

Illini Central CUSD #189 School Improvement Plan

Building: Illini Central Grade School

Date: October 9, 2025

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 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, 61.1% of ICGS students are scoring at or above the 30th percentile in reading and 62.6% of ICGS students are scoring at or above the 30th percentile in math. Our target is to increase those percentages to 71.1% and 72.6%, 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 had a similar 10% increase as a goal last year, and we met the target in both areas (+14.7% in Reading and +11.8% in Math).

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
22/42	Kindergarten	52.4%			25/42	Kindergarten	59.5%		
19/46	1st	41.3%			33/46	1st	71.7%		
31/49	2nd	63.4%			24/49	2nd	49.0%		
29/39	3rd	74.4%			21/39	3rd	53.8%		
30/42	4th	71.4%			32/42	4th	76.2%		
31/47	5th	66.0%			31/47	5th	66.0%		
162/265	ICGS Avg.	61.1%			166/265	ICGS Avg.	62.6%		

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 - 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	

	strategies at Data Team meetings every 6-8 weeks Identify Tier I intervention strategies to try at Data Team meetings every 6-8 weeks		
Create a Tier I Intervention Planning Support document	- Identify what existing Tier I interventions are being used throughout the building - Compile information about those interventions, including how to use, targeted areas addressed, and where they are located in a way that is accessible to teachers so they can access them more easily as needed	Fall 2025 Winter 2025	
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 - Review KIDS Assessment Data trends with Kindergarten and PreK teachers - 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 Winter 2025 Winter 2025 Spring 2026	

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 emotional regulation, scoring in the 40th percentile for each when compared to schools with a similar make-up (rural, elementary, and 30-70% low-income). This has come up significantly this year. Work in the social-emotional learning area last year increased that percentile significantly this year, and we made huge advancements in students that report they can persist through challenges (perseverance) and demonstrate social awareness, which were both in the 10th percentile last year when compared to a similar make-up and have jumped to the 70th percentile this year. 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.

Objective	Actions	Timeline	Status
Implement regular activities to support	Expand implementation of Caring School Communities curriculum K-5 during Morning Meeting time by including all	August 2025	Completed

social emotional well-being for students	Specials teachers and other paraprofessionals in assigned Morning Meetings • Streamline the efforts of CSC and PBIS work previously done into one leadership team in this area (PBS) to help plan building-wide SEL activities • Provide staff with professional development regarding building school climate, integrating social emotional supports into the classroom, and increasing students' emotional regulation • Host student assemblies and celebrations to support student well-being • Sequence the SEL programming and Book of the Month to align with the monthly traits identified for Student of the Month	August 2025 Ongoing Monthly Spring 2026	Completed
Recognize students amongst their peers more frequently and incorporate more opportunities for student mentorship and leadership	• Select and celebrate a Student of the Month for each homeroom as well as each grade level for Specials • Align Student of the Month to specific SEL skills (like Respect, Inclusivity, etc.) identified on the Cougar PRIDE Behavioral Matrix as well as areas for student needs • Incorporate and expand Big Buddy opportunities, beginning the program after the first quarter • Begin a Student Leadership group for 3rd-5th grade students that aligns with Buddy partner classrooms to encourage two-way communication between students and staff as well as provide an opportunity for leadership skill development • Explore areas we could partner with the middle and high schools to get more students from those buildings interacting with our students in a leadership or mentoring capacity	Monthly September 2025 Ongoing Winter 2025 Ongoing	Completed

Goal: Intentionally teach Grade School students organizational skills and help them implement and monitor their development in regard to those skills.

Rationale: In order to help our students become increasingly independent and self-aware learners, it is important that they have the support and structure to develop organizational skills. This is a process that will occur over many, many years, but we have worked as a district to outline specific skills that students should know and what they should be able to do at each grade level. Our goal this year is to make sure they have visual support, rubrics, and space to get feedback about and monitor their own organizational readiness. This goal will also facilitate better, more student-driven communication between the home and school environment.

Objective	Actions	Timeline	Status
Post useful, student-facing visuals to aid students in their own organization.	- Review the existing organizational visuals created by the organizational team as well as grade level teams to ensure they are meaningful for students; make changes where necessary. - Laminate and display visuals in classrooms and other areas, like the lockers in 5th grade.	November 2025 December 2025	
Provide opportunities for students and teachers to reflect on their organizational goals; provide opportunities for staff to give feedback on these skills to grow their abilities.	- Review the teacher-facing rubrics for grade level organizational skills that were previously created. - Create student-facing rubrics for students to utilize to monitor their own progress toward grade level proficiency of organizational skills and expectations. - Incorporate opportunities for students and teachers to use rubrics and discuss their results with one another to help students get a better understanding of how their perception relates with outside perspectives.	November 2025 Winter 2025 Spring 2026	Completed