

Illini Central CUSD #189 School Improvement Plan

Building: Illini Central Grade School

Date: September 30, 2026

Goal: Increase the number of students scoring in the 30th percentile or above on benchmarks in English Language Arts and Mathematics by 7.5%. We are using the STAR EarlyLiteracy (K-1) and STAR Reading (2-5) assessments for ELA and Fastbridge earlyMath (K-1) and STAR Math (2-5). Currently, 63.7% of ICGS students are scoring at or above the 30th percentile in reading and 64.3% of ICGS students are scoring at or above the 30th percentile in math. Our target is to increase those percentages to 71.1% and 71.8%, respectively.

Rationale: Improving our academic skills will be a multi-year goal with incremental targets. It is imperative that our students have strong foundational skills in reading and mathematics to support future academic, vocational, and professional endeavors. We did not meet our ELA goal increase last year, but we did exceed the goal we set for Math. We have historically set our improvement target at 10%, but this year we have had a huge influx (over 20) of new students that have made this Fall data less predictable. Additionally, we changed the benchmark assessment we're using for ELA with K & 1st graders. We feel it will be a more reliable assessment, but we haven't used it before so predicting possible growth outcomes is more challenging.

ELA	Grade Level	Fall % at/above 30th %ile	Winter % at/above 30th %ile	Spring % at/above 30th %ile	MATH	Grade Level	Fall % at/above 30th %ile	Winter % at/above 30th %ile	Spring % at/above 30th %ile
Students					Students				
25/31	Kindergarten	80.6%			23/31	Kindergarten	74.2%		
29/50	1st	58.0%			30/49	1st	61.2%		
24/52	2nd	46.2%			32/52	2nd	61.5%		
32/46	3rd	69.6%			30/45	3rd	66.7%		
26/41	4th	63.4%			23/41	4th	56.1%		
30/41	5th	73.2%			28/40	5th	70.0%		
166/261	ICGS Avg.	63.6%			166/258	ICGS Avg.	64.3%		

Objective	Actions	Timeline	Status
Provide students with appropriate, research-based and effective Tier I, Tier II and Tier III interventions	- Benchmark all students using standardized Fastbridge and/or Star assessments in Fall, Winter, & Spring - Meet with team in Data Days in Fall & Winter to commit to intervention and progress monitoring plans - Progress monitor Tier II students every 2 weeks - Progress monitor Tier III students every week - Indicate which interventions are being used and their progress monitoring outcomes within Panorama Intervention Plan	Tri-Annually Tri-Annually Ongoing Ongoing Ongoing	Fall Complete Fall Complete Ongoing Ongoing

	• Meet as a Data Team to review student data every 6-8 weeks, dismiss students, change services, etc. • Identify Tier I intervention strategies to try at Data Team meetings every 6-8 weeks • Review trends that could benefit from Tier I intervention strategies at Data Team meetings every 6-8 weeks	Ongoing Ongoing Ongoing	
Increase the amount of student engagement in the classroom	• Meet in Continuous Improvement Teams during late start days to evaluate current levels of student engagement, then identify a focus area to work on (ownership, student talk, cognitive demand) • Review possible strategies to address focus area and research additional strategies; choose a strategy to implement in the classroom and monitor progress • Reflect on strategy and impact on classroom, make a plan for improving on or changing pieces to increase impact • Complete another Continuous Improvement Team cycle on late start days to implement additional strategies	September 2026 October 2026 December 2026 Spring 2027	Completed
Increase collaboration between PreK and Kindergarten teachers and families to improve Kindergarten readiness and outcomes	• Coordinate with PreK to include information about Kindergarten readiness and skills in newsletters and information sent home • Participate and share information from Birth to 5 Regional Council with PreK and Kindergarten staff • Participate in Communities of Practice (coach, admin, parent coordinator) to increase knowledge and improve outcomes for PreK students and families • Schedule observations between buildings so teachers at the Kindergarten can be more familiar with PreK and vice versa • Plan and host our second annual "Parent Academy" to increase parent/teacher collaboration and help parents to help their children be more ready for their Kindergarten year	Ongoing Ongoing Ongoing Winter 2026 Spring 2027	

Goal: Improve the school climate, perception of safety and belonging, and students' social-emotional skills in order to create more academically successful and independent students and teachers that report a higher sense of satisfaction.

Rationale: Data from our Panorama survey of students in Grades 3-5 indicate that we need to work on building our students' perseverance (40th percentile nationally) and continue building on their emotional regulation skills (50th percentile nationally). We have made significant strides in students' sense of school safety (60th percentile), sense of belonging (70th percentile), and social awareness (70th percentile). Our

teacher-student relationships continue to be high (above the 90th percentile), and we have made the largest gains in the area of positive school climate (climbing 10 points since our last survey and coming in at the 90th percentile compared to national responses). When examining our results compared to schools with similar make-ups (rural, elementary, and lower income), our results fall in either the same percentile bands or higher. Deficits in these areas impact instructional efficacy, emotional regulation, peer interactions, response to challenging situations, developing close, healthy relationships that form the social supports we need for future success. We want to continue building on this area, which directly impacts student achievement. Improvement in this area will also positively impact teacher retention and morale, and we're focusing specifically on building in support for boosting up teachers with this goal as well.

Objective	Actions	Timeline	Status
Increase the opportunities for students to be recognized for positive behavior and for making good choices	• Host student assemblies and celebrations to support school-wide focus on character traits and recognize Student of the Month winners • Start a Cougar CREW committee of staff members that will help to implement positive behavior celebrations as well as staff celebrations • Implement Cougar MVP Boards in each classroom to give staff a way to recognize students meeting expectations throughout a two-week period; have a drawing out of the MVPs every two weeks for small prizes • Design and implement a Cougar Connections board for staff to review and identify connections with students in the effort of ensuring that all students feel connected to at least one kind and caring adult • Examine Panorama data in grades 3-5, collaborate with teachers to choose a Tier I intervention to support student growth in identified area using a research-based strategy from the Panorama Playbook	Monthly Fall 2026 Ongoing Drawings every two weeks Winter 2026 Fall 2026	Ongoing Completed Ongoing In process
Provide additional opportunities for students to give feedback and influence decision-making in the school setting	• Incorporate and expand Big Buddy opportunities, beginning the program after the first quarter • Beginning in October, incorporate a Student Advisory Council format to invite the feedback of all students (grades 3-5) and build leadership skills at twice monthly lunch meetings	Winter 2026 Twice Monthly	

Implement programs and structures to celebrate and appreciate staff members more regularly and increase their connections with one another	• Host “Our Team is Second to None” celebrations for staff members each month	Monthly	Ongoing
	• Incorporate “Huddles” into professional development days to give staff a chance to interact with a regular group of colleagues that are outside their typical team and build relationships	Monthly	Ongoing
	• Revamp the “Staff Social” format through the Cougar CREW to provide an additional opportunity to build collegial and supportive relationships outside of school	Quarterly	
	• Implement a “Team of the Month” award (the Golden Paw) to recognize teams for being awesome; teams can be any group of people working together to accomplish a goal and can be fluid—not limited to grade level teams	Monthly	Ongoing

Goal: Increase the number of meaningful opportunities for guardians, family members, mentors, and community members to be involved in the school setting in order to strengthen partnerships, provide students with additional role models, and build a shared commitment to student achievement, well-being, and belonging.

Rationale: It takes a village to raise a child, and since COVID, we have lost some of the opportunities for caring adults and older mentor students to enrich our students’ lives by volunteering and joining us for learning opportunities in the school setting. Increasing adult and community involvement will help strengthen relationships between home and school, build trust, expand opportunities for student support, and foster a greater sense of shared ownership in the success of our students. We want to work toward building a stronger, more connected school community in which all adults recognize their important role in helping children learn, grow, and succeed.

Objective	Actions	Timeline	Status
Collaborate with teachers to identify areas that we could actively seek out adult and/or community involvement in the school setting and implement	• Review what kinds of activities and involvement the grade school has previously had and what the strengths and weaknesses of that involvement came with	Fall 2026	Ongoing
	• Identify at least one potential new opportunity at each grade level that we could add parent and/or community involvement (some ideas: career connections, readers, social models, reading aloud/mystery readers)	Fall 2026	
	• Maintain an up to date Volunteer Approval document that all teachers can utilize to streamline volunteer process	Ongoing	Ongoing
	• Implement at least one completely new opportunity at each grade level before the end of the year	Spring 2027	

Explore options for finding additional organizations or groups that might like to mentor or more regularly volunteer	• Reach out to other schools with volunteer programs to get ideas for organizations that may be a good fit • Contact local groups and community organizations to see if they would be interested in working with our teachers and students • Continue to seek opportunities for middle school and high school students to be involved in mentoring or “buddy” capacities	Fall 2026 Winter 2026 Ongoing	
---	--	--	--