

Student Demographics

Arbury Hills School is located in Mokena, IL and contains nine classrooms of 1st-4th grade students as well as one Individualized Instruction Program classroom.



Arbury Hills Demographics

- ◆ 197 Student Enrollment
- ◆ 98% Attendance Rate
- ◆ 14.7% Economically Disadvantaged
- ◆ 13.2% Special Education
- ◆ 9.6% English Learners
- ◆ 100% Parent Contact

~From 2018 School Report Card Data~

2019-2020 Fall NWEA Data

Students in grades 1-4 take the NWEA/MAP Assessment three times per school year. Students are tested in the fall, winter, and spring. The results from the 2019 fall assessment are listed below.

Fall 2019 NWEA MAP Reading	Low <21%ile	Low-Ave. 21-40%ile	Average 41-60%ile	High-Ave. 61-80%ile	High >80%ile
Grade 1	5%	18%	26%	31%	21%
Grade 2	2%	14%	17%	38%	29%
Grade 3	9%	9%	20%	24%	38%
Grade 4	5%	7%	19%	47%	22%

Fall 2019 NWEA MAP Math	Low <21%ile	Low-Ave. 21-40%ile	Average 41-60%ile	High-Ave. 61-80%ile	High >80%ile
Grade 1	5%	13%	23%	38%	21%
Grade 2	0%	19%	31%	21%	29%
Grade 3	4%	24%	18%	31%	22%
Grade 4	7%	14%	22%	31%	26%



School Improvement Brochure 2019-2020



Est. 1960

Where All Stars Shine Brightly!

Mission: Arbury Hills School is a collaborative community that values the personal and academic growth of the whole child through a safe and supportive environment.

Vision: Learning to reach for the STARS in all we do!



Planned Improvement

English/Language Arts Goal: Arbury Hills school will work to increase the number of students meeting expected growth targets on State and local assessments.

Students will analyze how two or more texts address similar themes or topics.

Students will read and comprehend complex literary and informational text independently and proficiently.

Students will write arguments to support claims in an analysis of applicable topics or texts across the curriculum using valid reasoning and relevant and sufficient evidence.

Teachers will continue their focus on differentiation. Focus will be put on helping to reach what each student needs.

Freckle will be used to reinforce emphasis on state standards for each grade level.

Teachers will utilize reading materials with appropriate text complexity using assessment data to drive instruction and offer re-teaching opportunities.

Reading Tutoring will continue to be offered as an intervention to further support students.

MTSS: Student data will drive the Rtl process through the use of NWEA, AIMS web, ELL-Access, and/or other District approved progress monitoring tools. Data will be utilized to determine Tier II and Tier III interventions for students.

Math Goal: Arbury Hills school will work to increase the number of students meeting expected growth targets on State and local assessments.

Students will continue to solve math problems with complexity increasing at each grade level.

Students will continue to be able to solve problems using manipulatives, pictures, numbers, and words.

Teachers will continue their focus on differentiation.

Teachers will continue to use assessment data to drive instruction and offer re-teaching opportunities.

Freckle will be used to reinforce emphasis on state standards for each grade level.

Staff will continue to utilize data to determine students who will attend Math Tutoring offered after school.

MTSS: Student data will drive the Rtl process through the use of NWEA, AIMS web, CBM, ELL-Access, and/or other District approved progress monitoring tools. Data will be utilized to determine Tier II and Tier III interventions for students.

Technology Integration Goal: Arbury Hills staff members will continue to utilize technology integration within their classrooms to improve skills, and strengthen academic learning opportunities.

Continue to provide opportunities for technology use by integrating technology within core lessons.

Continue to incorporate technology skills and technology integration in each classroom.

Ensure regular tablet use within classrooms.

Use provided resources such as Freckle, Wixie, Think Central, Razkids, Discovery Education and Office 365.

Implement digital citizenship using Common-Sense Media

Behavior Goal: Arbury Hills staff members will put their SMART goal focus this year to on the whole child. We will implement the PBIS program with fidelity to proactively teach pro-social conduct and behavioral expectations. We will work to identify and support social and emotional learning needs.

Continued School-wide implementation of PBIS.

Individual Praise – Students will earn PBIS tickets to use on a monthly basis to shop at the PBIS Cart.

Classroom Praise – Classrooms will earn marbles. Once the marble jar is full, a classroom incentive will take place.

Continued school-wide implementation of PBIS Tier II behavior supports (SAIG Groups, CICO).

School-wide use of Cool Tool lessons based upon current behavioral data (SWIS), and monthly topics will be taught to be proactive in teaching school expectations.

School-wide quarterly celebrations will take place to help support positive behaviors.

The Social Worker will utilize character education lessons (Second Step, Mind Up, Teach Town, Model Me Kids) with all students.

Teachers will utilize Second Step curriculum to support the social emotional needs of their students.

Principal Second step lessons will be implemented.

A continued emphasis will be placed on Lunch / Recess expectations.

Continued implementation of the Universal Behavior Screeners throughout the year.

Continued work with the MTSS Universal and Tier II PBIS committees to review and analyze data on a monthly basis.

Student Ambassadors will be utilized to model PBIS expected behaviors and monitor the effectiveness of teaching cool tools.

Ongoing communication with families regarding bullying prevention, PBIS, and social emotional supports.