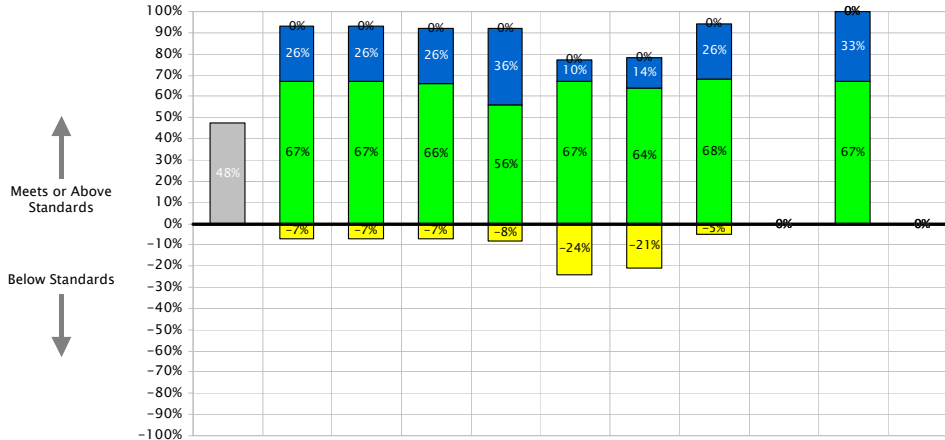


State Assessment Data and Gap Analysis

GREGORY

ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		26%	26%	26%	36%	10%	14%	26%	0%	33%	0%
Meets		67%	67%	66%	56%	67%	64%	68%	0%	67%	0%
Below		7%	7%	7%	8%	24%	21%	5%	0%	0%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	93%	93%	92%	92%	77%	78%	94%	0%	100%	0%
Count		348	167	181	35	21	14	273	0	5	N/A

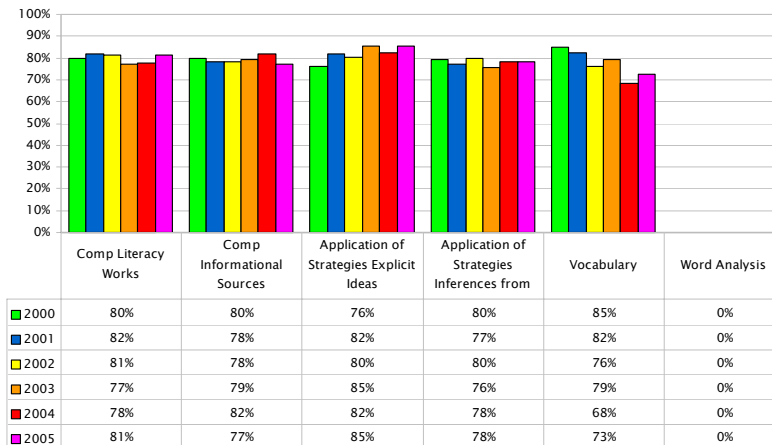
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, Low Income.



GORDON GREGORY MIDDLE SCHOOL

ISAT Reading Standards Analysis.

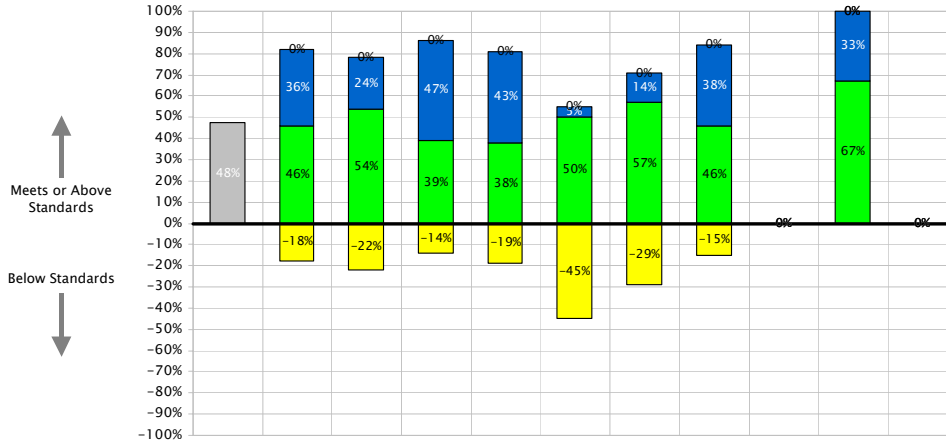
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



Application of Strategies Explicit Ideas: there is Significant Improvement from 2000 to 2005. Vocabulary: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



ISAT Math – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		36%	24%	47%	43%	5%	14%	38%	0%	33%	0%
Meets		46%	54%	39%	38%	50%	57%	46%	0%	67%	0%
Below		18%	22%	14%	19%	45%	29%	15%	0%	0%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	82%	78%	86%	81%	55%	71%	84%	0%	100%	0%
Count		348	167	181	35	21	14	273	0	5	N/A

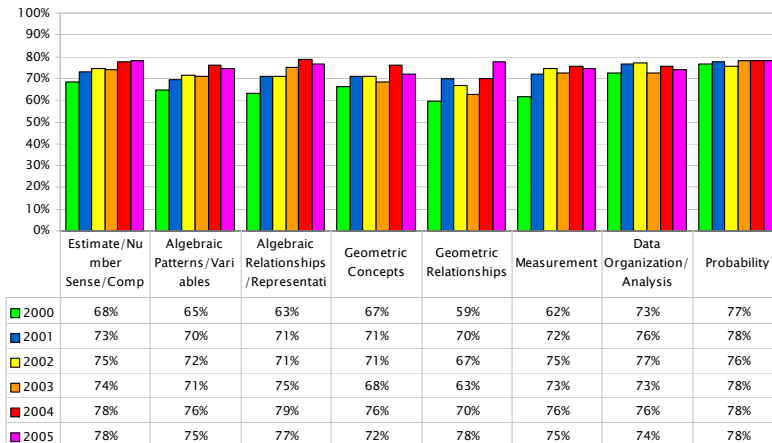
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, IEP, Low Income.



GORDON GREGORY MIDDLE SCHOOL

ISAT Math Standards Analysis.

All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



Estimate/Number Sense/Computation: there is Significant Improvement from 2000 to 2005. Algebraic Patterns/Variables: there is Significant Improvement from 2000 to 2005. Algebraic Relationships/Representations: there is Significant Improvement from 2000 to 2005. Geometric Concepts: there is Significant Improvement from 2000 to 2005. Geometric Relationships: there is Significant Improvement from 2000 to 2005. Measurement: there is Significant Improvement from 2000 to 2005. (Change is significant if more than plus or minus 5%).

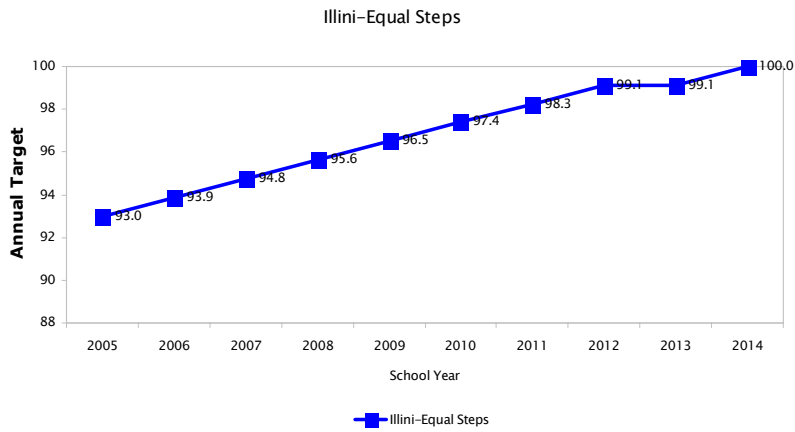


NCLB Adequate Yearly Progress Composite

GREGORY

ISAT Reading Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.



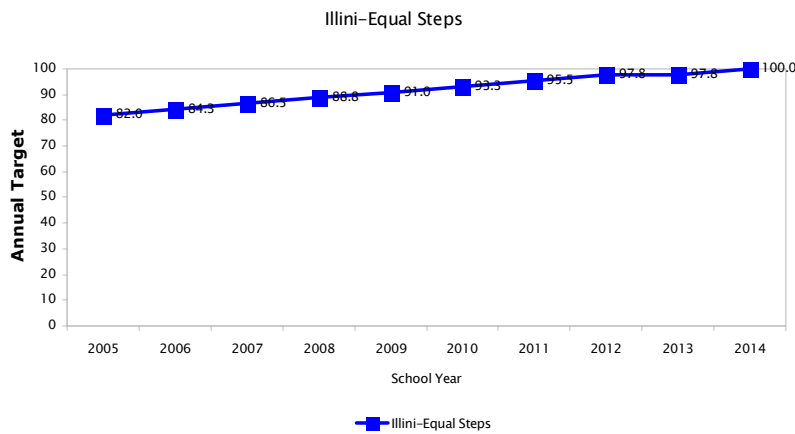
The base 2005 score is: 93.0% Meeting/Exceeding in Reading.



GREGORY, p. 6

ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.



The base 2005 score is: 82.0% Meeting/Exceeding in Math.



Action Plan

Goal 1: **All students will meet or exceed reading standards as measured by the Illinois State Assessments.**

Evidence of Need:

- In 2004 the ISAT reading proficiency percentage for all students was 88.1. This is a 2% decrease from the 2003 ISAT results.
- In 2004 the ISAT reading proficiency percentage for subgroups were:
 1. Black Non-Hispanic, 80 (decrease of 12%)
 2. Hispanic, 69.5 (increase of 9.5%)
 3. IEP, 33.3 (decrease of 16.3%)
- Since the 2001SY there has been a historical decline in vocabulary results.

1.1 Objective: Implementation of a new 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.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Provide structured time for independent reading consistently throughout the year.	weekly throughout the SY	grade level teams	bi-monthly summary logs
1.1.2 Continued staff development on the newly adopted reading series.	SY 2004-2005	LLC members	SIP days, district institute days, team meetings
1.1.3 Continued implementation of the Strategic Reading Program at all grade levels.	SY 2004-2005	Strategic Reading teachers, administration	
1.1.4 Write literacy grant for supplemental funds, materials, and professional development.	July, 2004	administration and LLC members	completed July, 2004

1.2 Objective: Integrate vocabulary instruction across all content areas.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Implementation of newly adopted vocabulary curriculum at all grade levels.	SY 2004-2005	language arts teachers	initiated Aug., 2005
1.2.2 Provide staff development designed to enhance knowledge and implementation of effective strategies for teaching vocabulary at all grade levels and in all content area curriculums.	monthly throughout the SY	LLC members, administration and team coordinators	SIP days, district institute days, and team meetings

1.2.3 Apply higher-level reasoning, questioning and critical thinking skills in all content area curriculums. (i.e. implementation of Graph of the Month, problem-based learning, experimental design, research projects, and a variety of authentic assessments.	SY 2004-2005	all staff	
Continued implementation of ISAT preparation activities.	SY 2004-02005	all staff	

Goal 2 All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.

Evidence of Need:

- In 2004 the math proficiency percentage of all students was 84.5. This is an increase of 7.5% from the 2003 ISAT results.
- In 2004 the ISAT math proficiency percentage for subgroups were:
 1. Black Non-Hispanic, 73 (increase of 35%)
 2. Hispanic, 50.6 (increase of 10.6%)
 3. IEP, 29.4 (decrease of 2%)

2.1 Objective: Provide additional support for students achieving in the does not meet and the academic warning categories on the mathematics portion of the ISAT.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Utilize Connections classes or flex schedules a minimum of 2 days a week to remediate and extend math instruction.	SY 2004-2005	grade level math teachers	team summary logs, flex schedules
2.1.2 Utilize non-academic block time before, during, and after school to support students with math instruction.	SY 2004-2005	grade level math teachers	student names provided by teams
2.1.3 Utilize <i>Gregory Motivation, Behavior, and Academic Program</i> (GMBAP) to provide support for students with math instruction.	bi-monthly throughout the SY 2004-2005	grade level math teachers, counselors	bi-monthly GMBAP attendance and student self-evaluation forms
2.1.4 Implement a Learning Styles Inventory for all students and staff.	October, 2004	all staff and administration	completed and results discussed and distributed in October, 2004.

2.2 Objective: Implementation of the Every Day Math (EDM) curriculum at the sixth grade level.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Professional development designed to enhance staff knowledge of effective EDM instructional strategies.	SY 2004-2005	sixth grade math teachers	SIP days, district institute days, team meetings
2.2.2 EDM teachers meet to plan, create, and coordinate activities to support curriculum.	SY 2004-2005	sixth grade math teachers	SIP days, district institute days, team meetings

2.3 Objective: Prepare stakeholders for the new ISAT testing schedule starting in SY2005.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Continue reviewing new ISAT information and expectations to determine future plans and action.	SY 2004-2005	math department	SIP meeting minutes
2.3.2 Continue implementation of ISAT preparation activities.	SY 2004-2005	math teachers	team summary logs

Goal 3: All stakeholders will work to improve Gregory Middle School's overall climate and communication.

Evidence of Need: A climate survey was given in the fall to all staff.

- 26.5% of the instructional staff responded unfavorably to the following statement; faculty and building-level administrators solve concerns and issues collaboratively.
- 19% of the instructional staff responded unfavorably regarding the existence of effective channels of communication between staff and administration.
- 31% of the staff felt their opinion at work didn't count.
- 1 out of 4 students reported on a Manners Matrix survey that they see someone's property/things taken or stolen. In addition, 80% of those students did not appear bothered by the event.
- 33% of the student body reported being hit pushed or kicked in an average week. Half of the students report witnessing someone being hit, pushed or kicked.

3.1 Objective: Implementation of s school wide climate survey.

Activities	Timeline	Responsibility	Evidence Source
3.1.1 Administer and score a climate survey to all GMS staff in the fall and spring of the SY.	Fall 2004, Spring 2005	administration, and all staff	completed November, 2004

3.1.2 Team Coordinators (TC) will request for suggestions from staff members regarding ways to improve climate and communication via the survey questions that fell into the category of 20% unfavorable or higher as reported in the November survey.	2nd Semester	exploratory SIP members, team coordinators and administration	completed February, 2005
3.1.3 Implement a consistent way to celebrate staff/team accomplishments.	SY 2004-2005	team coordinators and administration	SIP days, faculty meetings, TC meetings
3.1.4 Teams will discuss, during a pupil discussion, day the students whose names appear on the monthly PBIS report and brainstorm interventions to be implemented.	monthly	teams and administration	
3.1.5 Administration attends team, grade level, and department meetings.	monthly	administration	

3.2 Objective: All stakeholders will continue to raise expectations for student conduct.

Activities	Timeline	Responsibility	Evidence Source
3.2.1 Analyze data to identify specific behaviors needing improvement, brainstorm strategies to modify behavior, and evaluate the effectiveness of the interventions.	quarterly throughout the SY	exploratory teachers, PBIS committee, administration	PBIS committee minutes, team meeting minutes
3.2.2 Continue implementation of the <i>Themes of the Week</i> . All classrooms will post signs of the themes, themes can be seen and heard via the daily announcements, and listed on our school's website.	weekly throughout the SY	exploratory teachers	
3.2.3 Communicate regularly with all staff via Team Coordinator Meetings and Faculty Meetings on the progress of the interventions being implemented.	quarterly throughout the SY	exploratory team coordinators	TC minutes and faculty meeting agendas

Progress Summary

The Gordon Gregory Middle School staff, as part of our continuous improvement philosophy, maintained a focus on the development of our student's reading and mathematics skills as well as improving our overall school climate.

As a result of the analysis of achievement data from the Illinois Standards Achievement Test (ISAT) and building assessments, the Gregory staff created reading and mathematics goals along with corresponding action plans designed to enhance the effectiveness of our educational program.

Interventions that were implemented to improve reading skills included:

- Researched best practices for vocabulary instruction
- Implemented a district vocabulary program for each grade level
- Integrated vocabulary/word choice into writing
- Implemented reasoning and critical thinking with scientific literature
- Implemented a pre and post vocabulary test to measure student achievement

Interventions that were implemented to improve mathematics skills included:

- Continued evaluation of lessons according to grade level State standards
- Continued implementation of math supports for students not in the Meets or Exceeds categories on the ISAT

Interventions that were implemented to improve school climate included:

- Staff implementation of classroom and school-wide activities that recognized and reinforced the tenets of Themes of the Week and Positive Behavioral Intervention Supports (PBIS)
- Continue bullying awareness and education for all students

This year, as in past years, students at Gordon Gregory Middle School continue to show remarkable levels of achievement, as evidenced by an Overall ISAT Performance Level of 89.3 % in the "Meets" and "Exceeds" categories.

Through data analysis of the 2005 ISAT and building assessments the following goals were created to meet the needs of our students for the 2005-2006 school year:

School Improvement Plan for Reading:

- Staff development on research based best practice instructional strategies for teaching literacy in all content areas
- Implementation of new vocabulary curriculum at all grade levels
- Continued implementation of the Strategic Reading Program for students achieving at or below the 35th percentile on local assessments

School Improvement Plan for Mathematics:

- Increase number of students in the "Meets" and "Exceeds" categories on the ISATs
- Continuation of mathematics supports for students not achieving at the "Meets" or "Exceeds" Level on the ISAT
- Increase rigor in the Math curriculum via the new curriculum
- Focus on test-taking strategies for all students
- Discussion of state standards at SIP meeting
- Use of item analysis of ISATs to determine those areas we still need to address
- Joint grade level curriculum planning to assure state standards are being met

School Improvement Plan -- Climate and Communication:

- Continued implementation of the tenets of the Themes of the Week and the PBIS program
- Continued implementation of positive climate building activities
- Collect staff ideas regarding ways to improve communication

Additional information about Gordon Gregory Middle School's school improvement efforts can be found on our building website, <http://gregory.ipisd.org/index.htm>. Please feel free to contact Steve Severson, Principal, at 630-428-6300 regarding our educational program and other initiatives.