

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:		Dieterich Elementary School			Principal Name:		Lauren Cunningham	
Mission:					Vision:			
School Improvement Team	Name:	Lauren Cunningham	Name:	Amanda Schoenfieler	Name:	Elizabeth Forgwe		
	Role:	Principal	Role:	Kindergarten Team Leader	Role:	Fourth Grade Team leader		
	Name:	Wilson Morales	Name:	Jill Kocsis	Name:	Jane Cho		
	Role:	Assistant Principal	Role:	First Grade Team Leader	Role:	Fifth Grade Team Leader		
	Name:	Carol Mertes	Name:	Gemma Alcalde	Name:	Elizabeth Schulz		
	Role:	Instructional Coach	Role:	Second Grade Team Leader	Role:	Encore Team Leader		
	Name:	Angela Meeks	Name:	Lorey Lierman	Name:	Elias Linares		
	Role:	Behaviorist	Role:	Third Grade Team Leader	Role:	Special Education Resource Teacher		

School Designation and Priorities	
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School Designation	Targeted	Report Card Year:	2025-2026
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Report Card general findings and focus areas:	
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Targeted Support Designation: The school is under federal accountability because the Children with Disabilities (Students with IEPs) subgroup performs at or below the level of the state's lowest-performing schools.	
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IAR Academic Growth:

ELA Growth (30.10%): Well below the state baseline average of 50.0, indicating students are falling behind state growth trends.

Math Growth (15.4%): Well below the state baseline average of 50.0, indicating students are falling behind state growth trends.

[illegible]

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, Dieterich Elementary School 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:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	18.04%	7.94%	16.67%	5%	18.31%	31.25%	0%	N/A	22.22%	23.08%	12.22%
Math Achievement (MAP 25-26*Spring)	30.10%	10.50%	27.90%	38.90%	29.50%	31.30%	28.60%	N/A	38.70%	30.30%	29.90%
Math Growth (MAP 25-26 *Fall to Spring)	61%	58%	60%	71%	61%	56%	83%	N/A	59%	59%	64%
Math Proficiency (IAR) 25-26	14.6%	2.60%	8.10%	30%	13%	20%	25%	N/A	25%	17.70%	11%
Math Growth (IAR) 24/25-25/26	15.40%	8%	15.10%	0%	15.70%	50%	0%	N/A	62.50%	20%	11.10%
Math Proficiency (IAR) 2027								N/A			
Math Growth (IAR) 2027								N/A			
Math Grades Proficient or Higher	23%	28%	22%	20%	23.00%	28.00%	24.00%	N/A	N/A		
iReady (K-8) *Winter 25-26	7.40%	0%	6.90%	5.90%	7.70%	6.70%	0%	N/A	9.40%	9.30%	5.30%

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 academic 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...**

We will implement academic discussion protocols across all classrooms in order to strengthen student reasoning and academic language.

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?
Number Talks PD	Fall 2026	Presentation	Monthly	Instructional Coach		In Progress
Develop a scope & sequence of academic vocabulary	Summer/ Fall 2026	Scope & Sequence document	Monthly	SLT Team		Yes
Academic Vocabulary word walls/ interactive notebooks/ sentence stems that are referred to throughout lessons	ongoing	notebooks	Weekly for PLC Leaders/ Monthly for SLT	classroom teachers, PLC Leaders/SLT	cost of notebook	Yes
Develop discussion protocols	Summer/ Fall 2026	protocols	Monthly	SLT Team		Yes
Develop structures for discussion	Summer/ Fall 2026	structures	Monthly	SLT Team		Yes

During every PLC, time will be set aside for coaching cycles that support effective questioning and collaborative structures.	Ongoing	PLC agendas	Monthly	Instructional Coach/ Teachers		
Model/record Try It- Discuss & Connect routine for staff	Fall 2026	PLC agendas	Monthly	Instructional Coach/ PLCs		
Implement Lesson 0 the first five days of school.	August	walkthroughs	Weekly	Teachers		
Adjust instructional support, WIN groupings, professional learning topics/ tasks based on data trends (especially for EL and CWD)	Ongoing	PLC agendas	Monthly	Instructional Coach/ Teachers/ SLT		
Review lesson plans with team and IC	ongoing	agendas	Monthly	PLCs & IC		
Develop expectations for strategic partnering using data (ACCESS, etc.)	Summer/ Fall 2026	expectations	Monthly	SLT Team		
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?
Academic Vocabulary word walls/ interactive notebooks/ sentence stems that are referred to throughout lessons	ongoing	word walls, sentence stems, interactive notebooks	Weekly for PLC Leaders/ Monthly for SLT	classroom teachers, PLC Leaders/SLT		In Progress
Use of TPR & visuals	ongiong	walkthrough data	SIP	classroom teachers & admin		Yes
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?
Use of TPR & visuals	ongiong	walkthrough data	SIP	classroom teachers & admin		
Academic Vocabulary word walls/ interactive notebooks/ sentence stems that are referred to throughout lessons	ongiong	word walls, sentence stems, interactive notebooks	Weekly for PLC Leaders/ Monthly for SLT	classroom teachers, PLC Leaders/SLT		

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, Dieterich Elementary School 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:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	10.77%	1.59%	4.93%	15%	10.12%	18.75%	0%	N/A	0%	9.57%	12.15%
Literacy Achievement (MAP 25-26*Spring)	12.80%	7%	5.60%	27.80%	12.30%	6.30%	14.30%	N/A	3.20%	11.10%	14.70%
Literacy Growth (MAP 25-26 *Fall to Spring)	42%	47%	39%	47%	42%	44%	33%	N/A	33%	42%	42%
Spanish Literacy Achievement (MAP 25-26*Spring)	14.30%	2.70%	17.60%	0%	15.70%	0%	0%	N/A	35.50%	15.10%	13.50%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	32%	25%	37%	20%	33%	7%	0%	N/A	45%	31%	33%
Literacy Proficiency (IAR) 2025-2026	19.20%	10.30%	6.80%	40%	18.10%	20%	25%	N/A	5%	19.50%	19%
Literacy Growth (IAR) 24/25-25/26	30.10%	32%	24.40%	60%	27.80%	50%	100%	N/A	12.50%	28.30%	31.70%
Literacy Proficiency (IAR) 2027								N/A			
Literacy Growth (IAR) 2027								N/A			
Literacy Grades Profient or Higher	27.00%	27.00%	25.00%	29.00%	26.00%	44.00%	28.00%	N/A	N/A		
ACCESS 2025-2026	1.20%	2.40%	1.20%	0%	1.20%	0%	0%	N/A	0%	0.70%	1.80%
ACCESS 2026-2027	6.30%	7%	6.30%	0%	6.50%	0%	0%	N/A	0%	6.90%	5.60%

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 academic 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...

We will implement academic discussion protocols across all classrooms in order to strengthen student reasoning and academic language.

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?
PD on discussion strategies	Fall 2026	Presentation	Monthly	Instructional Coach		In Progress
Develop a scope & sequence of academic vocabulary	Summer/ Fall 2026	Scope & Sequence document	Monthly	SLT Team		Yes
Academic Vocabulary word walls/ interactive notebooks/ sentence stems that are referred to throughout lessons	ongoing	notebooks	Weekly for PLC Leaders/ Monthly for SLT	classroom teachers, PLC Leaders/SLT	cost of notebook	Yes
Develop discussion protocols	Summer/ Fall 2026	protocols	Monthly	SLT Team		Yes

Develop structures for discussion	Summer/ Fall 2026	structures	Monthly	SLT Team		Yes
Review classroom resources from LAD	Fall 2026	PLC agenda	Quarterly	Team Leaders		
Establish and communicate expectations for Tier I literacy block structures across grades	Fall 2026	Expectations: complete HMH tasks, AMIRA, small groups, Walkthrough data	Once	SLT, ILT, Admin		
Develop expectations for strategic partnering using data (ACCESS, etc.)	Summer/ Fall 2026	expectations	Monthly	SLT Team		
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?
Academic Vocabulary word walls/ interactive notebooks/ sentence stems that are referred to throughout lessons	ongoing	word walls, sentence stems, interactive notebooks	Weekly for PLC Leaders/ Monthly for SLT	classroom teachers, PLC Leaders/SLT		In Progress
Include scaffolds & access supports for EL/ CWD (WIDA Can-Do)	ongoing	lesson plans, student data, MTSS notes	Monthly	classroom teachers, PLC Leaders/SLT		
Use of TPR & visuals	ongiong	walkthrough data	SIP	classroom teachers & admin		Yes
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?
Use of TPR & visuals	ongiong	walkthrough data	SIP	classroom teachers & admin		
Include scaffolds & access supports for EL/ CWD (WIDA Can-Do)	ongoing	lesson plans, student data, MTSS notes	Monthly	classroom teachers, PLC Leaders/SLT		
Academic Vocabulary word walls/ interactive notebooks/ sentence stems that are referred to throughout lessons	ongiong	word walls, sentence stems, interactive notebooks	Weekly for PLC Leaders/ Monthly for SLT	classroom teachers, PLC Leaders/SLT		

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, Dieterich Elementary School will increase the percentage of students' sense of belonging, as measured by Panorama.											
Specific:											
Measurable:											
Achievable:											
Relevant:											
Time-Bound:											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA (25-26)	93.8%	92.8%	94.2%	91.8%	93.9%	92.9%	94.6%	N/A	94%	93.8%	93.8%
Chronic Absenteeism (25-26)	16%	25%	14%	33%	15%	19%	0%	N/A	22%	17%	15%
Referrals (25-26)	9%	15.6%	7%	30.4%	7.2%	15.8%	11.1%	N/A	6.8%	13%	4.7%
OSS Incidents (25-26)	2.7%	6.5%	2.2%	4.3%	2.3%	0%	11.1%	N/A	0%	4.8%	0.5%
ISI Incidents (25-26)	0%	0%	0%	0%	0%	0%	0%	N/A	0%	0%	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	111	78		92	80		36		76.20%	16.80%	6.50%
January 26	N/A	N/A		N/A	N/A		N/A		N/A	N/A	N/A
May 26	91	68		68	108		43		77%	16%	6%
5Essentials Snapshot:											
Survey Year	Overall Improvement Rating:		Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:
25-26 SY	Moderately Organized		Neutral		Neutral		Neutral		Neutral		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 academic 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...											
Stakeholders will intentionally implement relationship-building strategies through SEL and PBIS to foster postitive student-teacher and peer relationships.											
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?	
Increase the number of parents volunteering at Dieterich as measured by fingerprinting form		ongoing	fingerprinting form		Monthly		Parent liaison			In Progress	
Implement Relationship Mapping Activity from Making Caring Common Project		Fall 2026	Presentation		Quarterly		Admin & IC			Yes	
Assign an Adult Advocate or "Anchor Adults" to regularly check in with students without a known connection and set expectations for weekly or biweekly interactions		Fall/ Winter 2026	Spreadsheet with students/ adult pairing		Monthly		Admin & IC			Yes	
Postcard three times per year		ongoing	Postcards		Fall/ Winter/ Spring		Staff			Yes	
Good news call home		ongoing	PLP		Ongoing		Staff			Yes	
Staff members will lead students in schoolwide expectations rotations at the beginning of the year and after Winter break		Fall & Winter	Presentation		Two times per year		Universal Team Leader				
Staff will commit to giving out five Paws daily and one Class Paw weekly		ongoing	Paws		Monthly		Staff				
Staff will consult the Major/Minor T-Chart and implement appropriate interventoins before writing a referral		ongoing	Referrals		Monthly		Staff				

Implement PD that focuses on trauma-informed practices and apply restorative practices when addressing students' behavior	ongoing	Presentation	Monthly	Staff/ Behaviorist/ IC		
Teachers will create a nurturing, engaging classroom that will encourage children to come to school	ongoing	Priority Practice Walkthroughs with data from rubrics	Monthly	Admin and Coaches		
Quarterly rewards for character, attendance, etc.	ongoing	virtual announcements, assemblies, and slide presentations on Carousel	Quarterly	PLC's and Admin		
Targeted chronically absent students (10% or more of the school year) and/or during the first two weeks, student has two absences, or in the first four weeks has 2-3 absences; and in the first eight weeks has 4 absences	ongoing	Attendance data	Daily	Classroom 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?
Engage students in both languages, recognizing that self-efficacy and other skills are valuable in both languages	Ongoing	discussion protocols, posted language supports	Monthly	Teachers		In Progress
Monitor trends for ELs and adjust instructional supports, WIN groupings, and intervention plan to ensure learning experiences remain inclusive, responsive, and supportive of student belonging and self-efficacy	Ongoing	WIN groupings, intervention plans	Monthly	MTSS Team, Classroom teachers		Yes
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?
Launch a "Lunch Buddy" or "Reading Buddy" Program pairing students with peers to share lunch or reading time once per week	Ongoing	Peer buddy schedule	Monthly	Teachers		
Monitor trends for CWDs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences remain inclusive, responsive, and supportive of students belongings and self-efficacy	ongoing	WIN groupings, intervention plans	Monthly	MTSS Team, Classroom teachers		
All students will be included in gen ed classes for SEL, specials, and other opportunities in order to give them the same opportunities to develop self-efficacy as their peers	ongoing	schedule	Monthly	Admin		

Numeracy Goal	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)																	
	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	Building	Grade K	Overall	Building	Grade K				Overall	Building	Grade K	Overall	Building	Grade K				Overall	Building	Grade K				Overall	Building	Grade K	Overall	Building	Grade K						
	Grade 1			Grade 1						Grade 1			Grade 1						Grade 1			Grade 1			Grade 1			Grade 1								
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	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	Building	Grade K	Overall	Building	Grade K				Overall	Building	Grade K	Overall	Building	Grade K				Overall	Building	Grade K				Overall	Building	Grade K	Overall	Building	Grade K						
	Grade 1			Grade 1						Grade 1			Grade 1						Grade 1			Grade 1			Grade 1			Grade 1								
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		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	Building	Grade K	Overall	Building	Grade K	Overall	Building	Grade K	Overall	Building	Grade K	Overall	Building	Grade K	Overall	Building	Grade K	Overall	Building	Grade K	Overall	Building	Grade K	Overall	Building	Grade K	Overall	Building	Grade K	Overall	Building	Grade K			
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	Grade 3			Grade 3			Grade 3			Grade 3			Grade 3			Grade 3			Grade 3			Grade 3			Grade 3			Grade 3			Grade 3					
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	EL			EL			EL			EL			EL			EL			EL			EL			EL			EL			EL					
		OSS %			Panorama Survey (Belonging)			Monitor HERE			OSS %			Monitor HERE			Monitor HERE			OSS %			Panorama Survey (Belonging)			Monitor HERE			OSS %			Monitor HERE			Monitor HERE	
	Overall	Building	Grade K	Overall	Building	Grade K				Overall	Building	Grade K				Overall	Building	Grade K				Overall	Building	Grade K				Overall	Building	Grade K						
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	CWD			CWD						CWD			CWD						CWD			CWD			CWD			CWD								
	EL			EL						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