocabulary into their daily interaction with students and reinforce positive behavior by utilizing the <i>Way to Go</i> cards, <i>Scoop of the Month</i> , and/or positive referrals.	Quarterly throughout the SY 2008-2011	Team coordinators, PBIS committee		TC minutes and Faculty Meeting agendas
Gregory will bring in a motivational speaker to help make students aware of positive choices and create a safe, nurturing school environment.	SY 2008-2011	Administration		Post Climate survey.

## Progress Summary

### Plan Review

Within two weeks of the end of each academic quarter, the administrative and school improvement teams will review the progress of action items. Adjustments will be made as necessary, based on these reviews.

During the school year, we will continue to review data to determine the success *of* our students and make changes accordingly. Please feel free to contact Steve **Severson**, Gordon Gregory Middle School Principal, at 630.428.6300 with questions related to this plan.