

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:	Rollins Elementary School	Principal Name:	Stephanie Schmiesing
Mission:	<i>Together, we grow through care, connection, and high expectations.</i>	Vision:	<i>At Rollins, we are a safe and caring community where every student and every staff member is supported, valued, and expected to grow. Through high-quality instruction, meaningful relationships, and a shared belief in the potential of all learners, we work together to ensure success for everyone.</i>

School Improvement Team	Name:	Alex Furr	Name:	Kelly Hastings	Name:	Criss Hurtado
	Role:	Lead Facilitator & AP	Role:	Implementation Coordinator & 2nd Grade	Role:	Team Member & Social Worker
	Name:	Melissa Zulli	Name:	Rosalia Perez	Name:	Stephanie Schmiesing
	Role:	Data Lead & Interventionist	Role:	Team Member, 2nd Grade	Role:	Principal
	Name:	Karina Hernandez	Name:	Emily Rezek	Name:	
	Role:	Equity Champion & 5th Grade Teacher	Role:	Team Member, SLP/MTSS expert	Role:	
	Name:	Courtney Phelps	Name:	Amber Gustilo	Name:	
	Role:	Documentation Lead & 1st Grade Teacher	Role:	Team Member, 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:

Designation: For the 2025-26 school year, Rollins recieved a Commendable School designation, meaning that none of our subgroups were underperforming (or were large enough groups to be considered).

IAR Academic Growth: ELA and Math were both near the state average of 50 with score of 50.10 for ELA and 52 for Math.

Chronic Absenteeism : 19.7% of our students missed 10% or more of their academic seat time, which impacts learning.

Student Mobility: 15.1% of our students transferred into or out of Rollins during the school year. This level of mobility can disrupt learning and requires teachers to continually integrate new students while ensuring all students remain on track academically. It also highlights the importance of consistent systems and strong supports to help every student succeed.

Teacher Retention: 80% teacher retention rate reflects a relatively stable teaching staff, allowing Rollins to build on established relationships, instructional practices, and school improvement efforts.

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goals

the percentage of students meeting or exceeding

Specific: Increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 6% across all reported groups/demographics compared to Spring 2026 results.

Measurable: The percentage of students meeting or exceeding grade-level expectations in mathematics on the Spring 2027 Illinois Assessment of Readiness (IAR).

Achievable: Supported through intentional alignment of collaborative structures, content objectives, language objectives, and writing outcomes, as well as ongoing p

Relevant: Teachers will intentionally design collaborative structures based on the content and language demands of standards so students use purposeful language to discuss, refine, and communicate their thinking through mathematical writing.

Time-Bound: By the end of the 2026-2027 school year, as measured by the Spring 2027 Illinois Assessment of Readiness (IAR).

Black	Hispanic	White	Two or More
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Math MAP Baseline 25-26	400	28	295	24	374	2	3	2	50	204	203
Math Achievement (MAP 25-26*Spring)	27%	19%	25%	30%	26%	50%	33%	27%	24%	30%	23%
Math Growth (MAP 25-26 *Fall to Spring)	66%	66%	66%	74%	66%	50%	67%	66%	68%	65%	66%
Math Proficiency (IAR) 25-26	13.60%	3.80%	12.30%	28.60%	13%	0%	0%	0%	13.30%	14.60%	12.70%
Math Growth (IAR) 24/25-25/26	20.00%	5.30%	23.70%	0%	24.10%	0%	0%	0%	43.80%	19.40%	20.50%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	95.00%	90.00%	93.00%	100.00%	94.00%	0.00%	100%	100.00%	0.00%	92.00%	96.00%
iReady (K-8) Winter 25-26	4%	2.10%	3.40%	0%	4.10%	0%	0%	0%	4.20%	4.60%	3.50%

to your identified goal above. Please explain how your reasoning and academic language development will help you achieve your goal.

How frequently does the S
term monitor?

related to monitoring data/ PD- in sequential order	Implemented	progress?	team monitor?	Implement and monitor?	Source
Vision & Communication: How will we build clarity, responsibility, and a shared understanding?					
Introduce SIP plan to staff--highlighting our PTP & goals as "big picture" idea	August	link opening days slidedeck here		SLT	
Break down pieces of SIP in VITAL meetings first month of school to establish deep understanding	Aug/Sept VITAL meetings	VITAL SIP Roadmap 26-27	Will monitor & discuss in September ILT/SLT meetings	SLT	
Create infographic visual plan include models of expected performance for big picture understanding of plan, highlighting roles, responsibilities & timelines	Aug/Sept VITAL meetings	link documents here	Will monitor & discuss in September ILT/SLT meetings	SLT	
Communicate "floor"/baseline for minimal expectations for meeting goals and following the plan, while allowing others to develop beyond (monthly/quarterly?)	Aug/Sept VITAL meetings	link documents here	Will monitor & discuss in September ILT/SLT meetings	SLT	
Create and share VITAL calendar of protocols & participants	August	VITAL SIP Roadmap 26-27		VITAL Team Leads	

Review and reinforce collaborative structures for support of discussion and plan for writing	Faculty Meeting Monthly PD	Faculty Meeting - Presentation	monthly in ILT/SLT	S/ILT & admin		
Writing PD for staff with structures built in and connected to the use of our PTP	Faculty Meeting Monthly PD		monthly in ILT/SLT	S/ILT & admin		
Review and reinforce use of collaborative structures as a means for generating deep discussion and communication of learning and as a means to develop language and writing skills across subject areas	Faculty Meeting Monthly PD		monthly in ILT/SLT	S/ILT & admin		
Develop common language and templates for collaborative structures to build consistency	August		August & ongoing in ILT/SLT to ensure staff are USING consistently	S/ILT & admin		
Create building wide icons/visuals for collaborative structures	August	Rollins Collaborative Structures Icons	August & ongoing in ILT/SLT to ensure staff are USING consistently	S/ILT & admin		
Lesson Tuning Protocol with incorporation of Language Demands through VITAL to bring focus to intentional development of language and writing	1st Quarter in VITAL groups	VITAL SIP Roadmap 26-27	monthly in ILT/SLT	VITAL team leads, SLT, admin		
Continuation of Lesson Tuning Protocol and expansion into working with Analyzing Student Work	2nd - 4th Quarters		monthly in ILT/SLT	VITAL team leads, SLT, admin		
Instructional Coaching available for staff seeking to deepen knowledge in DL strategies	All Year		monthly in ILT/SLT	Instructional Coach & teachers		
VITAL calendar of protocols & participants				VITAL Team Leads		
Family Engagement: How will we build family understanding and support for this work?						
Present SIP to families at Curriculum Night to develop an understanding of building goals	September	Link slide deck & agenda	N/A	Admin		
Create shareables for families to understand what classroom collaboration looks like	Aug/Sept	Link docs here	N/A	SLT		
Share specific info about SIP plan/progress in Coffees & newsletters	Monthly	Links here	Newsletters/Coffees	Admin		
Share models of expectations for performance at each grade level	October	Link docs here	PT Conferences	Teachers share, SLT creates		
Monitoring & Reflection: How will we know teacher practice is growing?						
Monitor updated PTP look-for data and observe with peer walkthroughs	2x Monthly	Learning Walk Tool	monthly in ILT/SLT	SLT		
Facilitate peer observations & feedback--2x a month with documentation of visits is "floor" and option to provide structured and reflective feedback	2x Monthly	Learning Walk Tool	monthly in ILT/SLT	All Certified Staff		
Coaching conversations and instructional coach data-- track how many people are engaged in cycles related to SIP work	Ongoing	Coach tracker will be linked	monthly in coach meetings	Instructional Coach & teaching staff		
What specific supports will be added for ELL and CWD?						
Appropriate and consistent use of manipulatives with explicit instruction for beneficial use	Ongoing as best practice	Classroom walkthroughs	monthly in ILT/SLT	Certified Staff & TAs		
Structured conversation supports and sentence stems along with other strategies linked below: ELL Top 10 Strategies	Ongoing as best practice	Classroom walkthroughs	monthly in ILT/SLT	Certified Staff & TAs		
Provide small group focused instruction on skill gaps	Ongoing as best practice	WIN data	monthly in ILT/SLT	Certified Staff & TAs		

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?
Monitor trends for ELs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences remain responsive and aligned to student needs.	Weekly	Meeting agendas/notes	monthly in ILT/SLT	MTSS Team, Admin		
Incorporate specific language objectives into lessons	Weekly & growing	Classroom walkthroughs	monthly in ILT/SLT	Certified Staff & TAs		
Provide small group focused instruction on skill gaps	Daily	WIN data	monthly in ILT/SLT and in grade level teams weekly	Certified Staff & TAs		
Structured conversation supports and sentence stems along with other strategies linked below: ELL Top 10 Strategies	Weekly	Classroom walkthroughs	monthly in ILT/SLT	Certified Staff & TAs		
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?
Monitor trends for CWDs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences remain responsive and aligned to student needs.	Weekly	Meeting agendas/notes	monthly in ILT/SLT	MTSS Team, Admin		
Provide small group focused instruction on skill gaps	Daily	WIN data	monthly in ILT/SLT	Certified Staff & TAs		
Structured conversation supports and sentence stems	Weekly	Classroom walkthroughs	monthly in ILT/SLT	Certified Staff		

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, Rollins 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: Increase the percentage of students meeting or exceeding grade-level expectations in reading by 6% across all reported groups/demographics compared to Spring 2026 results.

Measurable: The percentage of students meeting or exceeding grade-level expectations in reading on the Spring 2027 Illinois Assessment of Readiness (IAR).

Achievable: Supported through intentional alignment of collaborative structures, content objectives, language objectives, and writing outcomes, as well as ongoing professional learning, VITAL processes, coaching, and monitoring.

Relevant: Teachers will intentionally design collaborative structures based on the content and language demands of standards so students use purposeful language to discuss, refine, and communicate their thinking through reading, discussion, and writing.

Time-Bound: By the end of the 2026-2027 school year, as measured by the Spring 2027 Illinois Assessment of Readiness (IAR).

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	400	28	295	24	374	2	3	2	50	204	203
Literacy Achievement (MAP 25-26*Spring)	11.90%	4%	6%	22%	11%	50%	33%	0%	0%	48%	43%
Literacy Growth (MAP 25-26 *Fall to Spring)	42%	41%	34%	54%	37%	55%	61%	38%	19%	38%	40%
Spanish Literacy Achievement (MAP 25-26*Spring)	13%	6%	15%	0%	14%	0%	0%	0%	26%	12%	29%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	36%	23%	41%	17%	38%	0%	33%	50%	51%	35%	37%
Literacy Proficiency (IAR) 2025-2026	18.30%	3.80%	8.40%	42.90%	16.10%	0%	50%	0%	3.30%	13.60%	22.70%
Literacy Growth (IAR) 24/25-25/26	36.30%	47.40%	33%	66.70%	34.90%	0%	0%	100%	37.50%	24.20%	46.60%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Proficient or Higher	85%	80%	81.00%	100.00%	83.00%	0%	100.00%	100.00%	100.00%	84.00%	78.00%
ACCESS 2025-2026	5.12%	10.26%	5.12%	0%	5.24%	NA	NA	0%	0%	5.73%	4.40%
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 structured academic discussions across all classrooms using collaborative structures to strengthen students' language precision, organized thinking, and writing.

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?
Vision & Communication: How will we build clarity, responsibility, and a shared understanding?						
Introduce SIP plan to staff--highlighting our PTP & goals as "big picture" idea	August	Link slide deck & agenda	N/A	SLT & Admin		
Break down pieces of SIP in VITAL meetings first month of school to establish deep understanding	Aug/Sept VITAL meetings	VITAL SIP Roadmap 26-27	Will monitor & discuss in September ILT/SLT meetings	ILT Team & Vital Team Leads		
Create infographic visual plan include models of expected performance for big picture understanding of plan, highlighting roles, responsibilities & timelines	Aug/Sept VITAL meetings	Link doc here	Will monitor & discuss in September ILT/SLT meetings	SLT		
Communicate "floor"/baseline for minimal expectations for meeting goals and following the plan, while allowing others to develop beyond (monthly/quarterly?)	Aug/Sept VITAL meetings	Link doc here	Will monitor & discuss in September ILT/SLT meetings	SLT		
Create and share VITAL calendar of protocols & participants	July/August	VITAL SIP Roadmap 26-27	N/A	VITAL Team Leads		

Professional Learning: How will teachers learn, practice, receive support, and refine their understanding? sample graphic organizer						
Review and reinforce collaborative structures for support of discussion and plan for writing	Faculty Meeting Monthly PD	Faculty Meeting - Presentation	monthly in ILT/SLT	S/ILT & admin		
Writing PD for staff with structures built in and connected to the use of our PTP	Faculty Meeting Monthly PD		monthly in ILT/SLT	S/ILT & admin		
Review and reinforce use of collaborative structures as a means for generating deep discussion and communication of learning and as a means to develop language and writing skills across subject areas	Faculty Meeting Monthly PD		monthly in ILT/SLT	S/ILT & admin		
Develop common language and templates for collaborative structures to build consistency	August	Link doc here	August & ongoing in ILT/SLT to ensure staff are USING consistently	S/ILT & admin		
Create building-wide visual supports that help teachers and students identify, select, and use collaborative structures for specific communication purposes.	August	Rollins Collaborative Structures Icons	August & ongoing in ILT/SLT to ensure staff are USING consistently	S/ILT & admin		
Lesson Tuning Protocol with incorporation of Language Demands through VITAL to bring focus to intentional development of language and writing	1st Quarter in VITAL groups	VITAL SIP Roadmap 26-27	monthly in ILT/SLT	VITAL team leads, SLT, admin		
Continuation of Lesson Tuning Protocol and expansion into working with Analyzing Student Work	2nd - 4th Quarters	VITAL SIP Roadmap 26-27	monthly in ILT/SLT	VITAL team leads, SLT, admin		
Instructional Coaching available for staff seeking to deepen knowledge in DL strategies & writing	All Year	link updated form here	monthly in ILT/SLT	Instructional Coach & teachers		
Family Engagement: How will we build family understanding and support for this work?						
Present SIP to families at Curriculum Night to develop an understanding of building goals	September	Link slide deck & agenda	N/A	Admin		
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Share models of expectations for performance at each grade level	October	Link docs here	PT Conferences	Teachers share, SLT creates		
Monitoring & Reflection: How will we know teacher practice is growing?						
Monitor updated PTP look-for data and observe with peer walkthroughs	2x Monthly	Learning Walk Tool	monthly in ILT/SLT	SLT Team		
Facilitate peer observations & feedback--2x a month with documentation of visits is "floor" and option to provide structured and reflective feedback	2x Monthly	Learning Walk Tool	monthly in ILT/SLT	All Certified Staff		
Coaching conversations and instructional coach data--track how many people are engaged in cycles related to SIP work	Ongoing	Coach tracker will be linked	monthly in coach meetings	Instructional Coach & teaching staff		
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?
Monitor trends for ELs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences remain responsive and aligned to student needs.	Weekly	Meeting agendas/notes	monthly in ILT/SLT	MTSS Team, Admin		
Incorporate specific language objectives into lessons	Weekly & growing	Classroom walkthroughs	monthly in ILT/SLT	Certified Staff & TAs		

Provide small group focused instruction on skill gaps	Ongoing as best practice	WIN data	monthly in ILT/SLT and in grade level teams weekly	Certified Staff & TAs		
Structured conversation supports and sentence stems along with other strategies linked below: ELL Top 10 Strategies	Ongoing as best practice	Classroom walkthroughs	monthly in ILT/SLT	Certified Staff & TAs		
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?
Monitor trends for CWDs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences remain responsive and aligned to student needs.	Weekly	Meeting agendas/notes	monthly in ILT/SLT	MTSS Team, Admin		
Provide small group focused instruction on skill gaps	Ongoing as best practice	WIN data	monthly in ILT/SLT	Certified Staff & TAs		
Structured conversation supports and sentence stems along with other strategies linked below: ELL Top 10 Strategies	Ongoing as best practice	Classroom walkthroughs	monthly in ILT/SLT	Certified Staff & TAs		

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, 75% of students who do not demonstrate favorable perceptions of self-efficacy on the BOY Panorama survey will demonstrate favorable perceptions on the EOY Panorama survey as a result of structured SEL and behavioral discussions implemented by all staff.											
Specific: 75% of students who do not demonstrate favorable perceptions of self-efficacy on the BOY Panorama survey will demonstrate favorable perceptions of self-efficacy on the EOY Panorama survey											
Measurable: The percentage of students moving from unfavorable to favorable perceptions of self-efficacy on the Panorama survey between BOY and EOY											
Achievable: Supported through schoolwide implementation of structured SEL and behavioral discussions, student reflection opportunities, and relationship-building practices.											
Relevant: All staff will implement structured SEL and behavioral discussions to strengthen student voice, self-awareness, reflection, belonging, and confidence in their ability to succeed.											
Time-Bound: By the end of the 2026–2027 school year, as measured by the EOY Panorama survey.											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA (25-26)	93%	93%	93%	91.11%	96.11%	N/A	N/A	N/A	N/A	92.31%	92.27%
Chronic Absenteeism (25-26)	20%	10.00%	96.00%	4.00%	96.00%	0	0	0	0.00%	53.00%	47.00%
Referrals (25-26)	176 incidents 44 Students 9.5%	50%	37%	32%	62%	0	0	0	1%	82%	18%
OSS Incidents (25-26)	2.4% 11 Students	64% 7 Students	45% 5 Students	27% 3 Students	72% 8 Students	0	0	0	0	10	1
ISI Incidents (25-26)	0.6% 2 Students	2	1	1	1	0	0	0	0	2	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	112	79	78	94	51	321	68	25			
January 26	116	106	101	91	46	353	76	31			
May 26	88	79	88	98	57	319	63	28			
5Essentials Snapshot:											
Survey Year	Overall Improvement Rating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:					
25-26 SY	Moderately Organized	Strong	Neutral	Neutral	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 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 structured SEL lessons and discussions across all settings using collaborative structures/discussion to strengthen students' self efficacy.											
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?					
Incorporate grade level teachers in Coffee w/Principal to bring in grade level content & opportunity for questions focused on our plan to develop self-efficacy in our students	Monthly	Monthly Agendas	Monthly	Admin & S/ILT							

Events to bring families in to school during the day to share their experiences: career/job fair, family/holiday traditions--connects to students seeing opportunities and possibilities beyond what they know right now	Quarterly	Invites/Plans can be linked here	Quarterly	Admin & SLT		
Quarterly parent education workshops connected to building student capacity in: peer relationships, perseverance, grit, etc..	Quarterly	Invites/Plans can be linked here	Quarterly	Admin & SLT with SW and behaviorist support		
Add a life-skill feature connected to Second Step lesson into weekly announcements	Weekly	Schedule can be linked here	Monthly	Admin & SW		
Routinely use Second Step 3 days a week incorporating collaborative structures/discussion into lessons	Weekly	Schedule can be linked here	Monthly	Admin & SLT		
Implement GiveThx with students using one lesson a week and incorporating collaborative structures/discussion into lessons	Weekly	Give Thx Lesson calendar can be linked here	Monthly	Admin & ILT		
Create a menu for the "5th day" of SEL time for teacher choice in activity: goal setting, classroom meeting, team building, read aloud, etc..	Weekly	Link menu here	Monthly	S/ILT & admin		
Focus rewards (brag tags, positive referrals, Cougar bucks) on behaviors that contribute to self-efficacy	Daily	Student brag tag rings, student pictures	Quarterly	all staff		
Review BOY, MOY, and EOY Panorama self-efficacy data to monitor student perceptions, identify areas of need, and refine SEL, behavioral, and belonging supports throughout the year.	BOY, MOY, EOY	Assessment Data	BOY, MOY, EOY	S/ILT & 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?
Engage students in both languages, recognizing that self-efficacy and other skills are valuable in both languages.	ongoing	Classroom walkthroughs	Monthly	All staff/SLT		
Monitor trends for ELs 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	Meeting agendas/notes	Monthly	Tier II Coach, Tier III Coach, Behaviorist, 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?
All children will be included in gen ed classes for SEL, specials, and other opportunities in order to give them the same opportunities to develop self-efficacy as their peers.	ongoing	Schedules	Monthly	All staff/SLT		
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	Meeting agendas/notes	Monthly	Tier II Coach, Tier III Coach, Behaviorist, 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