

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:	C I Johnson Elementary	Principal Name:	Ines Sem
Mission:	At Johnson Elementary School, we educate and empower all students to reach their full potential by fostering a love of learning, critical thinking, and responsible citizenship in a safe and inclusive environment.	Vision:	Happy healthy learners excited to come to school! At Johnson Elementary, we envision a future where every child flourishes. We're committed to nurturing lifelong learners who are also innovative problem-solvers and compassionate leaders. We do this by providing engaging education that fosters critical thinking and responsible citizenship, empowering each student to discover their strengths and confidently succeed in a changing world.

School Improvement Team	Name:	Ines Sem	Name:	Ingrid Esparza	Name:	Victoria Patrick
	Role:	Principal	Role:	5th Grade Lead Teacher	Role:	Math Interventionist
	Name:	Courtney Bissell	Name:	Molly Kim	Name:	Kyle Wilson
	Role:	Assistant Principal	Role:	Encore PE Teacher	Role:	3rd Grade Teacher
	Name:	Julie Weintraub	Name:	Elizabeth Eisenman	Name:	Isabel Jorjorian
	Role:	3rd Grade Lead Teacher	Role:	5th Grade Teacher	Role:	4th Grade Teacher
	Name:	Heather Runge	Name:	Lauren Linares	Name:	
	Role:	4th Grade Lead Teacher	Role:	Instructional Coach	Role:	

School Designation and Priorities

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

C I Johnson Elementary School was designated Commendable by Illinois School Board of Education (ISBE). C I Johnson has no under performing student groups, a graduation rate greater than 67%, and whose performance is not in the top 10% of schools statewide.

IAR Academic Growth:

ELA Growth (67.3%): Above the state baseline average of 58.2%, indicating that students are meeting or exceeding state growth trends.
Math Growth (41.3%): Well below the state average of 52%, indicating students are falling below state growth trends.

Chronic Absenteeism:

7.4% of students who miss 10% or more of school days per year either with or without a valid excuse.

Student Mobility:

For C I Johnson Elementary School is redacted.

Teacher Retention:

With a teacher retention rate of 74.1%, the school faces significant instructional instability that directly hinders student progress and overall academic performance.

To address the achievement gap seen in standardized test scores, it's essential to provide more effective, tailored support for students with diverse learning

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, ____Johnson____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: 6% increase of students meeting or exceeding grade-level expectations accross all groups/demographics

Measurable: Spring 2027 IAR

Achievable: 6%

Relevant: Supports school-wide academic performance goals

Time-Bound: Spring 2027

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	83%	62%	78%	78%	83%	78%	100%	75%	87%	84%	81%
Literacy Achievement (MAP 25-26*Spring)	55.60%	75%	37.60%	66.70%	56.10%	46.70%	66.70%	33.30%	25%	56.80%	54.10%
Literacy Growth (MAP 25-26 *Fall to Spring)	62%	83%	61%	78%	62%	60%	67%	67%	75%	68%	55%
Spanish Literacy Achievement (MAP 25-26*Spring)	36.70%	16.70%	55%	0%	41.40%	0%	0%	0%	75%	35.10%	38.50%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	49%	50%	60%	22%	52%	20%	67%	33%	50%	49%	49%
Literacy Proficiency (IAR) 2025-2026	74.80%	46.20%	62.40%	88.90%	74.70%	66.70%	100%	33.30%	25%	74.30%	75.40%
Literacy Growth (IAR) 24/25-25/26	45.80%	33.30%	56.70%	0%	47.70%	38.50%	66.70%	50%	100%	46.60%	44.70%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Profient or Higher	72.00%	41.00%	69.00%	85.00%	72.00%	61.00%	67.00%	75.00%	0.00%	68.00%	75.00%
ACCESS 2025-2026	48.62%	20%	51.65%	0%	49.06%	100%	0%	0%	25%	52.38%	43.48%
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...

By building teacher capacity to cultivate student-led questioning, discussion, and reflection, we empower educators to facilitate student-centered classrooms that drive critical thinking across all DOK levels, ultimately accelerating academic performance, student ownership, and social-emotional growth.

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?
Weekly PLC meetings to plan and discuss student discussion.	August 2026- May 2027	PLC notes	Quarterly	PLC leaders and SIP team	None	In Progress
Staff development around discussion techniques. Differentiate between grade levels. I.E: Kagan Strategies	August 2026- May 2027	Facutly meeting notes.	Twice a quarter.	SIP team.	None	In Progress
Share ideas in staff meetings, in vertically aligned groups, including encore, to create discussions to generate shared ideas and create accountability.	August 2026- May 2027	Facutly meeting notes.	Twice a quarter.	All staff	None	In Progress

Teachers will invite admin, coaches, or fellow teachers in to observe discussion strategies in action.	August 2026- May 2027	Feedback Form; Wonderings, I noticed, What if?, Now I will...	Quarterly	All Staff	None	In Progress
Student Survey about discussion.	October, January, March, May	Student Survey	Quarterly	SEL time for teachers	None	In Progress
Staff will choose discussion strategies to focus on for each quarter, with a goal of reaching fishbowl for 3rd grade and Socratic Seminar for 4th and 5th grade by the end of the year.	August 2026- May 2027	PLC notes and faculty meetings Student work sample Student feedback form	Quarterly	All Staff	None	In Progress
Staff will use a variety of resources, including Writable, to target organization in informational writing.	August 2026- May 2027	PLC notes and faculty meetings Student work sample	Quarterly	All Staff	Title I (Writable)	In Progress
Teachers will use a formative assessment weekly to determine students' abilities for informing instruction for the subsequent mixed group cycle (exit ticket, CFA, IXL, IReady)	August 2026- May 2027	PLC notes and faculty meetings Student work sample	Quarterly	All Staff	None	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?
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Staff will provide sentence stems and word bank	August 2026- May 2027	Classroom Environment	Quarterly	All Staff	None	In Progress
Staff will use scaffolds such as discussion protocols and graphic organizers to support students.	August 2026- May 2027	Student work samples	Quarterly	All Staff	None	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?
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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, _Johnson_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: 6% increase of students meeting or exceeding grade-level expectations accross all groups/demographics

Measurable: Spring 2027 IAR

Achievable: 6%

Relevant: Supports school-wide academic performance goals

Time-Bound: Spring 2027

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	83%	83%	73%	78%	84%	73%	67%	67%	75%	87%	78%
Math Achievement (MAP 25-26*Spring)	73%	63%	66%	77%	72%	82%	93%	80%	50%	75%	68%
Math Growth (MAP 25-26 *Fall to Spring)	62%	50%	56%	66%	61%	81%	46%	41%	50%	63%	60%
Math Proficiency (IAR) 25-26	69.10%	61.50%	59.30%	88.90%	68.60%	66.70%	66.70%	66.70%	75%	73.60%	63.60%
Math Growth (IAR) 24/25-25/26	17.90%	33.30%	13.30%	40%	17.40%	15.40%	33.30%	0%	0%	17.50%	18.40%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	63.00%	44.00%	52.00%	75.00%	62.00%	72.00%	58.00%	88.00%	0.00%	63.00%	64.00%
iReady (K-8) *Spring 25-26	46.80%	33.30%	33.70%	55.60%	46%	53.30%	50%	66.70%	25%	50.70%	42.10%

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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 provide sentence stems and word bank	August 2026- May 2027	Classroom Environment	Quarterly	All Staff	None	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?
Staff will provide sentence stems and word bank	August 2026- May 2027	Classroom Environment	Quarterly	All Staff	None	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, ____Johnson____School will increase students, parents, and staffs ability to build and maintain relationships as shown by the decrease by 5% in "Relationship Skills" as measured by Panorama.											
Specific: 5% decrease in "Relationship Skills"											
Measurable: by Spring 2027 using Panorama											
Achievable: 5%											
Relevant: Support students to be aware of themselves and others											
Time-Bound: 2026-2027											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA (25-26)	95.6%	95.6%	96.1%	95.8%	95.6%	93.9%	96.3%	95.2%	94.6%	95.5%	95.6%
Chronic Absenteeism (25-26)	7.6%	27	5	11	7	7	0	0	0	7	8
Referrals (25-26)	91	16	25	2	61	25	0	2	0	72	19
OSS Incidents (25-26)	1	0	0	0	0	0	1	0	0	1	0
ISI Incidents (25-26)	6	1	1	1	3	1	1	0	0	5	1
Satchel Pulse Snapshot:											
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)		Self Awareness (#)	Self Management (#)		Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	94	57		28	71		29		79%	15.60%	5.40%
January 26	88	42		44	61		24		77.60%	15.40%	6.90%
May 26	74	51		47	67		31		77%	16%	5%
5Essentials Snapshot:											
Survey Year	Overall Improvement Rating:	Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:	
25-26 SY	Partially Organized	Neutral		Neutral		Weak		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...											
To move the needle on student relationship skills, we have to teach peer collaboration, conflict resolution, and active listening just like we teach math or reading through explicit modeling from all staff.											
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?	
(Parental Involvement Action Step, 1 of 2) School wide social event for families to meet and learn about Johnson's culture		September	Agenda Stations Survey - QR code		After the event		Parent Liaison, SIP team, Teachers, Parent		N/A	In Progress	
(Parental Involvement Action Step, 2 of 2) Chat with the Principal - discuss the goals and expectations with parents; review the data (25-26) and upcoming events		September - May	Agenda Sign-in sheet		Bi-Quarterly		Parent Liaison, SIP team, Teachers, Parent		Title I	In Progress	
Create buddy classrooms (relationship mapping)		October - May	Schedule		Quarterly		All staff		N/A	In Progress	
Quarterly school wide game (team building)		September, December, February, April	Flyer Schedule		Quarterly		All staff		N/A	In Progress	
Lunch Bunch		October - May	Based on MTSS data Panorama data		Bi-Quarterly		All staff		N/A	In Progress	
Appreciation circles (team building and group work). Positive shout outs during announcements. These can come from students, staff, or admin.		September - May	Shout out form for announcements		Monthly		All staff		N/A	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?
Limited language proficiency groups to support social conversational skills	October	Schedule - SEL and Behaviorist small group session Conversation Assessment	Quarterly	Support staff Interventionist Coach Behaviorist	N/A	In Progress
						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?
Self advocacy skills - teaching skills to students on how to seek help and advocate for themselves	October	Schedule - SEL and Behaviorist small group session Panorama data	Bi- weekly	Behaviorist	N/A	In Progress

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

To Do list:	
Data for Literacy	We are still in need of ACCESS and IAR Data
Numeracy - IAR Data needed	
CWD - PD to distinguish language acquisition and language disability (include auditory, visual and kinesthetic)	
Finalize culture of belonging goal - steps to accomplish the steps	Completed
Finalize the Report cards section in SIP priorities	Completed
Plan for SIP rollout to staff - When, how and who presents	Share culture of belonging goal on 1st SIP day, academic goals shared out first staff meeting in September
Teaching practices for culture of belonging section	Completed
We will need to look at Panorama to see which sections are comparable to Satchel Pulse Relationship skills.	
Create student feedback form for socratic seminar	completed
Contact Carol Mertes to obtain the unpacked language objectives from the standards	
Map out buddy pairings between same language classes	completed
5th grade leads buddy class with beginning of the year cool tools - must set up schedule by location. Supports will be available to support students.	completed
Committee Literacy - Cavanagh, Eisenman, Linares Numeracy - Patrick, Weintraub, Kim Culture of Belonging - Esparza, Jorjorian, Runge	
Discussion Protocol Cards	