

Indian Creek School District #425 Elementary School Improvement Goals

Indian Creek School District #425 has had an established multi-year goal of having 30% of its students exceed state learning standards while having no less than 90% of the students meeting or exceeding state standards. In order to help the district work toward this goal, the faculty and administration of Indian Creek Elementary Schools will together focus on the following educational priorities throughout this school year.

2009-2010 Elementary School Improvement Plan

1. The faculty and administration of SES and WES will form and implement building-level whole faculty study groups devoted to the following faculty-prioritized goal areas:
 - ▽ Academic- Focus on the growth of students who meet and/or exceed standards.
 - ▽ Academic- Review our writing curriculum to match the needs of our students. Challenge our students to meet state standards and to reach their full potential.
 - ▽ Behavior-Review, research and develop a social/emotional program that would include school-wide skills and services that would meet the needs of our students.

2. As part of the Response To Intervention plan, both buildings will be collaborating on common intervention strategies and tools. Both buildings will be reviewing the structure of team planning time, review assessment data, and developing and implementing strategies for Tier I, Tier II and Tier III.

2009-2010 School Improvement Plan Outcomes

- 1a. Where double class sections located in the same building, in the area of mathematics, we were able to differentiate our curriculum to provide support for the students that needed reinforcement, while other were able to engage in enrichment. A Whole Faculty Study Group will continue to research best practices in the area of enrichment in the core curriculum.

- 1b. Both schools had school wide writing prompts in the Fall and Spring. The rubric used for assessment is aligned with Illinois State Standards for Writing. The rubric assessed the areas of focus, support, organization, integration and convention. Teams of teachers from both schools were able to attend ISAT Writing workshops sponsored by the Regional Office of Education.

- 1c. Through a Whole Faculty Study Group, a framework was developed to address the Social/Behavioral expectations across all aspects of the school environment. This was based on the recommendations of the PBIS program as a means to improve student learning through a positive school climate.

- 2a. Implemented Universal Screening using AIMS Web program. This administered in the Fall, Winter and Spring. Building level and data team meetings were conducted as a means to analyze student data regarding group and individual needs. This process also reviewed the curriculum and its integrity.
- 2b. There was collaboration between both buildings so that resources could be allocated to obtain consistent literacy interventions.

2010-2011 Elementary School Improvement Plan

1. The faculty and administration of SES and WES will form and implement building-level whole faculty study groups devoted to the following faculty-prioritized goal areas:
 - ∇ Social Emotional Learning-Develop a plan for implementation of HOWL. Communicate the expectations of the HOWL matrix to the parents and the students. Develop and implement a plan to recognize the students for their accomplishments on a regular basis during the school year and invite the parents to be a part of those recognition opportunities.
 - ∇ Academic- Focus on the growth of students who meet and/or exceed standards. We will be researching best practice in the core academics to provide enrichment opportunities for students who have mastered the concepts that are being taught.
 - ∇ Academic-Writing Strategies. We will continue to work on writing strategies. Specifically to focus on establishing grade level prompts and utilizing the rubric used for assessment is aligned with Illinois State Standards for Writing. The data from the rubric will allow the teachers to determine which of the following areas need to be reinforced: focus, support, organization, integration or convention.
 - ∇ Academic-Comprehension Strategies. We will develop and produce a document that will be a resource for the staff to utilize with in their classrooms. Data will be analyzed and reviewed to determine which areas students need support and then we will research best practice to create document that will have a variety of strategies for the teachers to incorporate into their instruction.
 - ∇ Assessment-Kindergarten Report Card-We will be reviewing and researching best practice to have the kindergarten report card reflect the assessments and expectations of the current kindergarten curriculum. We will be reviewing the Current curriculum and modifying objectives to align with the state standards. Then create a report card that will be representative of those objectives and state standards. We will be getting feedback from the staff and parents to create a document to reflect the current kindergarten curriculum.
2. As part of the Response To Intervention plan, both buildings will be create a schedule that will provide the core curriculum as well as additional support for students who are not meeting the state standards. We will research best practice to provide interventions that will support the needs of our students and utilize resources, intervention strategies and tools. Both buildings will be reviewing the assessment data, and developing and implementing strategies for Tier I, Tier II and Tier III.

SIP data from iirc.niu.edu- District and Elementary Score Parallels from ISAT scores of Spring 2009.

