

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:	Early Childhood Center	Principal Name:	Susan Orozco
Mission:		Vision:	

School Improvement Team	Name:	Susan Orozco	Name:	Adriana Chavoya	Name:	Amanda Spiegel
	Role:	Principal	Role:	PFA Instructional Teacher-Spanish Dom	Role:	Social Worker
	Name:	Jodi Eppenstein	Name:	Katherine Flores	Name:	Laura Manzanos
	Role:	Assistant Principal	Role:	PFA Blended Teacher-Spanish Dom	Role:	Instructional Coach
	Name:	Denisse Lopez	Name:	Abbey St. Germain	Name:	
	Role:	Parent Liaison	Role:	PFAE Blended Teacher- English Dom	Role:	
	Name:	Thalia Patterson	Name:	Kathryn Pizzitola	Name:	
	Role:	PFAE Teacher- Spanish	Role:	PFAE Blended Teacher-English Dom	Role:	

School Designation and Priorities

School Designation	School not rated	Report Card Year:	2025-2026
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Report Card general findings and focus areas:

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, the Early Childhood Center will increase the **percentage of students meeting or exceeding age-level expectations in mathematics (COG3: Number Sense of Quantity) by 6% across all reported groups/demographics**, as measured by the **Spring 2027 DRDP**, compared to Spring 2026 results. Age level expectaions for three-year-olds is exploring later-building earlier. Age level expectations for four- to five-year olds is building middle-integrating earlier.

Specific:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

		All Students	IEP	EL	PS3	PS4	Half Day	Full Day	Spanish Dom.	English Dom.	Males	Females
DRDP (PK) 25-26 SY		82.4%	67.9%	75.9%	48.3%	93.3%	56.7%	93.9%	73.3%	89.5%	79.4%	84.9%
DRDP (PK) 26-27 SY	PS3											
	PS4											

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 Direct Instruction protocols across all classrooms in order to strengthen application and use of students' skills in rote counting, 1:1 correspondance and naming number sets with decreasing supports after checking for understanding before, during, and after intentional, brief, and highly visible modeling embedded inside meaningful contexts.

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?
ACTION STEP: Conduct a root cause analysis with SLT/SIP team	June 2026	Visuals (poster)	N/A	SLT/SIP team	\$0	Yes
Subtask: Identify areas of focus for growth in COG 3	June 2026	Data identified COG3 as an area of growth. Root cause analysis identified our focus as rote counting, ono-to-one correspondence and naming sets	N/A	SLT/SIP team	\$0	Yes
ACTION STEP: Audit the Curriculum/PD Needs/Assessment tool	June 2026		N/A	SLT/SIP team		
Subtask: Identify which activities/tools cover the required concepts -Share/model one resource per month -Provide resources in high transition common areas	July 2026	Intentional teaching cards, book talks, and/or Mighty Minutes	Monthly, beginning in July	SLT/SIP team	\$0	
ACTION STEP: Identify PD needs, including opportunities for peer observations (coordinate with coaches)	September -May 2026	Survey to identify classroom needs	Quarterly	SLT/SIP team	\$0	
Subtask: Build Staff Buy in	September -May 2026		Quarterly	SLT/SIP team		
Subtask: Share out SIP goals for numeracy, review last years data	September 2026	26-27 SIP Plan	N/A	SLT/SIP team	\$0	
Subtask: unpack direct instruction, identify teaching strategies that support this	September -May 2026	Hattie's definition of Direct Instruction and examples of teaching strategies	Quarterly	SLT/SIP team and staff	\$0	

Subtask: Survey teachers needs based on self-reflection after reviewing data, goals, and definition of direct instruction	September -May 2026	seed sprout flower survey	Quarterly check in to monitor progress	SLT/SIP team and staff	\$0	
ACTION STEP: Create a high quality learning environment to support COG 3	July-September 2026					
Subtask: Create a pacing guide for this measure (COG 3)	July-August	Completed Pacing guide			\$0	
Subtask: Identify vocabulary words and visuals to be used by all classrooms		Vocabulary words identified from units of study			\$0	
Subtask: list of possible materials that are available/ accessible to be used in learning centers. And possible ideas for items for purchase.		Completed list and possible links				
ACTION STEP: Establish high-leverage Instructional Routines						
Subtask: Select 1-2 evidence-based math routines to implement school wide.		List of songs/ chants/fingerplays, Number talks			\$0	
Subtask: create/ offer mini PD sessions to support identified evidence based math routines and best practices.		Agendas and sign in sheets			\$0	
ACTION STEP: Launch Data Driven PLC Cycles						
Subtask: Clarify what we want students to know quarter by quarter		data/ cfa results			\$0	
Subtask: set up schedule for SIP goal monitoring: 45 day reviews		Schedule			\$0	
Subtask: Follow data collection/ assessment calendars		Calendar			\$0	
ACTION STEP: Launch Family Math Activities						
Subtask: Create activity ideas						
Subtask: Create calendar or schedule for deployment						
Subtask: Create calendar for Family Engagement activities		Calendar/ schedule				
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?
ACTION STEP: Audit the Curriculum/PD Needs/Assessment tool to meet EL student needs						In Progress
Subtask: Ensure curriculum and assessment pieces are available in Language of Instruction		list of tools and resources	monthly			Yes
Subtask: Ensure resources area available in Language of Instruction		list of tools and resources	monthly			Yes
						Yes
						Yes
						Yes
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?
ACTION STEP: Audit the Curriculum/PD Needs/Assessment tool to meet CWD student needs						
Subtask: Ensure Curriculum/ PD Needs/Assessment tools are adaptable to meet CWD student needs and accommodations.		list of tools and resources	monthly			
Subtask: Ensure resources area available for CWD needs and accommodations.		list of tools and resources	monthly			

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, the Early Childhood Center will increase the **percentage of students meeting or exceeding age-level expectations in literacy (LLD8: Phonological Awareness) by 6% across all reported groups/demographics**, as measured by the **Spring 2027 DRDP**, compared to Spring 2026 results. Age level expectaions for three-year-olds is exploring later-building earlier. Age level expectations for four- to five-year olds is building middle-integrating earlier.

Specific:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

		All Students	IEP	EL	PS3	PS4	Half Day	Full Day	Spanish Dom.	English Dom.	Males	Females
DRDP (PK) 25-26 SY		75.4%	55.6%	70.8%	42.6%	85.3%	54.4%	84.6%	72.1%	78.1%	74.5%	76.2%
DRDP (PK) 26-27 SY	PS3											
	PS4											

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 implement Deliberate/Guided Practice across all classroms in order to strengthen students' skills in manipulating language units including blending and segmenting words. Phonological skills require repeated, structured opportunities to practice. We will provide activities designed specifically to sharpen these skills with immediate support.

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?	
ACTION STEP: Conduct a root cause analysis with SLT/SIP team	June 2026	Visuals (poster)	N/A	SLT/SIP team	\$0	Yes	
Subtask: Identify areas of focus for growth in LLD8	June 2026	Data identified LLD8 as an area of growth. Root cause analysis identified our focus as demonstrating awareness of larger units, blending units of language, and segmenting larger units of language.	N/A	SLT/SIP team		Yes	
ACTION STEP: Audit the Curriculum/PD Needs/Assessment tool	June 2026		N/A	SLT/SIP team		In Progress	
Subtask: Identify which activities/tools cover the required concepts	July 2026	Look at intentional teaching cards, book talks, and/ or Mighty Minutes	Monthly, beginning in July	SLT/SIP team		In Progress	
ACTION STEP: Identify PD needs, including opportunities for peer observations (coordinate with coaches)	September 2026	Survey to identify classroom needs	Quarterly	SLT/SIP team		In Progress	
Subtask: Share out SIP goals for literacy, review last years data	September 2026	26-27 SIP Plan	N/A				
Subtask: unpack deliberate/guided practice, identify teaching strategies that support this	September -May 2026	Hattie's definition of deliberate/guided practice and examples of teaching strategies	Quarterly				

Subtask: Survey teachers needs based on self-reflection after reviewing data, goals, and definition of deliberate/guided practice	September -May 2026	seed sprout flower survey	Quarterly check in to monitor progress				
Subtask: Create a pacing guide for Estrellita		Pacing guide					
Subtask: Review current resources and possible additional needs						In Progress	
ACTION STEP: Create a high quality learning environment to support LLD 8						In Progress	
Subtask: Ensure every classroom has rhyming games, story retell pieces (puppets and props), I Spy board		Materials: Rhyming games, story retell pieces (puppets and props), I Spy board				In Progress	
Subtask: Brainstorm ways to incorporate listening centers into the classroom.		VOOKS subscription, Apple Music, etc				In Progress	
ACTION STEP: Establish high-leverage Instructional Routines						In Progress	
Subtask: Establish an explicit 10- 15 min phonological awareness instruction time daily using Heggerty/ Estrellita, other possible resources		ABC cards, transition phrase into the phonological awareness time,				In Progress	
Subtask: Create resources to embed skills into transitions and routines						Yes	
Subtask: Continued conversations around student made alphabets, word walls, environmental print		Teacher made examples of high quality student made alphabets, word walls, environmental print to establish expectations				Yes	
						Yes	
ACTION STEP: Launch Data Driven PLC Cycles						Yes	
Subtask: Clarify what we want students to know quarter by quarter		Data/CFA results					
Subtask: set up schedule for SIP goal monitoring: 45 day reviews		Schedule created					
Subtask: Follow data collection/ assessment calendars		Calendar created					
ACTION STEP: Launch Family Literacy Activities							
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?	
ACTION STEP: Audit the Curriculum/PD Needs/Assessment tool to meet EL student needs						In Progress	
Subtask: Ensure curriculum and assessment pieces are available in Language of Instruction							
Subtask: Ensure resources area available in Language of Instruction							
						Yes	
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?
ACTION STEP: Audit the Curriculum/PD Needs/Assessment tool to meet CWD student needs						
Subtask: Ensure Curriculum/ PD Needs/Assessment tools are adaptable to meet CWD student needs and accomodations.		List of tools and resources	Monthly			
Subtask: Ensure resources area available for CWD needs and accomodations.		List of tools and resources	Monthly			

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, the Early Childhood Center will increase the score in TPOT subscale 8: Teaching Social Skills and Emotional Competencies by a **percentage of 6%** as measured by the Spring 2026 to Spring 2027 results.

Specific:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	PS3	PS4	Half Day	Full Day	Spanish Dom.	English Dom.	Males	Females
ADA (25-26)	86.6%	88.1%	86.1%	84.0%	88.3%	84.4%	88.5%	88.4%	86.9%	87.2%	86%
Chronic Absenteeism (25-26)	77%	78%	77%	78%	77%	76%	79%	79%	76%	76%	78%
Referrals (25-26)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TPOT Snapshot:

Date Period	Overall	4: Promoting Children's Engagement	7: Teaching Behavior Expectations	8: Teaching Social Skills and Emotional Competencies	12: Interventions for Children with Persistent Challenging Behaviors	11: Teaching Problem Solving
Fall 2025	80%	91%	47%	61%	83%	72%
Spring 2026	82%	89%	58%	62%	91%	79%
Fall 2026						
Spring 2027						

5Essentials Snapshot:

Survey Year	Overall Improvement Rating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
25-26 SY	Partially Organized	No Data	Weak	Weak	No Data	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 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 Discussions and Peer to Peer Interactions across all classrooms in order to strengthen students' skills in supporting students in describing their emotions by teacher modeling, teaching specific vocabulary, using Positive Descriptive Feedback, and creating and supporting systematic opportunities to reflect and scaffold learning of social skills and emotional competencies.

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?
ACTION STEP: Conduct a root cause analysis with SLT/SIP team	June 2026	Visuals (poster)	N/A	SLT/SIP team		Yes
Subtask: Identify areas of focus for growth for TPOT #8: Teaching Skills and Emotional Competencies	June 2026	Data identified TPOT #8 as an area of growth. Root cause analysis identified our focus as modeling and describing behaviors, commenting positively and descriptively on social skills and emotional competencies, helping students reflect on social skills and emotional competencies, work to support individualization of instruction.	N/A	SLT/SIP team		Yes
ACTION STEP: Audit the Curriculum/PD Needs/Assessment tool						No
Subtask: Identify which activities/tools cover the required concepts	July 16th 2026	Second Step pacing guide, TPOT booklet, Pyramid Model Toolkit		SLT/SIP team		No
Subtask: Identify staff PD needs, including opportunities for peer observations (coordinate with coaches)	July 16th 2026	Building based review/re-training of Second Step and new/other resources		SLT/SIP team		No
Subtask: Review current resources and possible additional needs	July 16th 2026	Second Step resources in Spanish, student reflection sheets, social story for recovering after a classroom incident				No
ACTION STEP: Create Staff Buy-in						In Progress
Subtask: Survey staff on needs and supports they need to be successful		reate and distribute inventory checklist for all classroom teachers to complete. Order items needed.				No

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Numeracy Goal By the end of the 2026-2027 school year, the Early Childhood Center will increase the percentage of students meeting or exceeding age-level expectations in mathematics (COG3: Number Sense of Quantity) by 6% across all reported groups/demographics, as measured by the Spring 2027 DRDP, compared to Spring 2026 results. Age level expectations for three-year-olds is exploring later-building earlier. Age level expectations for four- to five-year olds is building middle-integrating earlier.	45 Day Review- Mid October 2025			45 Day Review- Mid December/January (Winter 2026 - Q2)			45 Day Review- Mid of March (Q3)			45 Day Review- Mid May (Spring 2026 - Q4 Progress)		
	2025-2026 DRDP COG3 Math Achievement	Monitor HERE	Monitor HERE	2025-2026 DRDP COG3 Math Achievement	Monitor HERE	Monitor HERE	2025-2026 DRDP COG3 Math Achievement	Monitor HERE	Monitor HERE	2025-2026 DRDP COG3 Math Achievement	Monitor HERE	Monitor HERE
	Overall Building 26.30% PS3 19.80% PS4 59.80% CWD 36.60% EL 40.90%			Overall Building 68.40% PS3 41.20% PS4 76.40% CWD 41.10% EL 62.10%			Overall Building n/a PS3 n/a PS4 n/a CWD n/a EL n/a			Overall Building 82.40% PS3 48.30% PS4 93.30% CWD 6790% EL 75.90%		
	45 Day Review- Mid October 2026			45 Day Review- Mid December/January (Winter 2027 - Q2)			45 Day Review- Mid of March (Q3) 2027			45 Day Review- Mid May (Spring 2027 - Q4 Progress)		
	2026-2027 DRDP COG3 Math Achievement	Monitor HERE	Monitor HERE	2026-2027 DRDP COG3 Math Achievement	Monitor HERE	Monitor HERE	2026-2027 DRDP COG3 Math Achievement	Monitor HERE	Monitor HERE	2026-2027 DRDP COG3 Math Achievement	Monitor HERE	Monitor HERE
	Overall Building PS3 PS4 CWD EL	Overall Building PS4 CWD EL		Overall Building PS3 PS4 CWD EL			Overall Building PS3 PS4 CWD EL					
Literacy Goal By the end of the 2026-2027 school year, the Early Childhood Center will increase the percentage of students meeting or exceeding age-level expectations in literacy (LLD8: Phonological Awareness) by 6% across all reported groups/demographics, as measured by the Spring 2027 DRDP, compared to Spring 2026 results. Age level expectations for three-year-olds is exploring later-building earlier. Age level expectations for four- to five-year olds is building middle-integrating earlier.	45 Day Review- Mid October 2025 (Fall 2025 - Q1)			45 Day Review- Mid December/January (Winter 2026 - Q2)			45 Day Review- Mid of March (Q3)			45 Day Review- Mid May (Spring 2026 - Q4 Progress)		
	2025 DRDP LLD8 Phonological Awareness	Monitor HERE	Monitor HERE	2025 DRDP LLD8 Phonological Awareness	Monitor HERE	Monitor HERE	2025 DRDP LLD8 Phonological Awareness	Monitor HERE	Monitor HERE	2025 DRDP LLD8 Phonological Awareness	Monitor HERE	Monitor HERE
	Overall Building 26.30% PS3 6.10% PS4 31.90% CWD 10% EL 28.30%			Overall Building 62.60% PS3 42.60% PS4 676 CWD 46.20% EL 5770%			Overall Building n/a PS3 n/a PS4 n/a CWD n/a EL n/a			Overall Building 75.40% PS3 42.60% PS4 85.30% CWD 55.60% EL 70.80%		
	45 Day Review- Mid October 2026 (Fall 2026 - Q1)			45 Day Review- Mid December/January (Winter 2027 - Q2)			45 Day Review- Mid of March (Q3) 2027			45 Day Review- Mid May (Spring 2027 - Q4 Progress)		
	Monitor HERE	Monitor HERE	Monitor HERE	Monitor HERE	Monitor HERE	Monitor HERE	Monitor HERE	Monitor HERE	Monitor HERE	Monitor HERE	Monitor HERE	Monitor HERE
	Overall Building PS3 PS4 CWD EL			Overall Building PS3 PS4 CWD EL			Overall Building PS3 PS4 CWD EL			Overall Building PS3 PS4 CWD EL		
Culture & Belonging Goal By the end of the 2026-2027 school year, the Early Childhood Center will increase the score in TPOT subscale 8: Teaching Social Skills and Emotional Competencies by a percentage of 6% as measured by the Spring 2026 to Spring 2027 results.	45 Day Review- Mid October 2025			45 Day Review- Mid December/January (Winter 2026 - Q2)			45 Day Review- Mid of March (Q3)			45 Day Review- Mid May (Spring 2026 - Q4 Progress)		
	ADA	Chronic Absenteeism	Discipline Referrals %	ADA	Chronic Absenteeism	Discipline Referrals %	ADA	Chronic Absenteeism	Discipline Referrals %	ADA	Chronic Absenteeism	Discipline Referrals %
	Overall Building 91.60% PS3 n/a PS4 n/a CWD n/a EL n/a	Overall Building n/a PS3 n/a PS4 n/a CWD n/a EL n/a	Overall Building n/a PS3 n/a PS4 n/a CWD n/a EL n/a	Overall Building 86.50% PS3 n/a PS4 n/a CWD n/a EL n/a	Overall Building n/a PS3 n/a PS4 n/a CWD n/a EL n/a	Overall Building n/a PS3 n/a PS4 n/a CWD n/a EL n/a	Overall Building 86.40% PS3 n/a PS4 n/a CWD n/a EL n/a	Overall Building n/a PS3 n/a PS4 n/a CWD n/a EL n/a	Overall Building n/a PS3 n/a PS4 n/a CWD n/a EL n/a	Overall Building 87.60% PS3 82.20% PS4 88% CWD n/a EL n/a	Overall Building 45% PS3 51% PS4 44% CWD n/a EL n/a	Overall Building n/a PS3 n/a PS4 n/a CWD n/a EL n/a
	45 Day Review- Mid October 2026			45 Day Review- Mid December/January (Winter 2027 - Q2)			45 Day Review- Mid of March (Q3) 2027			45 Day Review- Mid May (Spring 2027 - Q4 Progress)		
	ADA	Chronic Absenteeism	Discipline Referrals %	ADA	Chronic Absenteeism	Discipline Referrals %	ADA	Chronic Absenteeism	Discipline Referrals %	Monitor HERE	Monitor HERE	Monitor HERE
	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL	Overall Building PS3 PS4 CWD EL
Culture & Belonging Goal (TPOT 7/8/11): By June 2026, the Early Childhood Center preschool will foster a culture for belonging measured by a 6% increase in the overall TPOT score as compared to the 2025 Spring results.	TPOT Spring 2025			TPOT Fall 2025			TPOT Spring 2026					
	Overall Building: 82%			Overall Building: 80%			Overall Building: 82%					
	1 Schedules, Routines, and Activities 92% 2 Transitions Between Activities are Appropriate 91% 3 Teachers Engage in Supportive Conversations with Children 93% 4 Promoting Children's Engagement 91% 5 Providing Directions 90% 6 Collaborative Teaming 91% 7 Teaching Behavior Expectations 62% 8 Teaching Social Skills and Emotional Competencies 71% 9 Teaching Friendship Skills 86% 10 Teaching Children to Express Emotions 89% 11 Teaching Problem Solving 80% 12 Interventions for Children with Persistent Challenging Behavior 87% 13 Connecting with Families 95% 14 Supporting Family Use of the Pyramid Model Practices 86%			1 Schedules, Routines, and Activities 86% 2 Transitions Between Activities are Appropriate 81% 3 Teachers Engage in Supportive Conversations with Children 93% 4 Promoting Children's Engagement 91% 5 Providing Directions 85% 6 Collaborative Teaming 90% 7 Teaching Behavior Expectations 47% 8 Teaching Social Skills and Emotional Competencies 61% 9 Teaching Friendship Skills 83% 10 Teaching Children to Express Emotions 89% 11 Teaching Problem Solving 72% 12 Interventions for Children with Persistent Challenging Behavior 83% 13 Connecting with Families 87% 14 Supporting Family Use of the Pyramid Model Practices 67%			1 Schedules, Routines, and Activities 87% 2 Transitions Between Activities are Appropriate 79% 3 Teachers Engage in Supportive Conversations with Children 94% 4 Promoting Children's Engagement 89% 5 Providing Directions 86% 6 Collaborative Teaming 90% 7 Teaching Behavior Expectations 58% 8 Teaching Social Skills and Emotional Competencies 62% 9 Teaching Friendship Skills 86% 10 Teaching Children to Express Emotions 89% 11 Teaching Problem Solving 79% 12 Interventions for Children with Persistent Challenging Behavior 91% 13 Connecting with Families 88% 14 Supporting Family Use of the Pyramid Model Practices 72%					
	TPOT Spring 2026			TPOT Fall 2026			TPOT Spring 2027					
	Overall Building: 82%			Overall Building:			Overall Building:					
	1 Schedules, Routines, and Activities 87%			1 Schedules, Routines, and Activities			1 Schedules, Routines, and Activities					

[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