

GIBSON CITY-MELVIN-SIBLEY COMMUNITY UNIT SCHOOL DISTRICT #5
SCHOOL BOARD MINUTES OF MEETING
JULY 16, 2015

The Board of Education of Gibson City-Melvin-Sibley Community Unit School District #5 met in regular session on Thursday, July 16, 2015, at 6:17 pm in the GCMS Board Room located at 307 N Sangamon Ave. Gibson City. The board was called to order by Board President Josh Johnson. Roll was called with members Swearingen, Leonard, Young, Whitehouse and Johnson in attendance. Board member Elder and Zbinden were absent. Also present were, Patti Welander, Debra McCullough, Susan Riley, Curriculum Director Erin Nuss, High School Principal Chris Garard, Middle School Principal Jeremy Darnell, Assistant Elem. & Middle School Principal KiLee Lidwell-McFerren, District Superintendent Anthony Galindo, and Board Secretary Sarah Sarantakos.

The meeting started with the Pledge of Allegiance being recited by all present.

Recognition of Visitors: None

A motion to go **into executive session** at 6:18 pm for the purpose of discussing matters pertaining to the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the district including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity 5ILCS 120/2(c) (1), student disciplinary cases 5ILCS 120/2 (c) (9), the placement of individual students in special education programs and other matters relating to individual students 5ILCS120/2(c) (10), and collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c) (2). Motion was made by member White and seconded by member Leonard. Motion carried by roll call vote with all members present voting yes.

A motion to **return to regular session** was made by member Young and seconded by member Whitehouse at 6:59 pm. Motion carried by voice vote, with all members present voting yes.

Addition Agenda Items:

None at this time

Consent Agenda:

GCMS Accounts Payable bills approved for were \$617,246.38 (Education fund \$239,335.53- Building fund \$149,106.48- Debt Service fund \$0.00 - Transportation fund \$5,972.58 - IMRF fund \$17,762.98 - Capital Projects fund \$96,762.98- W/C \$0.00 –TORT \$109,046.61- F/HLS \$0.00) (Only one payroll this board meeting)**GCMS Payrolls** approved were \$218,249.07 (Education fund \$196,758.60- Building fund \$8,919.72 -Transportation fund \$1,228.53 TORT

\$11,342.22, **FCSEC Accounts Payable** bills approved were \$47,532.37 Accounts Payable (Education fund \$43,977.67- Building fund \$1,635.54 - IMRF Fund \$1,919.16 and (Only one payroll this board meeting) **FCSEC Payrolls** approved were \$17,959.42 all in the Education fund. Also approved were the Regular and Executive Session Board meeting minutes from June 18, 2015, financial/treasurers report on behalf of the GCMS District and the FCSEC, lunch report, the summary of investment report on behalf of the GCMS District and the FCSEC, the destruction of executive session tapes through the end of January, 2014, donations, Facility Use Request, and Field Trip Request as seen below.

Approve Facility Use Agreements or Request for Use of School Kitchen/Cafeteria pending proof of insurance and all other district requirements for:

Relay for Life on August 1, 2015, at 2:00pm through Midnight. The use of the Elementary School for shelter in case of severe weather with fees waived.

GCMS After-Prom on April 23, 2016, 8:00 am through noon on April 24, 2016, at the Middle School Gym and Cafeteria with fees waived.

Youth Football Program on July 29, 2015 - November 1, 2015, at the Middle School and the High School grass field areas with fees waived.

Eric Hyatt Benefit on August 1, 2015, from 5:00 pm – 10:00pm at the Middle School Cafeteria with fees waived

Approve Field Trip Request:

None at this time

Approve the following donations:

Amount	From	To
\$50.00	Target Corporation	ES Activities
\$1,800.00	Anonymous	GCMS Book Study
Unspecified	Anonymous	HS Scoreboard & Installation
\$1,000.00	Prevention First	Project Ignition

Motion to approve the **consent agenda** as presented in the board packet. Motion was made by member Whitehouse and seconded by member Young. Motion carried by roll call vote with all members present voting yes. Motion carried by roll call vote with all members present voting yes.

Board member Swearingen voice concerns that the about reviewing the consent agendas in more detail before approval.

Items from Executive Session

Accept Resignation:

Motion to accept the resignation of **Melanie Cail a teacher aide** for GCMS Schools effective immediately with thanks for her service to GCMS. Motion made by member Young and seconded by member Swearingen. Motion carried by voice vote with all members present voting yes.

Motion to accept the resignation of **Kori Balk a teacher aide** for GCMS Schools effective immediately with thanks for her service to GCMS. Motion made by member Young and seconded by member Whitehouse. Motion carried by voice vote with all members present voting yes.

Approve Employment:

Motion to approve the employment of **Staci Ward as a Special Education Teacher in the Elementary School**, beginning with the 2015-2016 school year at the TRS rate of \$44,189 plus benefits as guided by the agreement between the GCMS BOE and the GCMSEA. Motion made by member Swearingen and seconded by member Whitehouse. Motion carried by roll call vote with all members present voting yes.

Motion to approve the employment of **Catherine Peterson as a Special Education Teacher in the Elementary School**, beginning with the 2015-2016 school year at the TRS rate of \$36,589 plus benefits as guided by the agreement between the GCMS BOE and the GCMSEA. Motion made by member Young and seconded by member Leonard. Motion carried by roll call vote with all members present voting yes.

Motion to approve the employment of **Sarah Grice as a Library Clerk at the GCMS High School** beginning with the 2015-2016 school year at a salary of \$20,448 plus benefits as provided to all non-certified employees. Motion made by member Young and seconded by member Whitehouse. Motion carried by roll call vote with all members present voting yes.

Motion to approve the employment of **Chad Augspurger as a Middle School Wrestling Coach** beginning with the 2015- 2016 school year at the rate according to the stipend schedule. (10% of base – TRS) Motion made by member Whitehouse and seconded by member Leonard. Motion carried by roll call vote with all members present voting yes.

Motion to approve the employment of **Deanna Leitz as a 7th Grade Girls Basketball Coach** beginning the 2015- 2016 school year at the rate prescribed by the stipend schedule. (10% of base-TRS) Motion made by member Leonard and seconded by member Whitehouse. Motion carried by roll call vote with all members present voting yes.

Motion to approve the employment of **Torrie Ferguson as a Middle School Annual Sponsor** beginning the 2015-2016 school year at the rate prescribed by the stipend schedule (3% of base-IRS) Motion made by member Whitehouse and seconded by member Young. Motion carried by roll call vote with all members present voting yes.

Motion to approve the employment of **Catherine Petersen as the High School Assistant Girls Volleyball Coach** beginning the 2015- 2016 school-year at the rate prescribed by the stipend schedule (10% of base-TRS)) Motion made by member Young and seconded by member Leonard. Motion carried by roll call vote with all members present voting yes.

Motion to approve the employment of **Volunteer Coaches beginning 2015-2016 school year.** Motion made by member Young and seconded by member Leonard. Motion carried by a voice vote with all members present voting yes.

GCMS Middle School

Softball: Greg Brucker Ryan Tompkins

Baseball: Mark Berry Robby Dinkins Mike Schwenk

Motion to approve the **Fiscal Year 2015-2016 contract for KiLee McFerren** as an Assistant Principal for the GCMS Elementary/Middle School at a salary rate increase of 2.68%. Motion made by member Whitehouse and seconded by member Leonard. Motion carried by roll call vote with all members present voting yes.

Motion to approve the **Fiscal Year 2015-2016 contract for Michael Allen** at a salary rate increase of 2.68%. Motion made by member Leonard and seconded by member Young. Motion carried by roll call vote with all members present voting yes.

Committee Reports: No reports this month

Policy: Members-Elder, Zbinden, Leonard

Johnson provided the second reading of the Issue 88, May 2015, including: 2:250, 3:40, 3:50, 3:60, 4:45, 5:40, 5:120, 5:180, 5:270, 5:290, 5:330, 6:15, and 6:40. **Motion to adopt the policies from Issue 88, May 2015 including:** 2:250, 3:40, 3:50, 3:60, 4:45, 5:40, 5:120, 5:180, 5:270, 5:290, 5:330, 6:15, and 6:40. Motion made by member Young and seconded by member Whitehouse. Motion carried by roll call vote with all members present voting yes.

Building, Grounds, & Transportation: Members- Zbinden, Swearingen, Elder
No Report-meeting to be set soon.

Personnel & Finance: Members- Young, Whitehouse, Johnson

Superintendent Galindo reported on the Personnel & Finance committee meeting held on July 15, 2015. The discussion was on the Abuse Liaison position/salary, District Librarian position, Superintendent Search, the Fiscal Year 2016 budget, Library Clerk salary, sub rates, Administrative/Assistant Principal contracts.

Building Administrator Reports:

Principals Report:

High School Principal Chris Garard, Jeremy Darnell-Middle School Principal and, KiLee McFerren –Assistant Elementary School Principal addressed the board, reporting on staffing, current activities and planned events in their perspective buildings. Principal Darnell did not have a report but did state the parking lot is finished with the stripping to happen next week. Also, all the classrooms were painted and look great. Thanks to the custodial staff. (Principals reports are attached to these minutes).

Ford County Special Education Cooperative Report:

No report

Curriculum Director Nuss provided information to the board concerning Online Dual Credit Program. (A copy of her report is included with the minutes)

KiLee McFerren addressed the board with information on **GCMS University Program** scheduled for August 12 &13, 2015. She advised the board members of the cost involved in running the program. KiLee McFerren shared the budget for fiscal year 2016 GCMS University. The total estimated cost is \$2,960.00

Motion to approve the **GCMS University Budget for Fiscal Year 2016**. Motion made by member Whitehouse and seconded by member Leonard. Motion carried by roll call vote with all members present voting yes.

KiLee McFerren produced **Student Growth Information** (A copy of her report is included with the minutes)

Superintendent's Report

Correspondence/Communications

Superintendent Galindo advised the board concerning the **Corn Belt Region Meetings** and related information for the upcoming year.

Superintendent Galindo let the board know he has completed **FOIA Training** for 2015-2016.

Superintendent Galindo shared a Thank You from **FCA Camp** for facility usage and support.

Superintendent Galindo recognized Maranda Leonard for her training completion.

Superintendent Galindo provided information concerning the **Substitute teacher rates**. Currently we pay \$86 per day and on the 6th day of consecutive subbing in the same position at \$201.61 per day. The change would be to \$100 per day and on the 11th day of consecutive subbing increasing to \$200 per day. Motion to approve the sub teacher rates beginning 2015 - 2016 school year to \$100/day with the longevity increase for long term subs in the same position from day 11 and afterwards to \$200/day. Motion made by member Whitehouse and seconded by member Young. Motion carried by roll call vote with all members present voting yes.

Superintendent Galindo informed the board of the proposed **GCMS Budget for Fiscal Year 2016**. He explained the changes in revenues and expenses. Motion to approve the GCMS tentative FY 16 budget as presented and set the budget hearing for September 17, 2015 @ 6:00 PM. Motion made by member Young and seconded by member Whitehouse. Motion carried by roll call vote with all members present voting yes.

Superintendent Galindo notified the board concerning changing the **Library Clerk position** to a salaried position. Motion to consider- moving current library clerk position to salaried position. Motion made by member Young and seconded by member Leonard. Motion carried by roll call vote with all members present voting yes.

Superintendent Galindo reported to the board of the changes in the **Horace Mann Flex Services**. The change is any employee who works less than 20 hours per week shall not be eligible to participate in the plan. Motion to approve the amended Cafeteria Plan Resolution as presented. Motion made by member Leonard and seconded by member Whitehouse. Motion carried by roll call vote with all members present voting yes.

Superintendent Galindo advised the board regarding **CVSFT Intergovernmental Agreement** between the GCMS School District the Livingston County Retailers occupation Tax and Service Occupation Tax flow through due to a reorganization. Motion to Approve the CSFT Intergovernmental Agreement with ROE #5 as presented. Motion made by member Young and seconded by member Whitehouse. Motion carried by roll call vote with all members present voting yes.

Informational/Upcoming Events: See Principals' Reports

We have received approval from ISBE to use Health Life Safety Funds to replace the HVAC unit on the south wing of the Elementary School.

The School Meals Program Administrative Review corrective action plan has been completed by our office and returned to ISBE.

The PTA has paid an additional \$2,750 towards the playground refurbishing project.

A motion to **adjourn regular session** was made by member Whitehouse and seconded by member Young at 8:20 pm. Motion carried by voice vote, with all members present voting yes.

President

Secretary



Date July 7, 2015
TO: Members, Board of Education
FROM: Chris Garard - Principal
SUBJECT: Monthly Update

1. **NEW GCMS High School Vision Statement–**

A GCMS Falcon will graduate well-adjusted and academically prepared: able to handle life's challenges by setting high expectations of growth for the future.

- a. More to come! Our staff will define exactly what this looks like through discussion and collaboration. Then, each department and staff member will be creating goals later this fall that will support the building vision and guide us throughout the year.
- b. This supports our District and High School Mission Statements:

GCMS District Mission Statement

The vision and mission of the GCMS School District is to partner with students, parents, and the community to cultivate life-long learning by providing a safe atmosphere where academic excellence, respect, and enthusiasm foster future success.

GCMS High School Mission Statement

The mission of GCMS High School is to commit all available resources to the enhancement of educational opportunities in order to maximize student potential for life-long learning in a positive environment.

- c. Mission is about today, vision is about the future, what we will become.

2. Maintenance update

- a. The building is done (or should be by this board meeting). Everything looks GREAT. Our custodians are doing a fantastic job!

3. I am working on a “State of the School” publication that will document the 2015-2016 school year. This document will be available following the school year. Information on this document could include everything from demographic information about our school/district, goals, staff development that our staff participated in, student recognitions, etc.

4. Upcoming Dates

- a. Greyhound Festival – July 18
 - i. Mr. Tompkins and Mrs. Kirkpatrick are offering tours of the building from 10:00-2:00 on July 18. Thank you to both of them for filling in for me.
- b. August 5 and 6 – Registration
- c. August 14 – Falcon First Day and Back to School Bash
 - i. 6:30-8:30 Back to School Bash

Elementary School Board Report 7/16/15

1) Sign

- a. Was supposed to be delivered on 7-9-15, but delayed because of the weather.
- b. Will try again during the week of July 20th.



2) Painting in the gym

- a. Paint rep was in and will be putting another coat over some of the red.
- b. Gym looks bigger and much cleaner!!

3) Air conditioning over 1st grade

- a. Put on the roof n 7-7-15.
- b. Working on ductwork at the time of this report.

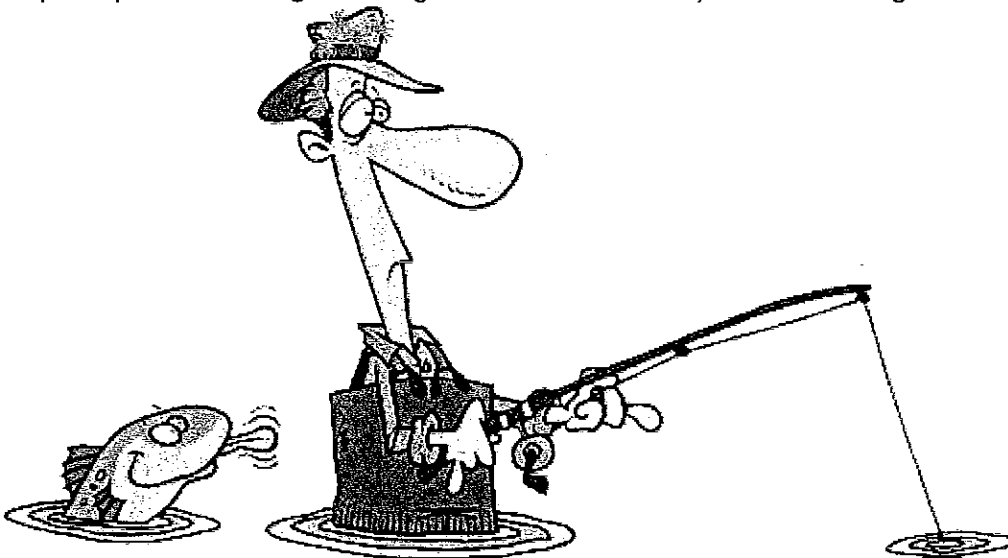
4) FCA Camp

- a. Used the elementary school from 6/29-7/2.
- b. 100 + kids in attendance (most from GCMS).
- c. Staff expressed a huge thanks to the board and admin for allowing them to use our facilities.
- d. Want to use the elementary school again in the future if you will allow them to.

5) Janitorial staff

- a. Started cleaning in the elementary school on 7-6-15.
- b. Working hard and making progress at the time of this report.
- c. Has worked out very well that they started at the high school and came to the elementary school after FCA camp!

6) Hopefully I am catching some big fish in Wisconsin as you are meeting!



Online Dual Credit through Parkland College at GCMS High School

This spring, several high school faculty, Mr. Garard, and Mrs. Nuss met with the Dual Credit Coordinator from Parkland College to discuss expansion of our course offerings.

Most departments require more than 18 hours of graduate credit in a subject to be approved to teach dual credit (i.e. 18 hours on Math Graduate Credits are required to teach a dual credit course at the high school).

Benefits:

- Parkland College instructor teaches and assesses the core college curriculum
- GCMS teacher supplements the college curriculum and instructs the high school curriculum
- example: students could take Statistics 108 or Psychology 101 at GCMS High School for high school credit and 3 credit hours of college credit

Logistics:

- each course would be assigned to a computer lab during a normal period of the school day
- students would engage in Parkland College curriculum online two/three days a week and the supplemental high school curriculum the remaining days

Example schools: Villa Grove and Heritage High Schools

- in a cooperative agreement to each place students into the same section of Psychology
- fees to the schools are prorated based on the numbers of students enrolled from each building
- "For online courses through Parkland we do make the students pay the full amount except for a new program where we have partnered with Villa Grove for the Dual Credit Psychology and Sociology. There is a program that for a set amount of money you can get a number of your students taking online Psy and Soc. Our school district voted to pay the full amount for this program with each student paying just \$100 a semester for each of the classes. The amount is pretty high, you would have to talk with Lisa about that, but Villa Grove and Heritage share 24 seats. A great deal for the students." -Heritage Guidance Counselor

Fees:

- no per pupil tuition-- flat fee for the course
- \$1,100 per credit hour (total course fee for three hour class would be \$3,300 for 24 students)
- so Psychology is a 3 credit course which would cost \$3,300 total for the entire class of students
- an individual student would pay \$421.50 for three hours of credit at Parkland College and \$1227 at the University of Illinois
- essentially we could teach an entire class of students for the same price as three students taking the course on their own at Parkland College
- we could enroll a maximum of 24 and a minimum of 12
- some courses might require textbooks we do not currently have in stock

Qualifications:

- 3.0 GPA required and a 20 on English/Reading ACT
- students must be 16 years old to enroll in dual credit



Gibson City Melvin Sibley School District #5
Student Growth Pilot
2015-2016

TABLE OF CONTENTS to Student Growth Pilot Resources

- Page 1** **Introduction to Student Growth Pilot**
- Page 2-3** **Commonly asked questions**
- A list of questions that are commonly asked in regards to student growth. The answers have been approved by administration and the unofficial PERA/Joint committee
- Page 4** **Student Growth Measures Non-Tenured Staff Flow Chart**
- A visual representation of the timeline for student growth for non-tenured staff
- Page 5** **Student Growth Measures Tenured Staff**
- A visual representation of one option for the timeline for student growth for tenured staff
- Page 6** **Assessment Review Tool**
- A tool describing the criteria that an assessment should meet if being submitted for SLO approval. This form does not have to be submitted with assessment, rather should be used for self- reflection
- Page 7** **Student Learning Objective Template**
- The student learning objective form will be submitted at the time of the initial meeting between administration and staff. The form will be used to document: Student Population, Assessment, Student Baseline & Analysis, Growth Targets, and instructional interval start, mid, and ending point
- Page 8** **Student Growth Scoring Template**
- An optional tool for recording of student data in regards to SLO
- Page 9** **GCMS School District Assesment List**
- A current list of assessments used within our school district. Assessments are listed according to building and Type.



Gibson City Melvin-Sibley School District #5
Student Growth Pilot
2015-2016

The unofficial PERA/Joint committee is excited for our school district to pilot the student growth model. Please remember that 2015-2016 is a pilot year, so the committee will ask for suggestions for improvement based on your experience to determine the district plan for full implementation of student growth. The teachers and administration have worked very hard to create something that will be meaningful, non-threatening, and that will serve the intended purpose. The purpose is to reflect upon what we are teaching, the impact of our teaching on student learning, and what we need to do to refine our practice.

During the 2014-2015 the following teachers participated in the pilot of the pilot. They have volunteered to answer questions you may have in regards to their experience and the process. The unofficial PERA/Joint committee members are also here to support you and answer questions.

Pilot of the Pilot Teachers

Mrs. Keefe	Music	Mrs. Freehill	English	Mrs. Meyer	Special Education
Mrs. Natywa	3 rd Grade	Ms. Gibson	English	Mrs. Nuss	English
Mrs. Rutledge	1 st Grade			Ms. Riley	Math
Mrs. Tarrant	2 nd Grade			Mr. Schaefer	Science
Mrs. Zehr	2 nd Grade			Mr. Stone	Art

Unofficial PERA/Joint Committee

Mrs. Briney	Business
Mrs. Nuss	English
Mrs. Thames	Math
Mrs. Seymour	Special Education
Mrs. Tarrant	Second Grade
Ms. Riley	Math
Mr. Allen	HS Assistant Principal
Mr. Galindo	Superintendent
Mr. Garard	HS Principal
Mr. Darnell	MS Principal
Mr. Kean	ES Principal
Mrs. McFerren	ES/MS Assistant Principal

Commonly asked questions

1. Do I have to include ALL of my students as part of my population for my growth goal?

Insomuch as the larger the sample size, the more accurate the data, the expectation will be that all students who receive the assessment should be included in your student growth goal. However, the evaluator and teacher can discuss those situations in which an exception may be appropriate.

2. How long does the instructional interval need to be?

The expectation for instructional intervals will look different depending on subject matter, building, and grade level. As a general rule, however, the longer the instructional interval, the better to illustrate growth. The instructional interval will be determined by teacher and evaluator.

3. Can the SLO's be done consecutively? How many do I have to do per evaluation cycle?

The SLO's can be done consecutively or overlap. If you are a tenured teacher you can have one SLO for one year and the second for the following year. Everyone has to do 2 per evaluation cycle. If you are tenured and trying to determine what timeline would be the most beneficial for you, meet with your evaluator.

4. Do I have to use the same assessment for both data points?

No. The assessment used can be identical or mirrored. While research supports both approaches, reading passages should be mirrored rather re-used to avoid testing memorization over knowledge. If you do choose to use a mirrored assessment then it needs to be mirrored in form, content, and complexity.

5. How do I choose what standards and skills to measure?

The knowledge and skills measured should have leverage, endurance, and readiness for the next level of learning (value beyond the year- either in the next level of the subject, in other academic disciplines or in career/life).

6. So I give a pretest and a posttest; is that it?

No. There needs to be at least one interim point (termed a 'mid- point') where a formative assessment is given to ensure students are on target to attain growth on the posttest. You must have one pivot point but may have as many or as few as you deem necessary. Pivot point data is not reported but does serve as a basis of discussion with your evaluator at check-in.

7. What types of assessments do I have to use?

One Type I or Type II and a Type III. Note: Type I and II assessments may also be considered Type III if they align to the curriculum and are capable of measuring student learning in the subject. Please refer to the district assessment list to see the categories for various district assessments.

8. What percentage of my evaluation is based on the student growth rating?

The PERA committee agreed on 30%.

9. Does my assessment have to be a paper/pencil test?

No, it can be a performance based assessment with a rubric or one of the other assessments on the District Assessment list.

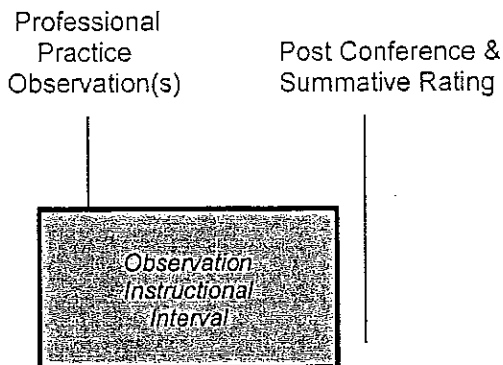
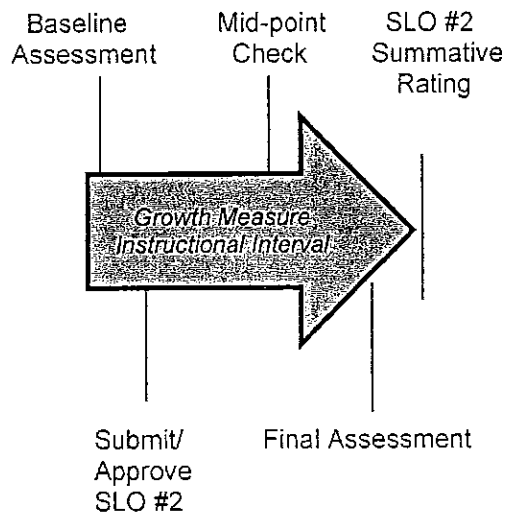
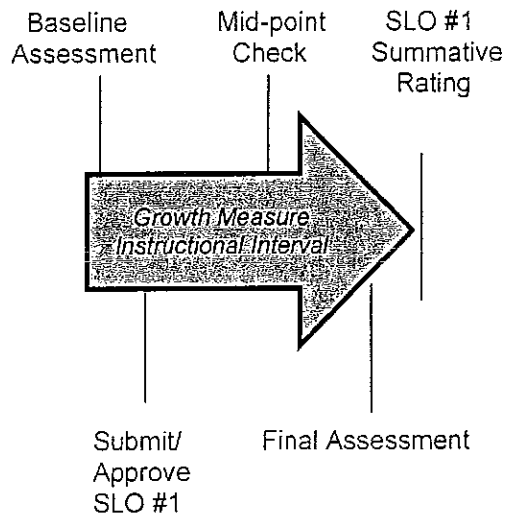
10. How will the scores of the two student growth goals be combined for my overall rating on the student growth component of my evaluation?

Each assessment will be ranked according to the percent of students who show growth. The sum of these two numbers will be converted to a percent and weighted @ 30%. It'll be added to the evaluator's number (converted to a percent and weighted @ 70%) to achieve your summative score and rank.

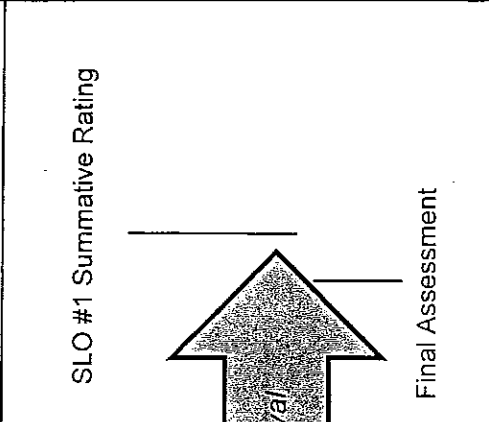
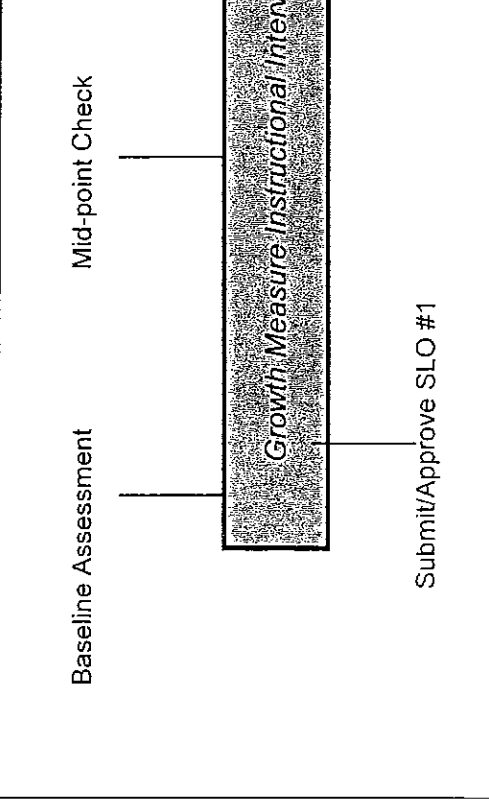
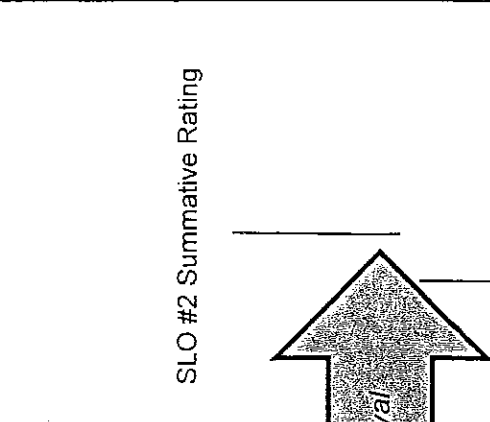
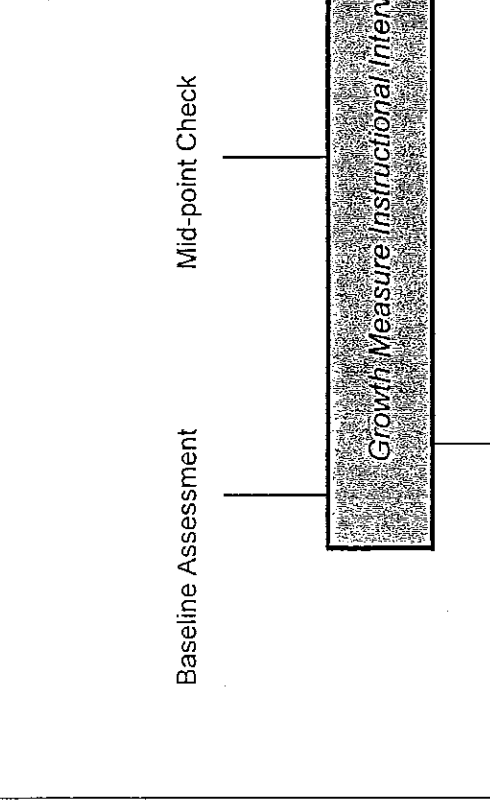
Unsatisfactory	Needs Improvement	Proficient	Excellent
<ul style="list-style-type: none"> ○ The teacher has demonstrated an insufficient impact on student learning. ○ Based on students' starting points, 0-49% of students met their growth target. 	<ul style="list-style-type: none"> ○ The teacher has demonstrated some impact on student learning. ○ Based on students' starting points, 50-64% of students met their growth target. 	<ul style="list-style-type: none"> ○ The teacher has demonstrated a considerable impact on student learning. ○ Based on students' starting points, 65-79% of students met their growth target. 	<ul style="list-style-type: none"> ○ The teacher has demonstrated an outstanding impact on student learning. ○ Based on students' starting points, 80-100% of students met their growth target.
0	2	3	4

Student Growth Measures Non-Tenured Staff

(September – February)



Student Growth Measures Tenured Staff

<p>Year 1: The "Data Year" (August – June)</p>	<p>Year 2: The "Observation Year" (September – February)</p>
<p>Baseline Assessment Mid-point Check SLO #1 Summative Rating</p>  <p>Submit/Approve SLO #1 Final Assessment</p>	<p>Professional Practice Observation(s) Post Conference & Summative Rating</p> 
<p>Baseline Assessment Mid-point Check SLO #2 Summative Rating</p>  <p>Submit/Approve SLO #2 Final Assessment</p>	<p>Professional Practice Observation(s) Post Conference & Summative Rating</p> 



Gibson City Melvin-Sibley School District #5

Assessment Review Tool

Assessment Name: _____

Teacher and Course: _____

Criteria	Considerations
Skills and Alignment	<ul style="list-style-type: none">• This assessment tool clearly measures specific essential subject or grade level content standards and skills (assessment or answer key is labeled)• The knowledge and skills measured have leverage, endurance, and readiness for the next level of learning (value beyond the year- either in the next level of the subject, in other academic disciplines or in career/life)• There is more than one question aligned to each skill. (ex: there are multiple assessment points for each skill) <p>Evidence/Feedback:</p>
Rigor and Complexity	<ul style="list-style-type: none">• Overall, the items/tasks are appropriately challenging for the grade-level/course (e.g. appropriate Question complexity, Depth of knowledge and appropriate Text Complexity) so that scores on the assessment represent true learning aligned to essential concepts for this grade level/course.• Essential content standards and skills are assessed at multiple levels of complexity (ex: low, middle, high).• Many items/tasks require strategic and extended thinking.• Multiple-choice questions are appropriately rigorous or complex (e.g. multi-step, four or more choices) <p>Evidence/Feedback:</p>
Format Gives Valid And Reliable Data	<ul style="list-style-type: none">• Items/tasks are written clearly.• The assessment/task/passages are free from bias; no working or knowledge that is accessible to only specific ethnicities and/or subcultures• Item types and length of the assessment are appropriate to the subject/grade level• Tasks and open ended questions have descriptive rubrics that (1) articulate what students are expected to now and be able to do (2) differentiate between levels of knowledge (3) allow reliable data collection (repeatable use) <p>Evidence/Feedback:</p>
Mirrored for Growth (Consider If using mirrored Assessments rather than the same.)	<ul style="list-style-type: none">• A mirrored version has been developed to measure and monitor learning at another point in time.• Mirrored version is mirrored in form, content, and complexity.• Assessment results will provide data for teacher pivot points: adjusting instruction for improved student understanding. <p>Evidence/Feedback:</p>



Gibson City Melvin Sibley School District
Student Learning Objective Template

Student Learning Objectives: Targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the determined instructional interval. Based on a thorough review of available data reflecting students' baseline skills, these targets are set and approved after collaboration and consultation with colleagues and administrators.

Teacher Name:	Content Area and Course/Grade:
Academic Year:	Evaluator Name:

Population	Which students are included in the growth target(s)? Attach roster if needed.
Assessments (Attach assessments)	Explain assessment set to measure growth. What standards will be covered? If the assessment is not assigned, but teacher choice, include rationale for the choice of this tool.

Student Baseline & Analysis (Attach Student Growth Scoring Template)	Where are students starting according to your baseline data? What type of assistance will these students need?
---	--

Growth Target(s)	What growth is expected? How much should students improve during the instructional interval? What is your rationale for setting the above target(s)?
------------------	--

Teacher Signature _____ Date _____
Evaluator Signature _____ Date _____

Start:	Mid:	Final:
--------	------	--------

Growth* Commitment * Motivation* Success

Teacher:	School:				
SLO Title:	Assessment Name:				
Student Name	Student Number	Baseline Score	Final Score	Exceeds or Meets Target? (yes/no)	

% of students that exceeded or met growth target	Descriptive Rating	Numerical Rating

2015-2016 GCMS District Assessments

Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12	Test Date	Assessment Type
Kindergarten Inventory	X													4X a year	II
MAP	X	X	X	X	X	X	X	X	X					Sept, Jan, May	I
AR Star Test		X	X	X	X									Aug-Sept, Dec-Jan, Apr-May	I
EXPLORE								X						January	I
EXPLORE									X					October	I
PLAN										X				October	I
ACT Practice											X			September	I
Voluntary ACT									X	X				September	I
Compass												X		January	I
Semester Exams														End of	
Voluntary PSAT/NMSQT									X	X	X	X	X	Semesters	II or III
Advanced Placement (AP) tests												X		May	I
AimsWeb-All students benchmarked; Tier- progress monitored	X	X	X	X	X									All year	I
CARS						X	X	X	X					All year	II
PARCC														2x a year	I



Gibson City Melvin Sibley School District
Student Learning Objective Template

Student Learning Objectives: Targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the determined instructional interval. Based on a thorough review of available data reflecting students' baseline skills, these targets are set and approved after collaboration and consultation with colleagues and administrators.

Teacher Name: <u>SUSAN RILEY</u>	Content Area and Course/Grade: <u>GEOMETRY 9-12</u>
Academic Year: <u>2014-15</u>	Evaluator Name: <u>CHRIS GARARD</u>

Population	Which students are included in the growth target(s)? Attach roster if needed. <u>4 sections of Geometry - 92 students heterogeneous grouping</u>
Assessments (Attach assessments)	Explain assessment set to measure growth. What standards will be covered? If the assessment is not assigned, but teacher choice, include rationale for the choice of this tool. <u>This is an exam to cover the entire Spring semester. It will cover Common Core standards of 1.) Circles 2.) Geometric Properties and equations 3.) Geometric Measurement and 4.) Modeling. It was created using Publisher's online software.</u>

Student Baseline & Analysis (Attach Student Growth Scoring Template)	Where are students starting according to your baseline data? What type of assistance will these students need? <u>All current students passed Alg I. Pretest for each class was 38% 45% 38% 46%. Students need exposure to vocabulary, work with formulas and introduction to theorems and application.</u>
--	--

Growth Target(s)	What growth is expected? How much should students improve during the instructional interval? What is your rationale for setting the above target(s)? <u>I expect every student to show simple growth. Since much of the course is vocab and application, the majority should improve by 20%.</u>
------------------	---

Teacher Signature: <u>Susan Riley</u>	Date: <u>1/15/15</u>
Evaluator Signature: <u>Chris Garard</u>	Date: <u>1/15/15</u>

Start: <u>1/10/15</u>	Mid: <u>3/18/15</u>	Final: <u>4/30/15</u>
-----------------------	---------------------	-----------------------

Growth* Commitment * Motivation* Success

Student Name

pre-test	post-test	change	Simple grow	>20%
39%	30%	-9%		
24%	33%	9%	yes	
48%	59%	11%	yes	
28%	52%	24%	yes	yes
31%	50%	19%	yes	
48%	46%	-2%		
37%	50%	13%	yes	
44%	41%	-3%		
24%	41%	17%	yes	
54%	56%	2%	yes	
39%	56%	17%	yes	
44%	57%	13%	yes	
44%	56%	12%	yes	
41%	41%	0%		
35%	57%	22%	yes	yes
44%	74%	30%	yes	yes
35%	30%	-5%		
48%	67%	19%	yes	
33%	43%	10%	yes	
52%	61%	9%	yes	
28%	54%	26%	yes	yes
48%	59%	11%	yes	
37%	50%	13%	yes	
33%	59%	26%	yes	yes
39%	76%	37%	yes	yes
48%	89%	41%	yes	yes
61%	59%	-2%		
44%	48%	4%	yes	
30%	69%	39%	yes	yes
37%	57%	20%	yes	yes
33%	52%	19%	yes	
59%	70%	11%	yes	
52%	56%	4%	yes	
50%	65%	15%	yes	
17%	37%	20%	yes	yes
54%	67%	13%	yes	
41%	61%	20%	yes	yes
24%	31%	7%	yes	
44%	57%	13%	yes	
31%	50%	19%	yes	
48%	67%	19%	yes	
37%	67%	30%	yes	yes
57%	81%	24%	yes	yes
56%	59%	3%	yes	
50%	52%	2%	yes	
52%	46%	-6%		

46%	54%	8%	yes	
59%	65%	6%	yes	
56%	61%	5%	yes	
48%	61%	13%	yes	
30%	52%	22%	yes	yes
35%	44%	9%	yes	
33%	67%	34%	yes	yes
39%	46%	7%	yes	
46%	61%	15%	yes	
41%	39%	-2%		
35%	33%	-2%		
28%	43%	15%	yes	
52%	52%	0%		
67%	87%	20%	yes	yes
54%	63%	9%	yes	
20%	50%	30%	yes	yes
26%	50%	24%	yes	yes
37%	26%	-9%		
44%	52%	8%	yes	
65%	74%	9%	yes	
52%	39%	-13%		
22%	33%	11%	yes	

83.40%

26.50%