

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:		O'Donnell Elementary		Principal Name:		Tonetta Davis	
Mission:		O'Donnell students, parents, staff, and community will partner to create a safe and nurturing environment that promotes a culture of high academic and social-emotional expectations for all learners using an engaging curriculum and purposeful assessments that are reflective to provide differentiated learning opportunities for student success.		Vision:		O'Donnell School encourages independent thinkers and problem solvers who are adaptable to an ever-changing world.	
School Improvement Team	Name:	Tonetta Davis	Name:	Christopher Hayes	Name:	Madeley Rubio	
	Role:	Principal	Role:	Social Worker	Role:	Parent Liaison	
	Name:	Paul Mutschler	Name:	Kathleen Driessen	Name:	Darren McArdle	
	Role:	Assistant Principal	Role:	Math Interventionist	Role:	Teacher	
	Name:	Marlon Williams	Name:	Jennifer Schlaiss	Name:	Kate Herbert	
	Role:	Assistant Principal	Role:	Teacher	Role:	Instructional Coach	
	Name:	Theresa Stellman	Name:	Mary Otto	Name:		
Role:	Teacher	Role:	Teacher	Role:			
School Designation and Priorities							
School Designation		Targeted		Report Card Year:		2025-2026	
Report Card general findings and focus areas:							
The 2024–2025 Illinois School Report Card highlights both areas of progress and opportunities for continued growth at O'Donnell Elementary. O'Donnell continues to be identified as a Targeted School, with English Learners and Students with Disabilities identified as student groups requiring additional support. While the school has made progress in strengthening instructional systems and creating a positive learning environment, student achievement in reading and mathematics remains below desired levels, with mathematics continuing to be an area of greatest need. In addition, chronic absenteeism remains a significant concern, as 25.1% of students were identified as chronically absent. Student mobility also continues to present challenges to maintaining instructional continuity. One of the school's greatest strengths is its dedicated staff, reflected in an 88% staff retention rate, which provides a strong foundation for continued improvement. During the 2026–2027 school year, O'Donnell will prioritize strengthening Tier 1 academic and behavioral supports to ensure every student has access to high-quality instruction and a positive, consistent learning							

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, _O'Donnell _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	31%	10%	25%	34%	26%	69%	33%	78%	29%	33%	38%
Math Achievement (MAP 25-26*Spring)	21.60%	7.30%	17.60%	25%	16.10%	53.80%	33.30%	77.80%	23.80%	24.80%	18.80%
Math Growth (MAP 25-26 *Fall to Spring)	41%	34%	37%	37%	38%	75%	60%	44%	45%	41%	40%
Math Proficiency (IAR) 25-26 (9.2%)	12.70%	0%	7.90%	6.30%	9.20%	36.40%	33.30%	50%	4.30%	17.60%	9.00%
Math Growth (IAR) 24/25-25/26	10.20%	5%	8.50%	0.00%	12.20%	N/A	0%	0%	11.10%	7.50%	12.10%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	48.70%	40.40%	22.70%	43.40%	48.80%	57.90%	54.10%	51.40%	43.60%	48.60%	48.70%
iReady (K-8) *Winter 25-26	3.50%	0%	1.30%	6.70%	0.50%	33.30%	0%	22.20%	0%	3.30%	3.60%

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 utilize small group instruction based on culturally relevant engagement to strengthen mathematic proficiency.

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?
Strengthen Teacher Capacity in Small Group						
Increase academic discourse	Ongoing	Lesson plans and walkthrough tool	Monthly	Teachers, ILT, SLT		
Provide data informed groupings	Ongoing	Lesson plans	Monthly	Teachers, Admin		
Schedule allocations & pacing	Ongoing	Schedule and calendar	Quarterly	Teachers, SLT		
Lesson Plan Folder						
Culturally Relevant Engagement						
Utilize iReady Slides for Cultural Resources	Ongoing	Lesson plans and walkthrough tool	Monthly	Teachers, ILT, SLT		

Introduce and Implement Culturally Relevant Teaching Practices	Ongoing	Faculty meeting sign in, presentations, walkthrough tool and lesson plans	Monthly	Teachers, ILT, SLT		
Increase Grade Level Proficiency						
Increase Access and Use of Manipulatives	Ongoing	Lesson plans and walkthrough	Monthly	Teachers, ILT, SLT		
Administer Grade Level Fluency CFAs	Ongoing	Building CFA Collection	Monthly	Teachers, ILT, SLT		
Administer Grade Level MP3 CFAs	Ongoing	Grade Level CFA Collection	Monthly	Teachers, ILT, SLT		
Engage staff and administration in ongoing learning walks	Ongoing	Google Forms	Monthly	Teachers, ILT, SLT, Admin		
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?
Complete WIDA Can Dos per classroom	September	Completed Can Dos in Google Folder	When complete	Teachers, BLAF		
Include the iReady Unit Language Expectations for Differentiation in lesson plans	Ongoing	Lesson plans and walkthrough	Monthly	Teachers, ILT, SLT		
Increase capacity in teaching vocabulary in iReady	Ongoing	SIP Days and PD	Quarterly	Admin	Dalila	
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?
Communication between SpEd & Classroom						
Share tools, accommodations, modifications, and goals in student folder and digital folder.	September-ongoing	Google Folder and Student Folders	Quarterly	Sped teachers, interventionists, ILT, SLT		
Monitor Instructional Level Fluency CFAs	Ongoing	Building Folder per Grade Level	Monthly	Sped teachers, interventionists, ILT, SLT		
Monitor Instructional Level MP3 CFAs	Ongoing	Building Folder per Grade Level	Monthly	Sped teachers, interventionists, ILT, SLT		
Create and implement expectations for classroom support for non-classroom teachers	August	Created Document and Schedules	Monthly	Admin and IC		

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, _O'Donnell_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	26%	12%	16%	30%	20%	77%	33%	67%	10%	23%	28%
Literacy Achievement (MAP 25-26*Spring)	14.40%	7.10%	7.50%	18.20%	10.20%	53.80%	33.30%	33.30%	4.80%	15.20%	13.80%
Literacy Growth (MAP 25-26 *Fall to Spring)	40%	38%	33%	23%	40%	83%	40%	56%	35%	46%	36%
Spanish Literacy Achievement (MAP 25-26*Spring)	7.40%	3.40%	10.90%	0%	9.60%	0%	0%	0%	28.60%	5.20%	9.30%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	23%	28%	29%	0%	28%	9%	0%	11%	30%	26%	21%
Literacy Proficiency (IAR) 2025-2026 (16.5%)	12.70%	3.60%	4.40%	12.50%	10.00%	36.40%	16.70%	25%	0.00%	10.10%	14.60%
Literacy Growth (IAR) 24/25-25/26	22.70%	25.00%	24.10%	22.20%	22.20%	20.00%	50.00%	0.00%	12.50%	20.00%	24.60%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Profient or Higher	40.70%	19.80%	7.40%	38.40%	40.60%	47.20%	50.60%	42.90%	41.20%	37.90%	43.50%
ACCESS 2025-2026 (4.35%)	4%	4.17%	4%	0.00%	4.73%	0.00%	0.00%	0.00%	0.00%	3.66%	5.06%
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 utilize small group instruction based on culturally relevant engagement to streghthen literacy proficiency.

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?
Streghthen Teacher Capacity in Small Group						
Increase Academic Discourse	Ongoing	Lesson plans and walkthrough tool	Monthly	Teachers, ILT, SLT		
Provide Data Informed Groupings	Ongoing	Lesson plans	Monthly	Teachers, Admin		
Schedule Allocations & Pacing	Ongoing	Schedule and calendar	Quarterly	Teachers, SLT		
Lesson Plan Folder						
Culturally Relevant Engagement						

Utilize HMH Resources for Cultural Resources	Ongoing	Lesson plans and walkthrough tool	Monthly	Teachers, ILT, SLT		
Introduce and Implement Culturally Relevant Teaching Practices	Ongoing	Faculty meeting sign in, presentations, walkthrough tool and lesson plans	Monthly	Teachers, ILT, SLT		
Engage staff and administration in ongoing learning walks	Ongoing	Google Forms	Monthly	Teachers, ILT, SLT, Admin		
Regularly collect and monitor CFA data and student work samples	Ongoing	Google Sheet	Monthly	ILT		
Increase Grade Level Proficiency						
Monitor K-2 Reading Inventory, then F&P	August, then ongoing as needed	Building Google Sheet	4-6 weeks as needed	Teachers, ILT, SLT		
Monitor 3-5 F&P Fall, continue as needed	August, then ongoing as needed	Building Google Sheet	4-6 weeks as needed	Teachers, ILT, SLT		
Administer and Collect 2 Writing Samples per module Write a response and Module Performance Task	Ongoing	Building Google Sheet and Samples	Monthly	Teachers, ILT, SLT		
Administer Cold Writing Samples	August-Ongoing	Building Google Sheet and Samples	3 times a year	Admin		
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?
Complete WIDA Can Dos per classroom	September	Completed Can Dos in Google Folder	When complete	Teachers, BLAF		
Include HMH Weekly Differentiation and Practice Tabletop Minilessons: English Language Development in lesson plans	Ongoing	Lesson plans and walkthrough	Monthly	Teachers, ILT, SLT		
Increase capacity in teaching vocabulary in HMH	Ongoing	SIP Days and PD	Quarterly	Admin	Dalila	
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?
Communication between SpEd & Classroom						
Share tools, accommodations, modifications, and goals in student folder and digital folder.	September-ongoing	Google Folder and Student Folders	Quarterly	Sped teachers, interventionists, ILT, SLT		
Monitor Instructional Level Reading Fluency CFAs	Ongoing	Building Folder per Grade Level	Monthly	Sped teachers, interventionists, ILT, SLT		
Monitor Instructional Level Writing CFAs	Ongoing	Building Folder per Grade Level	Monthly	Sped teachers, interventionists, ILT, SLT		
Create and implement expectations for classroom support for non-classroom teachers	August	Created Document and Schedules	Monthly	Admin and IC		

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement											
Culture of Belonging & Action Plan											
Annual Culture of Belonging SMART Goal											
By May 2027, the percentage of all stakeholders reporting a strong sense of belonging at O'Donnell School will increase by 6%, as measured by climate surveys.											
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)	91.9%	89.5%	91.8%	93.4%	91.4%	91.8%	96.1%	92.2%	90.4%	91.6%	92.2%
Chronic Absenteeism (25-26)	27%	36%	29%	24%	29%	36%	0%	33%	33%	27%	28%
Referrals (25-26)	26.6%	51.9%	19.8%	44%	22%	27.8%	62.5%	0%	20.8%	34.9%	19.2%
OSS Incidents (25-26)	4.7%	19.2%	1.7%	8.0%	3.6%	5.6%	25.0%	0%	4.2%	6.7%	3%
ISI Incidents (25-26)	7.6%	17.3%	2.3%	18%	5.3%	5.6%	25%	0%	4.2%	9.4%	6%
Satchel Pulse Snapshot:											
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)		Self Awareness (#)	Self Management (#)		Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	65	65		55	55		34		74%	17%	7%
January 26											
May 26	76	64		45	59		28		76%	16%	7%
5Essentials Snapshot:											
Survey Year	Overall Improvement Rating:	Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:	
25-26 SY	Not Yet Organized	Neutral		Weak		Weak		Neutral		Weak	
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...											
All stakeholders will intentionally implement relationship-building strategies through SEL and MTSS to foster positive 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 parent engagement	Ongoing	Google Form Survey, Parent sign-in sheets for all events, volunteer list			Monthly		PL, Admin				
Offer parent workshops focused on school wide expectations and emotional regulation during family nights	Ongoing	Sign in, presentation			Quarterly		PL, Admin				
Develop and implement a "One Trusted Adult" survey	August	Survey			October, January		All Staff, SLT				
Hold school wide townhalls (mixed classes/grades)	Quarterly	Agenda, groups lists			Quarterly		All Staff, SLT				
Develop a meet the staff for parents	September	Presentation, Curriculum Night			September		Admin				
Provide PD on new Second Step platform	August	Presentation			August		Admin				
Monitor Second Step implementation on the digital platform	Ongoing	Online Digital Data			Biweekly		Admin				
Implement Student Leadership Team	Ongoing	Parent letter, teacher/class nominations			Monthly		Admin				
Ensure that all classrooms have a calming space for student use	August	Walkthroughs			Quarterly		Teachers, Admin/ILT				
Develop a K-2 screener for sense of belonging	August	Survey			October, January		All Staff, SLT				
Develop kid-friendly slideshow to supplement daily announcements including a word-of-the-week	Ongoing	Google Slide Deck			Monthly		Admin				

Engage staff and administration in ongoing learning walks	Ongoing	Google Forms	Monthly	Teachers, ILT, SLT, Admin			
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?	
Ensure that students scaffolds and supports are visible and implemented.	Ongoing	Walkthroughs	Monthly	Teachers, BLAF, Admin			
Include a word of the week in student announcements slideshow	Ongoing	Google Slide Deck	Monthly	Admin			
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?	
Ensure that students' accomodations and supports are visible and implemented.	Ongoing	Walkthroughs	Monthly	Case managers, Teachers and admin			

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

