

ECC School Improvement Plan 2024-25

Data Analysis Our Building Leadership Team reviewed the following data and identified our celebrations, as well as our opportunities for improvement.

Data Sources: DRDP baseline data collected by teachers & PBIS Walk Through Data

Celebrations:

- Adopted the DRDP, a formative assessment tool. Desired Results Developmental Profile is a developmental continuum from early infancy to kindergarten entry to ensure that *all* children have the opportunity to demonstrate their knowledge and skills including diverse populations and students with IEPs. The tool uses the principles of Universal Design and aligns to the KIDS assessment.
- Increased number of blended preschool classrooms, resulting in a large reduction of SAC classrooms.
- Sustained strong enrollment and interest in the Pre-K dual language program.
- Continued implementation of the Pyramid Model: *a framework of evidence-based practices for promoting young children's healthy social and emotional development.*
- Baseline DRDP data for three and four year olds and students in specialized academics indicated that 78% of students are able to maintain attention on their own or with adult support during activities that last for a brief amount of time.
- Baseline DRDP data for Pre-K students indicated that 68% of students are able to identify some letters by name.

Opportunities for Improvement:

- Learn the DRDP assessment tool and sustain strong inter-rater data collection for all students.
- Align DRDP assessment outcomes to the Illinois Early Learning standards.
- Improve upon inclusionary practices to support differentiation, accommodations, and individual student needs in a blended classroom setting.
- Continue to identify and support students with high tech AAC talking devices to support language growth.

Student Performance Target Goals:

1. By May 2025, 84% of students going to Kindergarten in the fall will identify ten or more letters and show understanding that letters make up words.
2. By May 2025, 84% three and four year olds will maintain attention with adult support, during activities that last for extended periods of time.

Current Status and Next steps

1. We have completed:
 - a. Baseline data analysis.
 - b. Identification of the 2 foundational key concepts (Approaches to Self-Regulation & Language Literacy Development) to target
 - c. Root cause analysis for both goals:
 - **Approaches to self-regulation**-Students haven't had explicit instruction on how to identify/label their

feelings and use strategies.

- **Language Literacy Development-** *One of the best predictors of how well children will learn to read during the first two years of school instruction.*

2. We are in the process of developing our action plan, which will include:

a. Target:

- Differentiated instruction using Classroom Practice 6
- DRDP Growth-Student versus student

b. Strategies:

- Small group instruction
- DRDP Reports: Developmental Continuum Rating Record Report

c. Timeline

- Daily implementation
- Weekly planning
- Monthly PD
- Twice a year assessment reports