

East Aurora School District 131 School Improvement Plan 2026-2027							
							
School Name:		Rose E. Krug Elementary School		Principal Name:		Claire Lansford	
Mission:		Rose E. Krug School's parents, students, staff, and community partners will contribute to creating a positive learning environment in order to enhance the cognitive, social/emotional, and physical development of each child.		Vision:		Our Krug School Family Vision is to foster a safe, nurturing, child-oriented environment in which parents, students, and staff work as mutually valued team members to promote positive attitudes while confronting real life challenges, creating memorable life experiences, and providing growth focused learning.	
School Improvement Team	Name:	Claire Lansford	Name:	Jaime Calvo	Name:	Lauren Witcpalek	
	Role:	Principal	Role:	Dual Language Teacher - Kindergarten	Role:	Dual Language Teacher - 3rd Grade	
	Name:	Jessica Henry	Name:	Amy Buckingham	Name:	Stephanie Perez	
	Role:	Assistant Principal	Role:	Dual Language Teacher - 2nd Grade	Role:	Dual Language Teacher - 5th Grade	
	Name:	Carol Mertes	Name:	Melissa Clark	Name:	Aishia Jefferson	
	Role:	Instructional Coach	Role:	Life Skills Teacher - Grades 3-5	Role:	Resource Teacher	
	Name:		Name:		Name:		
Role:		Role:		Role:			
School Designation and Priorities							
School Designation		Commendable		Report Card Year:		2025-2026	
Report Card general findings and focus areas:							
Rose E. Krug Elementary continues to maintain a Commendable designation, reflecting overall school performance that exceeds the criteria for targeted or comprehensive support despite significant student needs. The school serves a diverse student population, with approximately 60% English Learners, 67% low-income students, and nearly 19% of students receiving special education services. These demographics underscore the importance of maintaining strong Tier 1 instruction while providing targeted interventions and language supports. Attendance remains a relative strength, with overall attendance above 92% in recent years. However, chronic absenteeism remains an area of concern, impacting nearly one in five students. Given that chronic absenteeism is a significant component of Illinois' accountability system, continued efforts to improve student attendance will directly support academic outcomes and overall school performance. Academic achievement data indicates that student proficiency in both English Language Arts and Mathematics remains below desired levels. While achievement levels reflect the challenges associated with serving a high percentage of multilingual learners and students experiencing economic hardship, the data suggests a continued need to strengthen grade-level instruction and accelerate learning for all student groups.							

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, Rose E. Krug 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: Rose E. Krug Elementary School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics across all reported groups/demographics. This clearly identifies who (Rose E. Krug Elementary School), what (increase math achievement), and whom (all reported student groups).

Measurable: Increase by 6%, as measured by the Spring 2027 Illinois Assessment of Readiness (IAR), compared to Spring 2026 results. The goal includes a specific numerical target and a defined assessment for measuring progress.

Achievable: Increase the percentage of students meeting or exceeding grade-level expectations by 6%. A 6% increase is an ambitious yet realistic improvement when supported by intentional instructional practices, intervention systems, and continuous progress monitoring.

Relevant: Increase student achievement in mathematics. This aligns directly with the school's instructional priorities, school improvement planning, and state accountability measures focused on improving academic outcomes.

Time-Bound: By the end of the 2026–2027 school year and Spring 2027 IAR compared to Spring 2026 results. The goal establishes a clear deadline and identifies when success will be measured.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	46.00%	22.00%	43.00%	16.00%	51.00%	80.00%	33.00%	N/A	27.00%	54.00%	39.00%
Math Achievement (MAP 25-26*Spring)	31.20%	14.80%	27.60%	12.90%	34.90%	40.00%	0.00%	N/A	18.20%	39.40%	23.70%
Math Growth (MAP 25-26 *Fall to Spring)	54.00%	41.00%	51.00%	47.00%	56.00%	40.00%	33.00%	N/A	11.00%	58.00%	51.00%
Math Proficiency (IAR) 25-26	11.60%	2.90%	9.90%	4.20%	14.30%	0.00%	0.00%	N/A	0.00%	13.20%	10.00%
Math Growth (IAR) 24/25-25/26	12.30%	5.60%	13.00%	14.30%	12.50%	0.00%	0.00%	N/A	0.00%	10.30%	14.30%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	35.00%	18.75%	32.34%	25.00%	37.49%	34.78%	13.00%	N/A	17.60%	29.68%	31.15%
iReady (K-8) *Winter 25-26	13.10%	0.00%	10.40%	6.50%	14.10%	40.00%	0	N/A	20.00%	18.20%	8.60%

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 purposeful questioning techniques, facilitate structured student discussion, and provide timely, specific feedback that encourages students to explain and justify their thinking, and engage in academic discussions in order to deepen their understanding of grade-level content with the use of academic language by both students and 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?
Implement the 2024 iReady curriculum	1st Week of School/ on-going	Walkthroughs, "You Got Caught",	Quarterly	Teachers, Admin, Instructional Coach		
Conduct Peer Observations with Feedback	On-Going	Feedback forms, Spotlight during a staff meeting	Quarterly	Teachers, Instructional Coach, SLT		
Facilitate Student Discussion Protocols	On-Going	Strategic pairing, anchor charts, visuals, Walkthroughs	Quarterly	Teachers, PLC, Instructional Coach, SLT		

Use of Tier 2 and Tier 3 Academic Vocabulary during instruction and discussion with the use of instructional strategies	On-Going	Anchor Charts, Sentence stems/ frames, word banks, Use of "Krug Academic Language" Tier 2 words posted on cabinets and Tier 3 on Anchor Charts, Walkthroughs	Quarterly	PLCs, Instructional Coach, Admin, SLT		
Implement Math Talks	1st Semester/ On-Going	Try, Discussion, Connect/ Culture Slides; Walkthroughs	Semester	Teachers, Instructional Coach, Admin, SLT		
PD on Collaborative Classrooms	2nd Semester	Lunch and Learn	2nd Semester	Instructional Coach		
PD on Feedback via Hattie protocols	1st Semester/ On-Going	Teacher Surveys, Walkthroughs,	Quarterly	Admin, Instructional Coach, Teachers, SLT		
Implement Feedback protocols	1st Semester/ On-Going	Teacher Surveys, Walkthroughs,	Quarterly	Admin, Instructional Coach, Teachers, SLT		
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?
Provide evidence of the use of iReady English Language Learners Differentiated Instruction in PLC notes	First Tuesday of Month	PLC Notes	Following First Tuesday of every	Staff implements, Admin Monitors		
Based on data provided in PLC notes, students will be grouped for differentiated instruction	Weekly	PLC Notes	Admin Weekly, SLT Monthly	Staff implements, Admin Monitors		
Utilize District Oracy Lessons	Weekly	PLC Notes	Admin Weekly, SLT Monthly	Staff implements, Admin Monitors		
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?
Direct instruction of Tier 2 and Tier 3 Academic Vocabulary with scaffolded discussion tools	On-Going	Vocab Matrix, Anchor Charts, Graphic Organizers, Math Journal Opportunities	Quarterly	PLCS, IC, Admin, SLT		
Using a variety of tools and teacher modeling, students will increase use of communication strategies	On-Going	Visuals, AAC devices, Core Boards, Gestures, Sign Language, TPR	Quarterly	PLCS, IC, Admin, 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, Rose E. Krug 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: Rose E. Krug Elementary School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics across all reported groups/demographics. This clearly identifies who (Rose E. Krug Elementary School), what (increase literacy achievement), and whom (all reported student groups).

Measurable: Increase by 6%, as measured by the Spring 2027 Illinois Assessment of Readiness (IAR), compared to Spring 2026 results. The goal includes a specific reading target and a defined assessment for measuring progress.

Achievable: Increase the percentage of students meeting or exceeding grade-level expectations by 6%. A 6% increase is an ambitious yet realistic improvement when supported by intentional instructional practices, intervention systems, and continuous progress monitoring.

Relevant: Increase student achievement in literacy. This aligns directly with the school's instructional priorities, school improvement planning, and state accountability measures focused on improving academic outcomes.

Time-Bound: By the end of the 2026–2027 school year and Spring 2027 IAR compared to Spring 2026 results. The goal establishes a clear deadline and identifies when success will be measured.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	27.00%	19.00%	16.00%	16.00%	29.00%	40.00%	33.00%	N/A	0.00%	27.00%	27.00%
Literacy Achievement (MAP 25-26*Spring)	20.30%	7.40%	10.60%	16.10%	20.70%	40.00%	33.30%	N/A	0.00%	20.40%	20.20%
Literacy Growth (MAP 25-26 *Fall to Spring)	49.00%	41.00%	48.00%	40.00%	51.00%	40.00%	67.00%	N/A	33.00%	48.00%	50.00%
Spanish Literacy Achievement (MAP 25-26*Spring)	16.50%	0.00%	23.60%	0.00%	20.60%	0.00%	0.00%	N/A	27.30%	16.30%	16.70%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	25.00%	19.00%	35.00%	10.00%	30.00%	0.00%	0.00%	N/A	56.00%	26.00%	25.00%
Literacy Proficiency (IAR) 2025-2026	18.00%	8.60%	13.40%	4.20%	20.80%	0.00%	0.00%	N/A	0.00%	11.60%	24.30%
Literacy Growth (IAR) 24/25-25/26	34.60%	26.30%	34.80%	28.60%	37.50%	0.00%	0.00%	N/A	37.50%	30.00%	39.00%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Proficient or Higher	25.00%	11.62%	23.56%	18.49%	26.79%	22.34%	8.43%	N/A	20.00%	20.62%	21.77%
ACCESS 2025-2026	4.51	0.00%	4.51%	-%	4.65%	N/A	0	N/A	0.00%	3.03%	5.97%
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 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 purposeful questioning techniques, facilitate structured student discussion, and provide timely, specific feedback that encourages students to explain and justify their thinking, and engage in academic discussions in order to deepen their understanding of grade-level content with the use of academic language by both students and 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?
Conduct Peer Observations with Feedback	On-going	Feedback forms, Spotlight during a staff meeting	Quarterly	Teachers, Instructional Coach, SLT		
Backward planning writing PD	Semester 2	Student writing, backward planning slide decks	Quarters 3 and 4	Instructional Coach and Staff		
Facilitate Student Discussion Protocols	On-going	Strategic pairing, anchor charts, visuals, Walkthroughs	Quarterly	Teachers, PLC, Instructional Coach, SLT		

Use of Tier 2 and Tier 3 Academic Vocabulary during instruction and discussion with the use of instructional strategies	On-going	Anchor Charts, Sentence stems/ frames, word banks, Use of "Krug Academic Language" Tier 2 words posted on cabinets and Tier 3 on Anchor Charts, Walkthroughs	Quarterly	PLCS, IC, Admin, SLT		
Utilize HMH questioning and discussion resources: End of story "Turn and Talk", Multilingual Learners/ Supporting All Learners, Instructional Routines "Collaborative Discussion",	On-going	PLC Planning, Partner Talk Anchor Charts, Walkthroughs	Quarterly	PLCS, IC, Admin, SLT		
PD on Collaborative Classrooms	2nd Semester	Lunch and Learn	2nd Semester	Instructional Coach		
PD on Feedback via Hattie protocols	1st Semester/ On-Going	Teacher Surveys, Walkthroughs,	Quarterly	Admin, Instructional Coach, Teachers, SLT		
Implement Feedback protocols	1st Semester/ On-Going	Teacher Surveys, Walkthroughs,	Quarterly	Admin, Instructional Coach, Teachers, SLT		
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 Tier 2 and Tier 3 Academic Vocabulary during instruction and discussion with the use of instructional strategies such as TPR, cognates, visuals/ videos	On-going	Anchor Charts, Sentence stems/ frames, word banks, Use of "Krug Academic Language" Tier 2 words posted on cabinets and Tier 3 on Anchor Charts, Walkthroughs	Quarterly	PLCS, IC, Admin, SLT		
Provide evidence of the use of HMH English Language Differentiated Instruction in PLC notes	First Tuesday of every Month	PLC notes	Following the first Tuesday of eve	Staff implements, Admin Monitors		
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?
Direct instruction of Tier 2 and Tier 3 Academic Vocabulary with scaffolded discussion tools	On-Going	Vocab Matrix, Anchor Charts, Graphic Organizers, Math Journal Opportunities	Quarterly	PLCS, IC, Admin, SLT		
Using a variety of tools and teacher modeling, students will increase use of communication strategies	On-Going	Visuals, AAC devices, Core Boards, Gestures, Sign Language, TPR	Quarterly	PLCS, IC, Admin, 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, Rose E. Krug Elementary School will increase the **percentage of students feeling a Sense of Belonging by 5%**, as measured by the Panorama Sense of Belonging survey from the Fall to the Winter/Spring.

Specific: Rose E. Krug Elementary School will increase the percentage of students feeling a Sense of Belonging. The goal clearly identifies who (Rose E. Krug Elementary School), what (increase students' sense of belonging), and the focus area (school climate and student connectedness).

Measurable: Increase by 5%, as measured by the Panorama Sense of Belonging Survey from the Fall to the Winter/Spring. The goal includes a specific percentage increase and identifies the assessment tool and comparison points for measuring success.

Achievable: Increase the percentage of students feeling a Sense of Belonging by 5%. A 5% increase is a realistic and attainable target when supported by intentional relationship-building, positive school culture initiatives, and social-emotional learning practices.

Relevant: Increase students' Sense of Belonging. This aligns with the school's commitment to fostering a positive school climate, improving student engagement, and supporting students' social-emotional well-being, all of which contribute to academic success.

Time-Bound: By the end of the 2026-2027 school year and from the Fall to the Winter/Spring Panorama survey administration. The goal establishes both a completion date and defined assessment windows for measuring progress.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA (25-26)	92.10%	89.60%	93.30%	88.50%	93.00%	93.30%	80.20%	N/A	93.10%	91.80%	92.40%
Chronic Absenteeism (25-26)	25.00%	36.00%	20.00%	34.00%	23.00%	20.00%	50.00%	N/A	17.00%	27.00%	24.00%
Referrals (25-26)	19.24%	30.43%	39.13%	39.14%	58.69%	N/A	0.22%	N/A	0.43%	60.87%	39.13%
OSS Incidents (25-26)	0.84%	0.42%	0.42%	0.42%	0.42%	N/A	N/A	N/A	0.42%	0.42%	0.42%
ISI Incidents (25-26)	0.84%	N/A	N/A	0.84%	N/A	N/A	N/A	N/A	N/A	N/A	0.84%

Satchel Pulse Snapshot:

Survey Month	Relationship Skills (#)	Responsible Decision Making (#)	Self Awareness (#)	Self Management (#)	Social Awareness (#)	Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	46	24	52	60	38	71.3	13.9	7.6
January 26	62	38	34	73	30	74	15.4	6.9
May 26	43	34	49	65	28	76	17	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 academi discussion protocols across all classrooms in order to stengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...**

We will cultivate a learning environment where every student feels valued, respected, and capable of success in order to foster trust, belonging, and collective responsibility for learning through strong relationships, culturally responsive practices, and high expectations.

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?
Run Parent University Sessions during Coffee with the Principal	TBD	Agenda/ Sign-in, Feedback form	Quarterly	Administration and Parent Liaison		
Provide Schoolwide Family Visitor Read Alouds	On-going	Google form/ QR Code/ Paper form for Parent Sign-up, number of parents who come in	Quarterly	Parent Liaison, Teachers, SLT,		
BCBA presents ABCs of Behavior	October	BCBA Presentation and Handouts	After Presentation	BCBA		
Trauma Informed Instruction Lunch 'n Learn Professional Learning Sessions	September, October	Presentation and handouts	After Presentation	Instructional Coach		
Send Postcards home to families	1-2x per year	Post-cards	Semester	Teachers		
Peer to peer Attendance Mentoring for Tier 2/3 students	On-Going	Attendance Trackers, Attendance Data	Semester	Attendance Team		
Whole Staff training on referrals	August 20th SIP Time	Presentation, referrals	Semester	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?
Multicultural Read Alouds by Family Members	On-Going	Sign-up	Quarterly	Parent Liaison		
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?
Sensory Room PD	August SIP Time	Sign-Up Sheet, Schedules	Post PD	Admin, Sped PLC		
Implementation of Sensory Room	On-Going	Sign-Up Sheet, Schedules, Sensory Equipment Usage Posters	Monthly	Sped PLC		
Monitor Trends for CWDs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences remain inclusive, responsive, and supportive of student belonging and self-efficacy.	Weekly	PLC Notes, Behavior Team Notes, Panorma	Weekly	Admin, PLCs		

[illegible]

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