

Illini Central CUSD #189 School Improvement Plan

Building: Illini Central Grade School

Date: October 1, 2024

Goal: Increase the number of students scoring in the 30th percentile or above on benchmarks in English Language Arts and Mathematics by 10%. Because there is not a uniform assessment that spans K-5, we will be measuring progress toward this goal with three separate assessments for English Language Arts (earlyReading for K-1st and STAR Reading for 2nd-5th) and for Mathematics (earlyMath for K-1st and STAR Math for 2nd-5th). Currently, 56.7% of ICGS students are scoring at or above the 30th percentile in reading and 60.2% of ICGS students are scoring at or above the 30th percentile in math. Our target is to increase those percentages to 66.7% and 70.2%, 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.

ELA Students	Grade Level	Fall % at/above 30th %ile	Winter % at/above 30th %ile	Spring % at/above 30th %ile	MATH Students	Grade Level	Fall % at/above 30th %ile	Winter % at/above 30th %ile	Spring % at/above 30th %ile
23/43	Kindergarten	53%			33/43	Kindergarten	77%		
20/48	1st	42%			30/48	1st	63%		
23/40	2nd	58%			19/40	2nd	48%		
29/45	3rd	64%			27/45	3rd	60%		
22/41	4th	54%			23/41	4th	56%		
31/44	5th	70%			25/44	5th	57%		
148/261	ICGS Avg.	56.7%			157/261	ICGS Avg.	60.2%		

Objective	Actions	Timeline	Status
Provide students with appropriate, research-based and effective Tier I, Tier II and Tier III interventions	<ul style="list-style-type: none"> 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 Meet as a Data Team to review student data every 6-8 weeks, dismiss students, change services, etc. Review trends that could benefit from Tier I intervention 	Fall Completed Fall Completed Ongoing Ongoing	

	<p>strategies at Data Team meetings every 6-8 weeks</p> <ul style="list-style-type: none"> ● Identify Tier I intervention strategies to try at Data Team meetings every 6-8 weeks ● Provide professional development about Class Record Book in STAR to increase repertoire of interventions available for Tier II 	September 2024	Completed
Implement new Eureka Squared math curriculum K-5	<ul style="list-style-type: none"> ● Provide professional development prior to information of new math curriculum ● Meet as teams regularly (at least once a month) to discuss challenges, success, progress, and needs with regards to implementing math curriculum 	Summer 2024 Ongoing	Completed
Explore the IAR assessment to better understand and address instructional and/or performance deficits in mathematics	<ul style="list-style-type: none"> ● Meet with 3rd, 4th, and 5th grades to review IAR data, including the content reports which indicate which question types were missed and with what frequency ● Identify or build a bank of test-preparation items that provide students with practice for types of questions they may see on the IAR ● Integrate IAR practice exercises to ensure students are familiar with the question formatting prior to IAR assessment 	Winter 2024 Winter 2024 Winter 2024	

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 indicated that students have a below-average sense of belonging, scoring in the 10th percentile for each when compared to schools with a similar make-up (rural, elementary, and 30-70% low-income). They also indicated substantial struggles in persisting through challenges (perseverance) and social awareness, which were both in the 10th percentile when compared to a similar make-up. 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.

Objective	Actions	Timeline	Status
Implement regular activities to support social emotional well-being for students	<ul style="list-style-type: none"> ● Implement Caring School Communities curriculum K-5 during Morning Meeting time ● Implement Caring School Communities "closure" activities at the end of the day ● Provide staff with professional development regarding building 	August 2024 February 2025 Winter 2024	Completed

	<p>school climate, integrating social emotional supports into the classroom, and increasing students' emotional regulation</p> <ul style="list-style-type: none"> • Host student assemblies and celebrations to support student well-being 	Monthly	
Recognize students amongst their peers more frequently	<ul style="list-style-type: none"> • Select and celebrate a Student of the Month for each homeroom • Host student assemblies and celebrations each month to recognize students, set goals, and increase sense of community • Explore different student leadership opportunities and/or clubs within the school setting that we could integrate in future years 	<p>Monthly</p> <p>Monthly</p> <p>Spring 2025</p>	<p>Ongoing</p> <p>Ongoing</p>
Use the Panorama survey to get additional information on student needs	<ul style="list-style-type: none"> • Deliver the Panorama survey to all students, 3rd-12th grades in the Fall, Winter, & Spring • Review grade-level data in the fall to identify areas of strength and areas for improvement • Meet with teams after Winter survey to reflect on changes and set goals to target for final semester • Explore forming student skills groups around SEL Skill areas and determine possible interventions and progress monitoring tools for these groups 	<p>Fall Completed</p> <p>October 2024</p> <p>February 2025</p> <p>Winter 2024</p>	

Goal: Provide staff members with meaningful professional development opportunities that are tailored to their needs and interests, while also expanding our building's opportunities for collaboration with colleagues, staff recognition, and team-building.

Rationale: In order to build a greater sense of job satisfaction, retain qualified staff, recruit additional staff, and grow as educators, it is critical for staff to have a voice in their learning and opportunities for leadership. The same is true in our classrooms for students. Staff members are able to teach more effectively when they have relevant, timely, and requested professional development opportunities. Students are able to learn more consistently when there is reduced staff turnover, and our workplace becomes more attractive to potential job candidates when the culture is positive, professional, and focused on being the best educators we can be to serve our students in the best way that we can.

Objective	Actions	Timeline	Status
Incorporate activities amongst staff to improve	<ul style="list-style-type: none"> • Update staff expectations in the "Staff Procedures" documentation to include "BRAVING" principles for effective communication. 	August 2024	Completed

communication and collegial relationships.	<ul style="list-style-type: none"> ● Create Staff Expectations guidelines, including those for addressing disagreements or handling conflict, using a Caring School Communities framework. ● Create a school mission statement for our professional community using Caring School Communities Framework 	August 2024	Completed
Gather input from staff members on professional development needs.	<ul style="list-style-type: none"> ● Staff members will write short and long-term goals for themselves personally, as a team, and for their classrooms. ● Survey ICGS staff on professional development needs for the remaining early dismissal days. 	August 2024 October 2024	Completed
Plan professional development that is engaging and staff-led.	<ul style="list-style-type: none"> ● Build in professional development collaboration time (cross-building, inter-grade level, cross-department) to allow for more seamless transitions between grade levels and departments. ● Increase the number of staff-led professional development activities. 		