

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:		O. C. Allen Elementary School		Principal Name:		Walter Ornelas	
Mission:				Vision:			
School Improvement Team	Name:	Krista Barenie	Name:	William Wargo	Name:	Lauren Rahn	
	Role:	Assistant Principal	Role:	Math Interventionist	Role:	Instructional Coach	
	Name:	Derrick Smith	Name:	Venus Zook	Name:	Alisyn Pelletier	
	Role:	Assistant Principal	Role:	Sped Resource	Role:	2nd Grade English Dom	
	Name:	Manuel Garre	Name:	Rafael Aguilar Tapia	Name:	Holly Watermann	
	Role:	4th Grade Spanish Dom	Role:	2nd Grade Spanish Dom	Role:	Reading Interventionist	
	Name:	Diane Lopez-Argueta	Name:	Kristen Reed	Name:	Kathleen Hayes	
	Role:	3rd Grade English Dom	Role:	2nd Grade Monolingual	Role:	Sped Coordinator	
School Designation and Priorities							
School Designation		Targeted		Report Card Year:		2025-2026	
Report Card general findings and focus areas:							
Allen Elementary is currently a Dual Language school in designation status with about 600 students in total. We have aprox. 61% low income, 12% of students have IEP's, and 49% EL learners. We are at 38% growth on IAR ELA and just over 40% in Math growth. Our chronic absenteeism rate is 20%. Allen has made growth over the last few years, but still has work to do to close the achievement gap for our students. In our upcoming year our student population will increase aprox 120 additional students and will house both Dual Language and a Monolingual Sheltered English program.							

Numeracy Goal & Action Plan											
Annual Student Numeracy SMART Goal											
By the end of the 2026-2027 school year, Allen Elementary School 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.											
Schoolwide Current Reality by Subgroup:											
Measurable: Success will be measured by a 6% increase in the percentage of students meeting or exceeding grade-level expectations across all reported demographic groups on the Spring IAR assessment compared to Spring 2026.											
Achievable: Achievable by utilizing bi-weekly Professional Learning Community (PLC) team meetings to analyze CFAs, standard mastery, and student work to adjust daily instruction.											
Relevant: Directly addresses academic equity by ensuring all student demographics receive high-quality, rigorous core math instruction that translates to standardized growth.											
Time-Bound: Progress will be benchmarked during the Fall 2026 and Winter 2027 MAP testing windows, with final goal evaluation occurring in May 2027.											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	130.25	5.70%	62.26%	27.24%	78.23%	9.35%	7.33%	5.36%	100%	73.28%	57.21%
Math Achievement (MAP 25-26*Spring)	17.90%	4%	20.43%	16.81%	15.93%	28.57%	28.57%	6.50%	0%	20.46%	15.41%
Math Growth (MAP 25-26 *Fall to Spring)	176.44	18.31%	92.49%	31.44%	119.44%	5.28%	7.41%	28.57%	100%	95.48%	81.41%
Math Proficiency (IAR) 25-26	10.60%	4.20%	10.50%	7.30%	12.50%	7.10%	11.10%	0%	9.10%	13.90%	7.30%
Math Growth (IAR) 24/25-25/26	9.40%	2.20%	9.30%	4.30%	11.30%	0%	0%	0%	17.60%	8.30%	10.40%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	91.00%	80.00%	89%	91.00%	91.00%	100.00%	92.00%	100.00%		90.00%	92.00%
iReady (K-8) Spring 25-26	23.00%	12.90%	22.60%	23.70%	22.20%	10.60%	31.30%	35.70%	40%	29%	17.50%
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 deliberate practice through skill-gap diagnosis, targeted practice, and timely feedback in order to strengthen student learning and increase growth on skill-specific assessments. Teachers will focus on operations & algebraic thinking, numbers & operations, measurement & data, and geometry.											
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?					
Teachers will implement the iReady curriculum 80% of the time to support Tier 1 instruction at all grade levels. Teachers will follow the scope and sequence to stay aligned to ensure all students have access to grade level material.	August 2026	Staff exit tickets and surveys	Quarterly	Admin		In Progress					
Teachers will conduct math talks into the first 5-10 minutes of math daily to spark math discourse.	Daily	walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress					

Teachers will scaffold the iReady framework using a protocol such as Try it, Discuss it, Connect it in order to engage students in discourse and discussion.	Daily	walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
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?
Teachers will utilize Cognitive Task analysis to get students moving toward metacognition. The specific strategy to focus on will be the three-read protocol.	Daily	walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
Using SIOP strategies, teachers will implement and use sentence frames, graphic organizers, and have visuals such as academic word walls to enhance the learning.	Daily	walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
Using SIOP strategies, teachers will implement Total Physical Response (TPR) in daily practice. This skill is to allow students to listen and learn first, then communicate and use. This will focus on the input and output receptors of the language.	Daily	walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
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?
Teachers will use Hattie Strategies by scaffolding to deconstruct the process and break down steps. This may include concrete, representational, and utilize abstract strategies (manipulatives, drawing pictures, writing equations)	Daily	walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
Teachers will implement cognitive strategies using graphic organizers and check-lists (i.e. step-by-step visuals) to chunk material for deeper learning.	Daily	walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress

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, Allen 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: Instructional staff will implement evidence-based, school-wide literacy components as provided in HMH, supported by quarterly professional development and instructional coaching.

Measurable: Progress will be tracked via classroom walkthrough data and common formative assessments (CFAS), aiming for a 6% increase in students meeting/exceeding grade-level expectations across all demographic groups on the Spring 2027 IAR assessment.

Achievable: Achievable by aligning core reading blocks with high-quality instructional materials and giving teachers coaching support to implement literacy components effectively.

Relevant: Strengthening core classroom instruction is the fastest, most sustainable way to move the needle for all student groups simultaneously.

Time-Bound: CFAs will be monitored monthly and final success measured by the Spring 2027 IAR results.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	193.20	3.40%	30.11%	33.29%	49.14%	9.43%	4.20%	4.29%	3.70%	54.21%	49.18%
Literacy Achievement (MAP 25-26*Spring)	12.31%	1.32%	5.05%	17.54%	9.09%	29.63%	10%	7.14%	2.44%	12.69%	11.94%
Literacy Growth (MAP 25-26 *Fall to Spring)	142.36	22.39%	78.37%	26.37%	94.36%	7.37%	3.18%	7.58%	12.37%	73.38%	69.35%
Spanish Literacy Achievement (MAP 25-26*Spring)	11.15%	2.63%	21.01%	0%	8.11%	4.55%	0%	0%	0%	12.21%	10.11%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	22.00%	19%	34%	8%	29%	0%	6%	13%	43%	22%	22%
Literacy Proficiency (IAR) 2025-2026	16.70%	0%	11.20%	13.80%	14.60%	35.70%	22.20%	50%	0%	19.20%	14.10%
Literacy Growth (IAR) 24/25-25/26	23%	9.10%	21.90%	22.20%	22.60%	22.20%	0%	75%	11.80%	28.40%	17.70%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Proficient or Higher	90.00%	79.00%	91.00%	89.00%	90.00%	96.00%	100.00%	82.00%		88.00%	93.00%
ACCESS 2025-2026	5.95%	4.44%	5.95%	0%	6.15%	0%	0%	0%	2.13%	6.99%	4.76%
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...**

We will implement **deliberate practice** through skill-gap diagnosis, targeted practice, and timely feedback in order to strengthen student learning and increase growth on skill-specific assessments. Teachers in grades K-2 will focus on foundational skills, language & writing, literature & informational text, and vocabulary use & functions. Teachers in grades 3-5 will focus on literary text, informational text, and vocabulary.

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?
Teachers will use Interactive read aloud strategies such as turn and talk, think aloud, open ended questions, making predictions, and visual sketching.	Daily	Walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
Teachers will complete CFAs bi-weekly to drive instruction using data.	Bi-weekly	PLC Agenda/Notes	Quarterly	Implemented by teachers, monitored by admin		In Progress

K-2 teachers will build foundational skills by developing phonological awareness, phonics, fluency, vocabulary, and comprehension.	Daily	Walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
3-5 teachers focus on comprehension by focusing on 3 areas of instruction, prior, during, and post. Teachers can implement strategies such as activating prior knowledge, predicting, questioning, annotating, summarizing, or synthesizing the information.	Daily	Walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
Teachers will administer CFAs to determine skills gaps between students to collaborate with Reading Interventionist.	Monthly	PLC Agenda/Notes	Monthly	Implemented by teachers, monitored by admin		In Progress
Administration will conduct walk throughs to ensure curriculum and strategies are being followed	Weekly	Walk-through data	Monthly	Admin will monitor and share with team leads.		In Progress
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?
Teachers will use graphic organizers to build student capacity by developing Systematic Tier 1 and Tier 2 vocabulary instruction	Daily	Walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
Using SIOP strategies, teachers will provide sentence frames with word banks	Daily	Walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
Teachers will develop questioning and discussion techniques using oracy practice (think-pair-share, turn & talk)	Daily	Walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
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?
Teachers will implement and provide graphic organizers for working memory support (story maps, venn diagrams, cause and effect chains, etc)	Daily	Walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
Multi-sensory word work and explicit phonics (structured routines), along with use of tactile and multisensory strategies (tapping out sounds, magnetic letters, etc)	Daily	Walk-through data	Quarterly	Implemented by teachers, monitored by admin		In Progress
Teachers will review IEP goals and alignment standards.	August	PLC agenda and notes	Quarterly	Implemented by teachers, monitored by Sped Coordinator		In Progress
Teachers will meet with Grade level teams to report progress towards goals and align scope and sequences for content	Monthly	PLC agenda and notes	Quarterly	Implemented by teachers, monitored by admin		In Progress

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, Allen School will decrease ODRs in the category of <i>respect to staff</i> by 5%.												
Specific: Allen School will fully implement a tier-1 positive behavior matrix explicitly teaching "Respect for Staff" expectations and deploy a school-wide positive recognition system (Panther Paws) for students demonstrating respectful behaviors.												
Measurable: Progress will be tracked monthly via the major/minor Office Discipline Referral (ODR) log, aiming for a consistent month-over-month decrease toward the 5% target.												
Achievable: Achievable by aligning this work with regular monthly PBIS (Positive Behavioral Interventions and Supports) team data reviews to catch spikes early.												
Relevant: Directly addresses the root cause of the referrals by defining and rewarding what respect looks like, which is proven to reduce ODRs.												
Time-Bound: To be fully implemented by October 2026, with quarterly progress checks in January, April, and a final data pull in May 2027.												
Schoolwide Current Reality by Subgroup:												
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females	
ADA (25-26)	90.9%	91.5%	91.3%	90.6%	90.8%	92%	91.5%	94.3%	94.2%	90.5%	91.4%	
Chronic Absenteeism (25-26)	35%	31%	33%	40%	34%	21%	25%	20%	14%	36%	33%	
Referrals (25-26)	17.1%	30.6%	9.4%	34%	10.3%	18.8%	18.5%	11.8%	9.8%	20.4%	13.7%	
OSS Incidents (25-26)	3.8%	9.3%	1.3%	9.5%	1.9%	0%	0%	5.9%	0%	4.8%	2.7%	
ISI Incidents (25-26)	4.4%	8.3%	0.6%	10.2%	1.3%	3.1%	11.1%	5.9%	0%	5.8%	3.0%	
Satchel Pulse Snapshot:												
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)		Self Awareness (#)	Self Management (#)	Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)		
October 25	129	81		82	119	73		69.80%	14.70%	5.80%		
January 26	137	117		113	130	59		77%	16.4	5.90%		
May 26	140	80		109	110	69		77%	16%	5%		
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 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...												
We will enhance staff-student rapport by executing purposeful relationship-building practices during morning meetings across all classrooms. We will foster a culture of mutual respect and decrease disrespect-related Office Discipline Referrals (ODRs) by deploying proactive classroom man												
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?			
Teachers and students will participate in daily morning meetings		Daily	Walk-through data		Quarterly	Teachers will implement and admin will monitor			In Progress			
Teachers will give Panther Paws to reinforce positive behavior		Daily	Panther Paws		Quarterly				In Progress			
Allen will have assemblies to showcase positive behavior and attendance. Parents will be invited to celebrate in the student success.		Quarterly	assemblies		Quarterly	Administration/MTSS Coordinator			In Progress			
Proactive "good news" communication (two students a week)		weekly	Contact log-Classroom Rosters		Quarterly	Teachers will implement			In Progress			
Parents will be invited to Coffee w/Principal where referral data can be shared and discussed. In addition, students can be celebrated for positive behavior and growth.		Monthly	Sign in Sheets		Quarterly	Parent Liason			In Progress			
We will review school-wide expectations with all students and communicate these expectations in families' home languages to bridge the language gap and ensure clear, inclusive understanding. This will involve translating key documents, providing multilingual classroom signage, and utilizing interpreter services during parent-teacher conferences to maintain consistent, accessible communication for all stakeholders.		Monthly	School wide assemblies, parent letters and flyers		Quarterly	Admnistation and parent Liason			In Progress			

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?
Teachers will observe and monitor wait time for responses	Daily	Self Reflection	Quarterly			In Progress
Teachers will provide a survey to parents for insights into their child's strengths, cultural communication preferences, and interests; and request updates.	Beginning of Year	Teacher Created Survey	Quarterly	BLAF		In Progress
Parents will be invited to Coffee w/Principal, school wide expectations and goals will be shared in home language.	Monthly	Sign in Sheets	Quarterly	Parent Liason		In Progress
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 a collaborative, two-way behavior intake feedback survey with parents of students with disabilities	Beginning of Year	Feedback Survey	Semester	Special Education Team		In Progress
Implement a collaborative, two-way behavior feedback loop between gen ed teachers and Special Education teachers	Biweekly	PLC Agenda and notes	Quarterly	Special Education Team and administration		
Sped education team will communicate with "good news" and establish a relationship with parents	Biweekly	Synergy log and or School Status	Monthly	Special Education Team and administration		

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			Overall Building						Overall Building			Overall Building						Overall Building			Overall Building			Overall Building			Overall Building								
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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		
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Culture & Belonging Goal	ADA			Chronic Absenteeism			Discipline Referrals %			ADA			Chronic Absenteeism			Discipline Referrals %			ADA			Chronic Absenteeism			Discipline Referrals %			ADA			Chronic Absenteeism			Discipline Referrals %		
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	OSS %			Panorama Survey (Belonging)			Monitor HERE			OSS %			Monitor HERE			Monitor HERE			OSS %			Panorama Survey (Belonging)			Monitor HERE			OSS %			Monitor HERE			Monitor HERE		
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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