

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:	FRMA	Principal Name:	Anthony Holub
Mission:	The Magnet Academy's purpose is to increase student interest and ability in STEM education to be college and career ready. The academy uses the standard district curriculum with enrichment and expansion to emphasize science, technology, engineering, and mathematics.	Vision:	The Fred Rodgers Magnet Academy provides a unique educational opportunity for students interested and talented in math, science, and technology.

School Improvement Team	Name:	Anthony Holub	Name:	Christopher Goral	Name:	
	Role:	Principal	Role:	Teacher	Role:	
	Name:	Sheila Armstrong	Name:	Michaela Malone	Name:	
	Role:	Assistant Principal	Role:	Teacher	Role:	
	Name:	Bethany Morton	Name:	Lisa Pena	Name:	
	Role:	Teacher	Role:	Teacher	Role:	
	Name:	Lauren Comstock	Name:	Brandon Thompson	Name:	
	Role:	Teacher	Role:	Counselor	Role:	

School Designation and Priorities

School Designation	Exemplary	Report Card Year:	2025-2026
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Report Card general findings and focus areas:

The FRMA students, staff, and entire educational community have both areas to celebrate as well as continued areas of focus based on the outcomes of the 2025 - 2026 school year. In reviewing data from the past twelve months, the following stands out:

1. FRMA continues to excel in regards to literacy, with continued growth in amongst the overall student population and well over 80 percent meeting or exceeding expectations on state testing.
2. FRMA , like most other schools, has pockets where it excels in regards to numeracy, as noted in certain areas of testing; however, with students hovering in the low to mid 50 percentiles that are meeting/exceeding expectations, there is still much opportunity for growth.
3. FRMA began using a new family dynamic system to help improve culture of belonging in our school with exciting early results; however, the SIP team noted the need for more consistent implementation as well as other opportunities for improvement for the upcoming school year.

Instruction- Guiding Principle Educational Equity and Student Achievement

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

By the end of the 2026-2027 school year, Fred Rodger Magnet Academy will increase the **percentage of students meeting or exceeding grade-level expectations in mathematics by 6% across all reported groups/demographics** , as measured by the **Spring 2027 Illinois Assessment of Readiness (IAR)** , compared to Spring 2026 results.

Specific: Our goal compares rates of proficiency from spring 2025 and spring 2026.

Measurable: Students meeting or exceeding grade-level expectations will increase by 6% on the Illinois Assessment of Readiness.

Achievable: 6% is a reasonable goal for all students and subgroups to attain.

Relevant: The IAR demonstrates students' proficiency on grade-level standards.

Time-Bound: by the end of the 2026-2027 school year.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	82%	N/A (62% of 8)	N/A (54% of 13)	N/A (77% of 13)	81%	N/A (93% of 15)	N/A (100% of 2)	N/A (100% of 2)	N/A	84%	80%
Math Achievement (MAP 25-26*Spring)	63.70%	N/A (37.5% of 8)	N/A (46.2% of 13)	N/A (38.5% of 13)	65%	N/A (66.7% of 15)	N/A (50% of 2)	N/A (100% of 2)	N/A	69%	58%
Math Growth (MAP 25-26 *Fall to Spring)	52%	N/A (37% of 8)	N/A (54% of 13)	N/A (54% of 13)	53%	N/A (40% of 15)	N/A (50% of 2)	N/A (0% of 2)	N/A	50%	53%
Math Proficiency (IAR) 25-26	53.00%	50%	7.70%	30.80%	53.40%	60.00%	100%	100%	N/A	55.20%	50.70%
Math Growth (IAR) 24/25-25/26	12.90%	12.50%	23.10%	15.40%	13.00%	7.10%	50%	N/A	N/A	11.90%	13.90%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	94.86%	85.71%	88.89%	100%	94.13%	100%	100%	100%	N/A	93.43%	96.16%
iReady (K-8) *Winter 25-26	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Priority Teaching Practices

For this section identify 1-2 Priority Teaching Practices that you will use to move from your current reality to your identified goal above. Please explain why this practice was selected and how you believe it will impact this specific goal.
Example: We will implement structured academi discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...

FRMA staff will provide students with regular opportunities to explicitly model their thinking, think aloud, and utilize anchor charts in order to strengthen students ability to increasingly predict, explain, and justify their thinking, monitor their understanding, and independently transfer effective cognitive strategies to new learning situations, with cognitive task analysis providing the foundation for all practices.

Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Creation of Google Classroom with access to the Google Drive link for all resources	August 2026	Google Classroom	Once	Principal		
UPDATED: Presentation to staff plan Discuss and provide professional development of Cognitive Task Analysis at Staff Meetings Overview of Monthly Suggested Professional Learning - CTA	September 2026/Ongoing Monthly Professional Learning	Slide deck & Artifacts in Google Classroom	Monthly	Principal, SIP Team		
Implement problem solving checklist for math (Q.U.A.C.K.)	September 2026	Checklist	Monthly	PLC		

Staff led professional development on decision trees, linear notes, Think-Alouds, anchor charts - ENCORE teachers are to be included	October 2026	Slide deck	Monthly	SIP Team		
Cross content area collaboration during faculty meetings	2nd faculty meeting of each month	Presentation	Monthly	Teachers		
EL Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Implement SIOP components (Lesson Preparation, Lesson Delivery, Strategies, and Interaction) during mathematics instruction	August 2026	SIOP planning tools, PLC agendas, classroom walkthrough data, student work samples	Monthly	Teachers, PLC Facilitators, EL Facilitator, SIP Team, Administration		
Strengthen students' ability to communicate mathematical thinking by explicitly teaching mathematical vocabulary and academic language structures .	September 2026	Anchor charts, sentence stems, graphic organizers, math notebooks, student discourse, classroom walkthrough data	Monthly	Teachers, PLC Facilitators, Instructional Coaches, Administration		
CWD Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Implement accommodations and modifications aligned to students' IEPs and 504 plans across all content areas	August 2026	IEP documentation, classroom walkthrough data, student work samples, accommodation tracking	Monthly	Teachers, LBS1		
Teachers and LBS1 will support students with visual supports, decision trees, model think-alouds, scatch notes and explicitly deconstruct task process/assignment.	September 2026	IEP documentation, classroom walkthrough data, student work samples, accommodation tracking	Monthly	Teachers, LBS1		
Strengthen students' ability to communicate mathematical thinking by explicitly teaching mathematical vocabulary and academic language structures .	September 2026	Anchor charts, graphic organizers, sentence stems, student work samples, classroom walkthrough data	Monthly	Teachers, LBS1		

Instruction- Guiding Principle Educational Equity and Student Achievement

Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

By the end of the 2026-2027 school year, Fred Rodgers Magnet Academy will increase the **percentage of students meeting or exceeding grade-level expectations in reading by 6% across all reported groups/demographics** , as measured by the **Spring 2027 Illinois Assessment of Readiness (IAR)** , compared to Spring 2026 results.

Specific: Our goal compares rates of proficiency from spring 2025 and spring 2026.

Measurable: Students meeting or exceeding grade-level expectations will increase by 6% on the Illinois Assessment of Readiness.

Achievable: 6% is a reasonable goal for all students and subgroups to attain.

Relevant: The IAR demonstrates students' proficiency on grade-level standards.

Time-Bound: by the end of the 2026-2027 school year.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	88%	N/A (50% of 8)	N/A (54% of 13)	N/A (85% of 13)	87%	N/A (93% of 15)	N/A (100% of 2)	N/A (100% of 2)	N/A	85%	90%
Literacy Achievement (MAP 25-26*Spring)	73%	N/A (25% of 8)	N/A (30.8% of 13)	N/A (69.2% of 13)	72.50%	N/A (87% of 15)	N/A (100% of 2)	N/A (100% of 2)	N/A	71.10%	74.60%
Literacy Growth (MAP 25-26 *Fall to Spring)	62%	N/A (25% of 8)	N/A (77% of 13)	N/A (77% of 13)	62%	N/A (53% of 15)	N/A (50% of 2)	N/A (100% of 2)	N/A	60%	65%
Spanish Literacy Achievement (MAP 25-26*Spring)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Literacy Proficiency (IAR) 2025-2026	88.30%	37.50%	46.20%	100.00%	87.40%	93%	100%	100%	N/A	86.00%	90.60%
Literacy Growth (IAR) 24/25-25/26	25.40%	N/A	23.10%	15.40%	25.50%	36%	50%	N/A	N/A	22.40%	28.50%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Profient or Higher	96.14%	95.24%	100%	100%	95.91%	100%	100%	100%	N/A	93.26%	99.24%
ACCESS 2025-2026	23.08%	N/A	100%	N/A	23.08%	N/A	N/A	N/A	N/A	12.50%	40%
ACCESS 2026-2027											

Priority Teaching Practices

For this section identify 1-2 Priority Teaching Practices that you will use to move from your current reality to your identified goal above. Please explain why this practice was selected and how you believe it will impact this specific goal. **Example: We will implement structured academi discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...**

FRMA staff will provide students with regular opportunities to explicitly model their thinking, think aloud, and utilize anchor charts in order to strengthen students ability to increasingly predict, explain, and justify their thinking, monitor their understanding, and independently transfer effective cognitive strategies to new learning situations, with cognitive task analysis providing the foundation for all practices.

Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Creation of Google Classroom with access to the Google Drive link for all resources	August 2026	Google Classroom	Once	Principal		
Review use of Magnet Writes to be incorporated across all grade levels	August 2026	Integrate SIP goal to PLCs	Bi-weekly	Teachers		
Discuss and provide professional development of Cognitive Task Analysis at staff meetings	September 2026	Slide deck	Monthly	Principal, SIP Team		

Staff led professional development on decision trees, linear notes, Think-Alouds, anchor charts - ENCORE teachers are to be included	October 2026	Slide deck	Monthly	SIP Team		
Cross content area collaboration during faculty meetings	2nd faculty meeting of each month	Presentation	Monthly	Teachers		
Implement problem solving checklist for literacy similar to Q. U.A.C.K.	September 2026	Checklist	Monthly	PLC		
EL Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Implement SLOP strategies and language objectives : Explicitly teach meta-cognitive, cognitive, and affective strategies like "thinking aloud," previewing/predicting, and creating charts.	August 2026	PLC agendas, PD materials, student work samples, classroom walkthrough data	Monthly	Teachers, PLC Facilitators, EL Facilitator, SIP Team, Administration		
Identify students level of proficiency for each domain. Analyze for specific domains. Data is then used to scaffold instruction, group students, and integrate targeted language supports.	August 2026	ACCESS Mapping Data worksheet	Quarterly	Teachers, PLC Facilitators, EL Facilitator, SIP Team, Administration		
Use WIDA Can Do Descriptors to strengthen speaking skills while explaining approaches to solving problems, thereby enhancing CTA skills.	Initial Exposure September 2026; Gallery Walk/Showcase End of 1st Semester	Gallery Walk/Showcase @ End of 1st Semester	Monthly	Teachers, PLC Facilitators, EL Facilitator, SIP Team, Administration		
EL students use WIN time to develop ACCESS domains.	September 2026	Flashlight 360, Summit K-12	ELL Monitoring Form	Teachers, EL Facilitator		
Strengthen students' literacy and academic communication skills by explicitly teaching academic vocabulary and language structures across all content areas.	September 2026	Anchor charts, sentence stems, graphic organizers, student writing samples, classroom walkthrough data	Monthly	Teachers, PLC Facilitators, Instructional Coaches, Administration		
CWD Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Implement accommodations and modifications aligned to students' IEPs and 504 plans across all content areas	August 2026	IEP documentation, classroom walkthrough data, student work samples, accommodation tracking	Monthly	Teachers, LBS1		
Teachers and LBS1 will support students with visual supports, decision trees, model think-alouds, scratch notes and explicitly deconstruct task process/assignment.	September 2026	IEP documentation, classroom walkthrough data, student work samples, accommodation tracking	Monthly	Teachers, LBS1		
Strengthen students' literacy and academic communication skills by explicitly teaching academic vocabulary and language structures across all content areas.	September 2026	Anchor charts, graphic organizers, sentence stems, student work samples, classroom walkthrough data	Monthly	Teachers, LBS1		

Provide sentence stems and question/thought process list that help CWD students prompt CTA discussion.	September 2026	Google Classroom archive that showcases exemplary resources of sentence stems and/or question/thought process lists.	Monthly	Teachers, LBS1		
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Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement												
Culture of Belonging & Action Plan												
Annual Culture of Belonging SMART Goal												
By the end of the 2026-2027 school year, Fred Rodgers Magnet Academy will foster a culture for belonging that demonstrate a 5% growth in perception belonging of all students as measured by Panarama.												
Specific: Our goal is to raise the positive student rate of response by 5%.												
Measurable: Results from Panarama will be used.												
Achievable: 5% is a reasonable goal for all students and subgroups to attain.												
Relevant: Student perception of belonging is a strong indicator of our school culture which, in turn, should produce greater engagement and stronger academic and social-emotional growth.												
Time-Bound: Performance from the spring 2027 administration of the Panarama survey.												
Schoolwide Current Reality by Subgroup:												
	All Students	IEP		EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA (25-26)	95.9%	97.1%		96.8%	95%	95.9%	96.2%	96%	97.4%	N/A	95.8%	96.1%
Chronic Absenteeism (25-26)	7%	0%		0%	15%	7%	13%	0%	0%	N/A	10%	4%
Referrals (25-26)	4.3%	0%		0%	0%	75%	25%	0%	0%	N/A	100%	0%
OSS Incidents (25-26)	0.7%	0%		0%	0%	100%	0%	0%	0%	N/A	100%	0%
ISI Incidents (25-26)	1.7%	0%		0%	0%	80%	20%	0%	0%	N/A	100%	0%
Satchel Pulse Snapshot:												
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)			Self Awareness (#)	Self Management (#)		Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	80	57			75	49		22		78.1 %	15.9 %	6%
January 26												
May 26	63	64			73	67		14		79%	15%	6%
5Essentials Snapshot:												
Survey Year	Overall Improvement Rating:	Ambitious Instruction:			Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:	
25-26 SY	Moderately Organized	Strong			Weak		Weak		Strong		Neutral	
Priority Teaching Practices												
For this section identify 1-2 Priority Teaching Practices that you will use to move from your current reality to your identified goal above. Please explain why this practice was selected and how you believe it will impact this specific goal. Example: We will implement structured academi discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...												
Final Update: PTP1: We will implement intentional community building routines and structured collaborative learning in order to strengthen students' ability to build positive relationships, collaborate effectively, and contribute meaningfully to their learning community.												
Final Update: PTP2: We will implement regular opportunities for student voice, choice, and reflection in order to strengthen students' ownership of learning, self-advocacy, confidence, and willingness to take academic and social risks.												
Action Planning												
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)		Dates to be Implemented	Artifacts to show this action is in progress?			How frequently does the SIP team monitor?		Who is responsible to implement and monitor?		Cost & Funding Source	Was the action step completed?	
SIP team will develop a schedule and team building activity list that will be utilized by student families		August and September	Schedule for family meetings and list of potential activities			September		SIP Team		TBD		
SIP Team will develop a framework/process for monthly teamwork activities and determine how student families will be grouped		August and September	Framework for family meetings			End of September						
SIP will organize family groupings across grade levels with staff input		August and September	Listing of student groupings			End of September		SIP Team, Team Leaders		TBD		
Create student perception survey to progress monitor.		September 2026	Survey			Quarterly		SIP Team		TBD		
Staff will administer a survey in order to determine a baseline for student school belonging survey from APA		September 2026	Survey results			Quarterly		SIP Team		TBD		
SIP team will garner information from data regarding progress in order to inform our decision making within the school		October 2026	Survey data			Monthly		SIP Team		TBD		
Student family groups will meet with assigned staff members once a month		Quarterly	Student reflections			Monthly		FRMA		TBD		

SIP team will gain teacher feedback throughout	Monthly Team Leader Meetings /Faculty SIP Meetings	Informal staff discussion	Monthly	Team Leaders	TBD	
(Parental Involvement Action Step, 1 of 2) UPDATED: Provide parents Increased agency, voice and access to collaboratively lead STEAM night in March with students, built around feedback obtained during monthly family Coffee with the Principal meetings.	Integrate with Coffee with the Principal & Family meetings	Coffee with the Principal Agenda/Meeting minutes; STEAM night artificats	Monthly			
(Parental Involvement Action Step, 2 of 2) UPDATED: Establish student-led conferences where students collaborate with parents reflection on their learning, expound upon design thinking (link to CTA), and set goals with their parents/families.	Integrate with Coffee with the Principal; Conferences; Other Appropriate Designated Time	Coffee with the Principal Agenda/Meeting minutes; P/T Conference documentation; Other appropriate documentation and artificats	Monthly			
CWD Actionable Steps UPDATED below						
EL Actionable Steps UPDATED below						
EL Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Staff will cultivate a culture of belonging by implementing inclusive instructional practices that ensure English Learners feel valued, represented, and empowered to actively participate in learning through use of inclusive language, structured collaboration, and culturally and linguistically responsive instruction . This will entail learning student's names and correctly pronouncing them, using asset-based language, using structured collaborative strategies such as "Think-pair-share" and "Turn and Talks", making culturally responsive connections , and providing opportunities for student choice.	August 2026	Lesson plans, walkthrough data, Panarama data, Family Meeting activities	Fall/Spring	Teachers, Team Leaders, Administration		
To help English Learners with this goal, teachers will consistently incorporate culturally responsive practices into daily instruction by ensuring that classrooms represent all cultures and heritages. Teachers will provide opportunities for students to make connections with their culture and classroom learning.	August 2026	Lesson plans, walkthrough data, Panarama data, Family Meeting activities	Monthly	Teachers, Team Leaders, Administration		
CWD Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Implement accommodations and modifications aligned to students' IEPs and 504 plans to support behavioral and social-emotional success.	August 2026	IEP documentation, behavior plans, student support plans, behavior data reviews	Quarterly	Teachers, LBS1, SIP Team, Administration		
Provide schoolwide expectations using visuals, explicit instruction, and student-friendly language	August 2026	Visual supports, classroom expectations, classroom walkthrough data, student behavior data	Quarterly	Teachers, LBS1, SIP Team, Administration		
To help CWD students improve their perception of belonging in our school community, teachers will build positive relationships with all students by creating safe learning environments for risk taking, use positive reinforcement to celebrate growth, and provide opportunities for student choice. Clear classroom structures and support. will also be provided.	August 2026	LBS1 and teacher collaboration notes	Monthly	Teachers, LBS1, SIP Team, Administration		

	45 Day Review- Mid October						45 Day Review- Mid December/January (Winter 2026 - Q2)						45 Day Review- Mid of March (Q3)						45 Day Review- Mid May (Spring 2026 - Q4 Progress)					
Numeracy Goal	IReady Math Proficiency		Math Grades Prof or Higher (Q1)		Monitor HERE		IReady Math Proficiency		Math Grades Prof or Higher (Q2)		Monitor HERE		Monitor HERE		Math Grades Prof or Higher (Q3)		Monitor HERE		IReady Math Proficiency		Math Grades Prof or Higher (Q4)		Monitor HERE	
	Overall		Overall				Overall		Overall						Overall				Overall		Overall			
	Building		Building				Building		Building						Building				Building		Building			
	Grade 6		Grade 6				Grade 6		Grade 6						Grade 6				Grade 6		Grade 6			
	Grade 7		Grade 7				Grade 7		Grade 7						Grade 7				Grade 7		Grade 7			
	Grade 8		Grade 8				Grade 8		Grade 8						Grade 8				Grade 8		Grade 8			
	CWD		CWD				CWD		CWD						CWD				CWD		CWD			
	EL		EL				EL		EL						EL				EL		EL			
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
Literacy Goal	IReady Reading Proficiency		ELA Grades Prof or Higher (Q1)		Monitor HERE		IReady Reading Proficiency		ELA Grades Prof or Higher (Q2)		Monitor HERE		Monitor HERE		ELA Grades Prof or Higher (Q3)		Monitor HERE		IReady Reading Proficiency		ELA Grades Prof or Higher (Q4)		Monitor HERE	
	Overall		Overall				Overall		Overall						Overall				Overall		Overall			
	Building		Building				Building		Building						Building				Building		Building			
	Grade 6		Grade 6				Grade 6		Grade 6						Grade 6				Grade 6		Grade 6			
	Grade 7		Grade 7				Grade 7		Grade 7						Grade 7				Grade 7		Grade 7			
	Grade 8		Grade 8				Grade 8		Grade 8						Grade 8				Grade 8		Grade 8			
	CWD		CWD				CWD		CWD						CWD				CWD		CWD			
	EL		EL				EL		EL						EL				EL		EL			
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
Culture & Belonging Goal	ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %	
	Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall	
	Building		Building		Building		Building		Building		Building		Building		Building		Building		Building		Building		Building	
	Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6	
	Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7	
	Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8	
	CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD	
	EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL	
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
—	OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Monitor HERE		Monitor HERE		OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Monitor HERE		Monitor HERE	
	Overall		Overall				Overall						Overall		Overall				Overall					
	Building		Building				Building						Building		Building				Building					
	Grade 6		Grade 6				Grade 6						Grade 6		Grade 6				Grade 6					
	Grade 7		Grade 7				Grade 7						Grade 7		Grade 7				Grade 7					
	Grade 8		Grade 8				Grade 8						Grade 8		Grade 8				Grade 8					
	CWD		CWD				CWD						CWD		CWD				CWD					
	EL		EL				EL						EL		EL				EL					

Assessment	Reporting Format
Literacy/Math MAP Baseline	Percentage Meeting/Exceeding Reading Norms
Literacy/Math Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Literacy/Math Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Spanish Literacy Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Spanish Literacy Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Literacy/Math Proficiency (IAR/ACT) 25/26	Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT
Literacy/Math Growth (IAR/ACT)	Percentage of students who improved at least one performance level from Spring 25 to Spring 26
Literacy/Math Grades Proficient or Higher	Percentage of students earning a grade of "Proficient" or higher in their ELA or math course grades (*Where proficient is defined as a C or above in traditional grading)
iReady (K-8)	Percentage of students scoring on or above grade level on iReady Math
ACCESS 2025	Percentage of EL scoring 4.8 or higher (proficient) 2025
ACCESS 2026	Percentage of EL scoring 4.8 or higher (proficient) 2026
DRDP (PK)	Percentage of students scoring at or above the benchmark
Additional Measures	Reporting Format
ADA	Average daily attendance (ADA) percentages
Chronic Absenteeism	Percentage of students chronically absent
Behavior Referrals	Percentage of students with one or more behavior referrals
Out of School Suspension	Percentage of students with one or more Out-of-School Suspension (OSS) incidents
In-School Intervention	Percentage of students receiving In-School Intervention (ISI)
Graduation Rate	ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100
FoT	Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects) ÷ (Total number of first-time 9th-grade students) × 100
Abbreviations	
MAP	Measures Of Academic Progress (NWEA Assessment)
IAR	Illinois Assessment of Readiness

ACT	American College Test
ACCESS	ACCESS for ELLs or Assessing Comprehension and Communication in English State-to-State for English Language Learners
DRDP	Desired Results Developmental Profile
ADA	Average Daily Attendance
OSS	Out of School Suspension
ISI	In School Intervention
FoT	Freshmen on Track