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# MEMO

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TO: BLUE RIDGE BOARD OF EDUCATION  
MR. RYAN PEYTON, SUPERINTENDENT

FROM: SUNNY MCMURRY, PRINCIPAL, RUTH M. SCHNEIDER ELEMENTARY

DATE: 6/10/26

RE: JUNE 2026 PRINCIPAL REPORT

## **5Essentials Results**

The 5Essentials were developed by the University of Chicago Urban Education Institute, in partnership with Chicago Public Schools. Past research has shown that schools strong on at least three of the five essentials are 10 times more likely to improve student learning than schools weak on three or more of the five essentials.

We had a great response rate from both teachers and parents on our recent 5Essentials survey. Thank you to our families who completed the parent surveys! Some results are below. Our Building ILT reviewed this data already, but I look forward to sharing this data with our entire staff to identify “easy-wins” in certain areas and a deeper commitment in others. A summary of the results is below.

We were especially excited that we scored highest in program coherence and professional development. Kudos to Paige Trimble for all her work on professional learning opportunities for our staff! We also worked hard this year to support teachers in the implementation of our new ELA curriculum. This is reflected in our scores for Program Coherence (School programs are coordinated and consistent with its goals for student learning) and Quality Professional Development (Professional development is rigorous and focused on student learning). Even though these scores are some of our highest, we believe we will see them grow even higher after next year’s implementation of Professional Learning Communities centered around data and student growth.

When considering our lowest performing areas or areas where scores dropped, we noted Collective Responsibility (Teachers share a strong sense of responsibility for student development, school improvement, and professional growth) and Collaborative Practices (Teachers observe each others' practice and work together to review assessment data and develop instructional strategies) as two of the areas where next year’s PLCs will have a significant impact. Our ILT also discussed the low score of Teacher to Teacher trust (Teachers are supportive and respectful of one another, personally and professionally). We identified this as a goal for next year, and we believe our work with the ROE to build trusting systems in order to successfully conduct PLCs will lead to an increase in this score.

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**Where is Ruth M Schneider Elem School performing the highest?**

<a href="#">Program Coherence</a>	56
<a href="#">Teacher Influence</a>	53
<a href="#">Quality Professional Development</a>	51
<a href="#">Teacher-Principal Trust</a>	47
<a href="#">Instructional Leadership</a>	43

**What has improved most for Ruth M Schneider Elem School?**

<a href="#">Quality Professional Development</a>	51 + 9
<a href="#">Teacher Influence</a>	53 + 9
<a href="#">Instructional Leadership</a>	43 + 7
<a href="#">Program Coherence</a>	56 + 7
<a href="#">Teacher-Teacher Trust</a>	22 + 5

**Where is Ruth M Schneider Elem School performing the lowest?**

<a href="#">Teacher-Teacher Trust</a>	22
<a href="#">Collective Responsibility</a>	25
<a href="#">School Commitment</a>	30

**What has decreased most for Ruth M Schneider Elem School?**

<a href="#">Quality of Student Discussion</a>	38 - 25
<a href="#">Collaborative Practices</a>	38 - 10
<a href="#">Teacher-Parent Trust</a>	41 - 6
<a href="#">Parent Influence on Decision Making in Schools</a>	38 - 4
<a href="#">School Commitment</a>	30 - 2

**Update on School Improvement Goals:**

Goal	January Update	End of Year Update
1. 70% of students scoring 1, 2 or 3 or more grade levels below grade level	<b>ELA: Mid or Above Grade Level: Increased</b> from 8% to 24% (14 students to 45 students)	<b>ELA: Mid or Above Grade Level: Increased</b> from 7% to 45% (13 students to 82 students)

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<p>will advance to the next highest iReady level by the spring diagnostic. 100% of students scoring on or above grade level will maintain or advance to the next highest level on iReady by spring diagnostic.</p>	<p>Early On Grade Level: <b>Increased</b> from 11% to 28% (20 students to 51 students)</p> <p>One Grade Level Below: <b>Decreased</b> from 68% to 40% (125 students to 74 students)</p> <p>Two Grade Levels Below: <b>Decreased</b> from 10% to 7% (18 students to 13 students)</p> <p>Three or More Grade Levels Below: <b>Decreased</b> from 4% to 1% (7 students to 1 student)</p> <p><b>MATH:</b> Mid or Above Grade Level: <b>Increased</b> from 2% to 13% (4 students to 24 students)</p> <p>Early On Grade Level: <b>Increased</b> from 5% to 15% (10 students to 27 students)</p> <p>One Grade Level Below: <b>Decreased</b> from 70% to 65% (130 students to 120 students)</p> <p>Two Grade Levels Below: <b>Decreased</b> from 21% to 7% (38 students to 13 students)</p> <p>Three or More Grade Levels Below: <b>Decreased</b> from 2% to 1% (3 students to 1 student)</p>	<p>Early On Grade Level: <b>Increased</b> from 11% to 27% (20 students to 50 students)</p> <p>One Grade Level Below: <b>Decreased</b> from 69% to 22% (125 students to 40 students)</p> <p>Two Grade Levels Below: <b>Decreased</b> from 9% to 3% (17 students to 6 students)</p> <p>Three or More Grade Levels Below: <b>Decreased</b> from 4% to 2% (7 students to 4 students)</p> <p><b>MATH:</b> Mid or Above Grade Level: <b>Increased</b> from 2% to <b>29%</b> (3 students to 53 students)</p> <p>Early On Grade Level: <b>Increased</b> from 5% to <b>23%</b> (10 students to 41 students)</p> <p>One Grade Level Below: <b>Decreased</b> from 71% to <b>47%</b> (129 students to 85 students)</p> <p>Two Grade Levels Below: <b>Decreased</b> from 20% to <b>1%</b> (37 students to 1 student)</p> <p>Three or More Grade Levels Below: <b>Decreased</b> from 2% to 1% (3 students to 2 students)</p>
<p>2. We will decrease major physical aggression referrals to less than 125 referrals by end of year.</p>	<p><b>Overall referral data has dropped</b> as compared to this time last year. At this point in the year from August - December 2024, we had a total of 345 office referrals. From August to December of 2025, we had 297. Of those, 44 were for physical aggression (major referral). We</p>	<p><b>Physical Aggression</b> (August through May): 96 referrals</p>

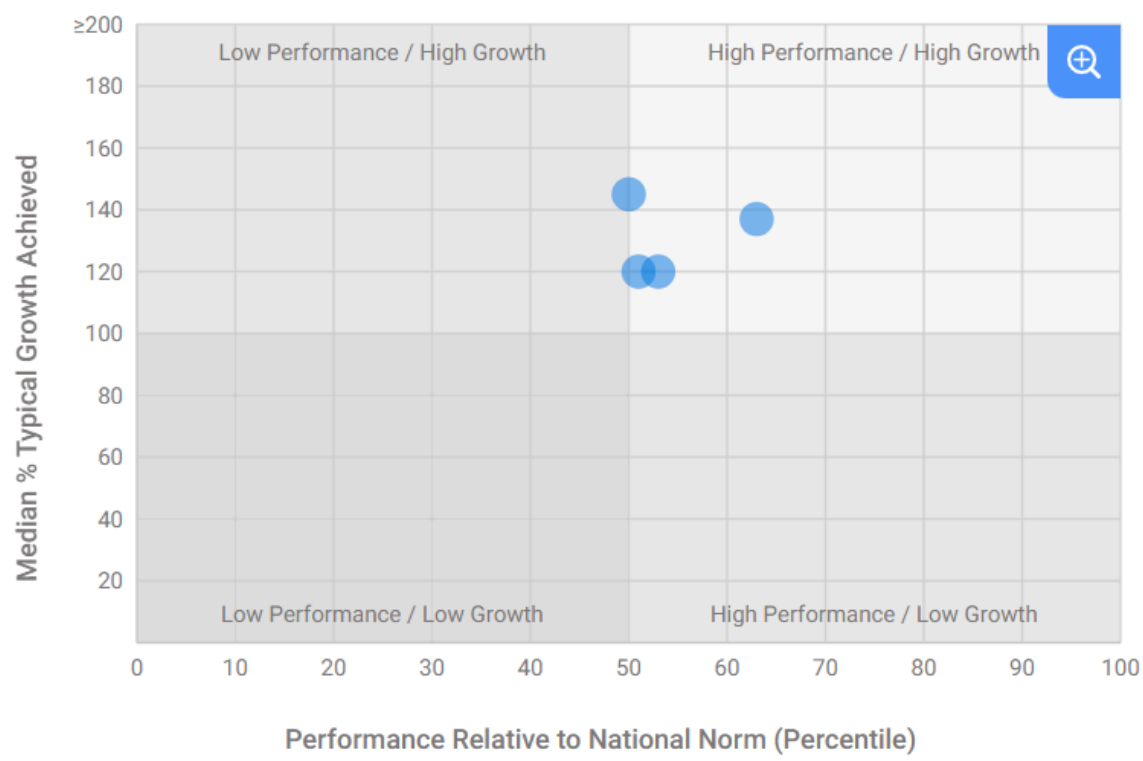
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	are currently on track to meet our goal of less than 125 referrals at the end of the year.	
3. We will monitor daily attendance with a goal of reaching 95% average daily attendance	December daily attendance rate for K-3 students was 93.7%. When including our Pre-K students, daily attendance was 91.6%	<b>Daily Attendance K-3</b> (August through May): 93.4%

Student Growth in Reading ▾ Shown by **Grade**

Across the School from Fall to Spring (March 2 - End of Year) ▾

03/02/26 - 06/30/26

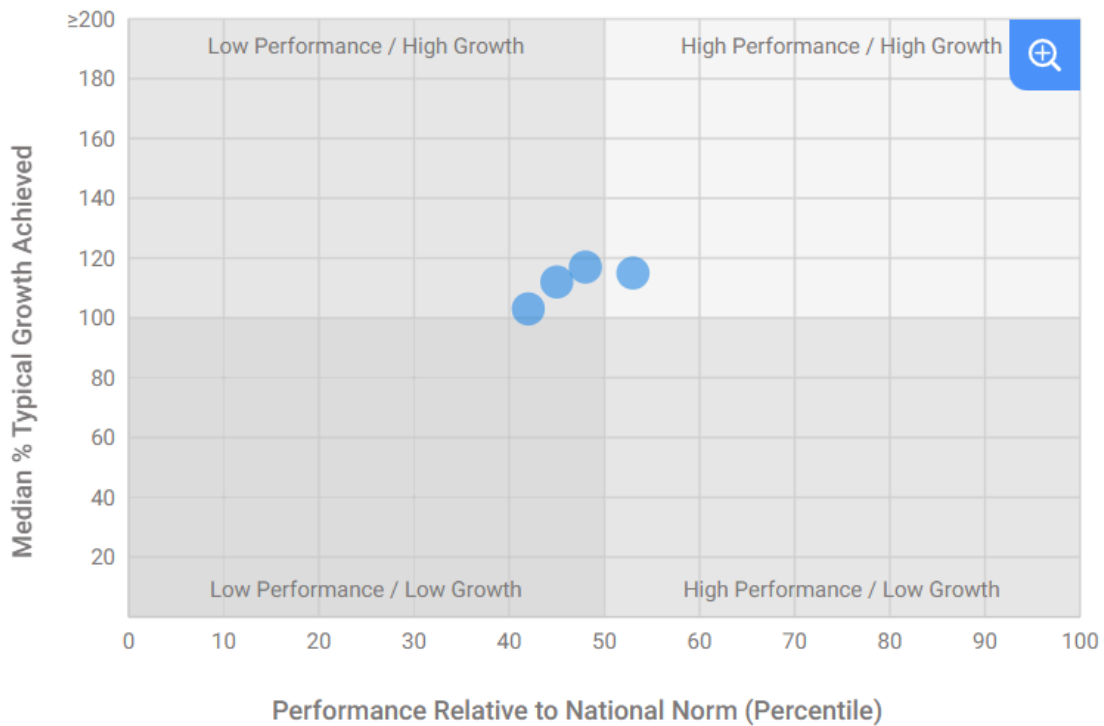


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Student Growth in **Math** Shown by **Grade**

Across the School from Fall to Spring (March 2 - End of Year)

03/02/26 - 06/30/26



## Kindergarten Continuum of Play

A team of Schneider teachers attended a training related to KIDS, which is the developmental screening and report card we use for our kindergarteners. During this training, the team learned all about different types of play as we structure our kindergarten program to align with coming legislation. Specifically, the team learned about the following:

Free Play (Recess)	Guided Play (Choice Time)	Constructive Play (Learning Stations)
30 min required per day (curriculum)	45 min/ day (plan, do, review)	60 min/day

This will require a shift in how many of us have traditionally thought about kindergarten.

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## **Beanstack Reading Program**

During our final staff meeting of the year, staff learned about a new online reading program that we will roll out to students in the fall to help motivate students to read for fun. Beanstack is a program that allows us, as a school, to set reading goals and challenges then allows students to track minutes and books read. We plan to recognize readers who have achieved school-wide goals during quarterly assembly next year.

## **Summer Curriculum Work and Planning**

Grade level teams are working together over the coming weeks to plan for and prepare materials for next school year. Grade level teams identified areas they would like to focus on, such as: core vocabulary supports, aligning CKLA and writing resources, aligning science and social studies standards with CKLA units, developing/ readjusting weekly curriculum maps for 2026-2027 and effectively integrating additional resources (code charts, spelling lists, writing rubrics), among other things. Thank you to Mr. Peyton and the Board for allowing us to budget resources to pay teachers for the time they are putting in to make learning experiences better for our students!

## **Pre-K: PFA Grant, CQIP and ECERS-3**

We are required to submit several documents and reports to the State of Illinois for our Pre-K Program. As of June 1, we have successfully submitted our Preschool for All (PFA) Grant for the 2026-2027 School Year. We are also required to annually submit a Continuous Quality Improvement Plan (CQIP) Compliance Report as well as both a reflection on and new goals for our CQIP Early Childhood Environment Rating Scale (ECERS-3). These have all been submitted.

Through this process, it was incredibly helpful to collaborate with the Pre-K team to identify where we are performing well in our Pre-K program, as well as areas we would like to focus on for improvement. I am so thankful for Mrs. Minneman's career-long experience in Pre-K as we work to make our already strong program even stronger!

## **Dates for Next Year (Mark your Calendar!):**

Pre-K Screenings: July 30, 31

In Person Registration: Thursday, August 6

Kindergarten Jump Start: Week of August 10-13

Popsicles with the Principals: August 13, 6-7 pm

Class Lists Released: Friday, August 14

Curriculum Day: Monday, August 17

First Knight at Schneider: Monday, August 17 5:30-7:00 (5:30-6:00 K only)

Teacher Institute Day: Tuesday, August 18

First Day of School: Wednesday, August 19