

SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE



Hickory Creek Middle School



Designated in 2009

Hickory Creek Middle School • District 157-C • Will County • Kevin Suchinski, Principal • 22150 116th Avenue, Frankfort, Illinois 60423
• Tel (815) 469-4474 Fax (815) 469-4730
www.fsd157c.org

2008 School Statistics

(Source: <http://iirc.niu.edu/>)

Community: Suburban/population 16,492
Enrollment: 811
Grade Levels: 6-8
School Schedule:

Student Demographics

- 3.3% Hispanic
- 89.1% White
- 5.8 % African American
- 0 % Native American
- 1.0% Asian
- 0.7% Multi-racial

- 1.4% Free/Reduced Lunch
- 0% English Learners

2006 AYP: YES

2007 AYP: YES

2008 AYP: YES

(Visit <http://iirc.niu.edu/> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- Offer a variety of student enrichment and assistance programs during and after school.
- Engage in on-going vertical and horizontal curriculum articulation.
- Provide on-going staff development in the areas of Technology, Gifted Education, RtI, and Differentiated Instruction
- Analyze AIMSWEB, Terra Nova, and ISAT data to address the needs of the students.
- Utilize a Block Schedule with a daily team plan to collaborate on curriculum
- Engages in Lesson Plan Studies to develop “best practices”.
- Articulates monthly with District Level curriculum coordinators to discuss instructional strategies.
- Implement co-teaching model with both regular and special education teachers.
- Utilizes local assessments to assess student readiness and progress in math.
- Engages in collaborative yearly discussions on scope and sequence and curriculum mapping.
- Utilizes technology in the classroom including a LCD projector, United Streaming, student computers, and an Elmo.
- Engages in Book Clubs to gain knowledge on the latest research and “best” practices.

Schools to Watch – Taking Center Stage

Name of School

Academic Excellence *(continued)*

- Offers an optional summer school program for all students.
- Participates in a full year mentoring program for new teachers and paraprofessionals

Developmental Responsiveness

- Utilizes block schedule to maximize flexible scheduling in all grade levels.
- Offers all students an Advisory class every day for 30-minutes.
- Offers every student an assigned Staff Advocate or “Dream Team” teacher to meet with on a quarterly basis.
- Provides before and after school activity buses to all students to promote involvement in school programs.
- Supports emotional and social growth of students through Character Counts! Program.
- Engages in team level Problem Solving weekly meetings to address student academic, social, and emotional needs.
- Promotes an Anti-Bullying program and connections among students and staff through daily Advisory Program.
- Implements small groups to address the social and emotional needs of the students through Student Services personnel.
- Utilizes defined programs such as Peer Mediators to actively involve students in problem solving.
- Participates in 9-week rotating Exploratory program for all students.
- Participates in numerous community services endeavors to promote the Six Pillars of Character Counts!
- Engages in team building and interdisciplinary units.
- Focuses on the theme “Kids come first” in all endeavors.
- Allows all students an Inclusive model to learn in the least restrictive environment.

Social Equity

- Implements Differentiated Instruction to meet the needs of all students.
- Utilizes articulation sheets for each student to develop heterogeneous teams.
- Participates in a variety of cultural arts activities to increase student awareness and understanding.
- Participates in the development of goals and problem solving activities at the beginning of each school year for all students.
- Incorporates a variety of instructional strategies into lessons to address the different learning styles of students.
- Participates in an Advocacy program through Advisory class and “Dream Team” Program for all students.
- Focuses on good citizenship to promote life long learners through school and team level recognition.
- Promotes student involvement and focuses on the whole-child through after school intramurals, after-school classes, and school clubs.

Organizational Support

- Based upon the interdisciplinary approach for all grade level teams.
- Provides teachers with team and individual planning to facilitate student and curriculum needs.
- Schedules students by hand to avoid “tracking”.
- Engages in on-going staff development through faculty meetings and team meetings.
- Articulates weekly with School Leadership Team that consists of a representative from each team.
- Involves the entire staff in the development and analysis of the School Improvement Plan.
- Examines the scope and sequence of curricular areas at each grade level.

- Examines student data monthly using the problem solving model.
- Implements student interventions before, during and after school to meet the needs of students.
- Promotes flexible scheduling through the use of grade level schedules.

Focus for the Future—Continuing Improvement

- Continue to utilize Differentiated Instruction to meet the needs of students.
- Develop an Rtl model that best services “all” students.
- Develop a schedule that allows teams to best meet the needs of their students.