

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:	Oak Park Elementary School	Principal Name:	Annette McMahon
Mission:	"Ensuring high levels of learning for all." The school emphasizes high expectations for both students and staff, standards-based instruction, real-world application of learning, interventions for students who need additional support, and ongoing professional development for staff.	Vision:	Oak Park envisions a school that is widely known as a nurturing and collaborative environment that recognizes student and family strengths, respects diversity, and empowers students to develop the self-confidence and self-reliance needed to become successful contributors to the world around them.

School Improvement Team	Name:	Annette McMahon	Name:	Mari Walbridge	Name:	Cassie Weidemiller- Edna Luna
	Role:	Principal	Role:	Social Worker	Role:	3rd Grade Teacher
	Name:	Marisela Garcia	Name:	Liliana Ramirez	Name:	Samantha Sweeney
	Role:	Assistant Principal	Role:	Preschool Teacher - Fullday	Role:	4th Grade Teacher
	Name:	Victoria Haier	Name:	Lynn Kermer	Name:	Brianna Caputo
	Role:	Instructional Coach	Role:	1st Grade Teacher	Role:	5th Grade Teacher
	Name:	Jennifer Kmiec	Name:	Cynthia Benavides	Name:	Noelle St. Germain
	Role:	Reading Interventionist	Role:	2nd Grade Teacher	Role:	Math Interventionist

School Designation and Priorities

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

Based on the Illinois Report Card data and the demographics of East Aurora School District 131, Oak Park Elementary continues to serve a diverse student population, including a high percentage of multilingual learners and students from economically disadvantaged backgrounds. The data suggests continued opportunities for growth in literacy, mathematics, attendance, and closing achievement gaps among student groups.

As Oak Park considers priorities for the 2026–2027 school year, a strong focus on early language and literacy development would be beneficial. Strengthening students' oral language, vocabulary, comprehension, and writing skills can support success across all content areas and align with the needs of multilingual learners. Mathematics is another area of importance, particularly developing number sense, mathematical reasoning, and problem-solving skills through engaging, hands-on learning experiences.

Attendance and student engagement also remain important considerations, as consistent school attendance is closely linked to academic success. Efforts to strengthen family partnerships and create a positive school climate can help support student participation and achievement. In addition, social-emotional learning continues to play a critical role in helping students develop self-regulation, positive peer relationships, and the skills needed to be successful learners.

For preschool, these priorities align naturally with current work in language and literacy development, mathematical thinking, and social-emotional growth. By selecting focus areas that build a strong foundation before kindergarten, Oak Park can continue supporting a seamless transition for students and contribute to the overall success of the school's improvement goals.

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, Oak Park 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.

By the end of the 2026-2027 school year, Oak Park Elementary School will increase the **percentage of preschool 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.

Specific:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	30.00%	35.00%	26.00%	20%	30.00%	100%	NA	67.00%	55.00%	29.00%	45.00%
Math Achievement (MAP 25-26*Spring)	18%	4.30%	14.10%	20%	18.10%	0%	NA	33.30%	18.20%	17.40%	18.70%
Math Growth (MAP 25-26 *Fall to Spring)	43%	38%	43%	20%	44%	100%	NA	100%	50%	41%	45%
Math Proficiency (IAR) 25-26	6%	0.00%	5.80%	100.00	5.70%		NA		0%	8.30%	3.30%
Math Growth (IAR) 24/25-25/26	5%	4.30%	2.90%		5.40%		NA		0%	5.20%	5.60%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	32.90%										
IReady (K-8) *Winter 25-26	2%	0.00	1.10	0.00	1.90	0.00	NA	0.00	0.00	0.70	3.00
	All Students	IEP	EL	PS3	PS4	Half Day	Full Day	Spanish Dom.	English Dom.	Males	Females
DRDP (PK) 25-26 SY											
DRDP (PK) 26-27 SY											

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 establish a culture for learning across all classrooms in order to strengthen **teacher clarity** , academic proficiency, student discourse, and written expression.

Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Strengthen Teacher Clarity						
MP3						In Progress
Explicit modeling of math writing						Yes
Focused math fluency practice						Yes
Developing mathematical reasoning						Yes

Quarterly family project - Q1 in person						Yes
Number Talks						
Unpacking of standards						
Vocabulary Tier PD for Teachers						
Update homework expectations						
Update MyPath expectations to lessons not minutes, in classroom not at home						
Increase student talk time through structured collaboration						
Arrange master schedule in a way that encourages building stamina in Mathematics						
Small group instruction during Mathematics block						
Math goal setting with students						
ILT Walkthroughs to monitor progress						
PLC revamp						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Increase visible learning						
Make language visible (word banks, anchor charts, CLC, PVR evidence, sentence stems, language / content goals, content focused board, graphic organizers)						In Progress
Employ the use of the closed captioning during electronic based content lessons when possible						Yes
Increase student talk time						
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?
Increase communication between all stakeholders working with CWD.						
Make language visible (word banks, anchor charts, PVR evidence, sentence stems, language / content goals, content focused board,						
Employ the use of the closed captioning during electronic based content lessons when possible						
Increase student talk time						
Update Ccommunication Tool						

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, Oak Park 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.

By the end of the 2026-2027 school year, Oak Park Elementary School will increase the **percentage of preschool 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.

Specific:

Measurable: \

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26											
Literacy Achievement (MAP 25-26*Spring)	7.40%	0%	2.20%	0%	7.70%	0%	NA	0%	0%	6.50%	8.20%
Literacy Growth (MAP 25-26 *Fall to Spring)	40%	32%	40%	40.00%	40%	0%	NA	33.00%	20%	41%	39%
Spanish Literacy Achievement (MAP 25-26*Spring)	9.60%	0%	11.90%	0%	10%	0%	NA	0%	54.50%	6.50%	12.70%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	34%	9%	29%	0%	25%	50%	NA	0%	40%	23%	27%
Literacy Proficiency (IAR) 2025-2026	14.40%	0%	14.10%	100%	14.10	NA	NA	NA	0%	13.10%	16.10%
Literacy Growth (IAR) 24/25-25/26	24.50%	21.70%	23.70%	0%	23.70%	NA	NA	NA	33.30%	19%	33.30%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Profient or Higher											
ACCESS 2025-2026	4.80%	0%	4.80%	0%	0%	NA	NA	NA	9.09%	2.04%	5.81%
ACCESS 2026-2027											
	All Students	IEP	EL	PS3	PS4	Half Day	Full Day	Spanish Dom.	English Dom.	Males	Females
DRDP (PK) 25-26 SY											
DRDP (PK) 26-27 SY											

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 establish a culture for learning across all classrooms in order to strengthen **teacher clarity** , academic proficiency, student discourse, and written expression.

Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Strengthen Teacher Clarity						
Unpacking of standards						In Progress

Literacy goal setting with students						Yes
Reading Inventory for Students in grades 3-5						Yes
Vocabulary Tier PD for Teachers						Yes
Update homework expectations						Yes
Create Phonics Procedures (mini lesson expectations, differentiation, weekly list - mix of tiers)						
Increase student talk time through structured collaboration						
Arrange master schedule in a way that encourages building stamina in Literacy (reading, writing)						
WIN time dedicated to Literacy						
Focused small group instruction planned during Literacy block						
Monthly writing prompt completed in every classroom						
Create writing rubrics to include standards, conventions, WIDA writing continuum						
Teacher PD on planning writing and paragraph writing						
Buddy Reading partners - create pairs and schedule (once a month) 3-K, 4-1, 5-2 mixed languages						
One Book One School - whole school book and project						
ILT Walkthroughs to monitor progress						
PLC revamp						

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?
Increase visible learning						
Make language visible (word banks, anchor charts, CLC, PVR evidence, sentence stems, language / content goals, content focused board, graphic organizers)						In Progress
Employ the use of the closed captioning during electronic based content lessons when possible						
Increase student talk time						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?
Increase communication between all stakeholders working with CWD.						
Make language visible (word banks, anchor charts, CLC, PVR evidence, sentence stems, language / content goals, content focused board, graphic organizers)						
Employ the use of the closed captioning during electronic based content lessons when possible						
Update Communication Tool						
Increase student talk time						

Annual Culture of Belonging SMART Goal	
2023-2024	100% of all employees will have completed the annual culture of belonging training by the end of the fiscal year.
2024-2025	100% of all employees will have completed the annual culture of belonging training by the end of the fiscal year.
2025-2026	100% of all employees will have completed the annual culture of belonging training by the end of the fiscal year.
2026-2027	100% of all employees will have completed the annual culture of belonging training by the end of the fiscal year.
2027-2028	100% of all employees will have completed the annual culture of belonging training by the end of the fiscal year.
2028-2029	100% of all employees will have completed the annual culture of belonging training by the end of the fiscal year.
2029-2030	100% of all employees will have completed the annual culture of belonging training by the end of the fiscal year.

By the end of the 2026-2027 school year, Oak Park Elementary School will increase the area of *Teaching Social Skills and Emotional Competencies* by 6% across all reported groups / demographics, as measured by the Spring 2027 TPOT, compared to Spring 2026 results. (Sp25 77%, W26 77%, Sp26 80%)

By the end of the 2026-2027 school year, Oak Park Elementary School will foster relationship skills (CASEL) in order to decrease the **percentage of discipline referrals**, as measured by referral data

Specific:

Measurable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subaroup:

[illegible]

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	86%	95%	80%	77%	85%	63%
Spring 2025	88%	95%	84%	80%	89%	71%
Fall 2026						
Spring 2026						

Satchel Pulse Snapshot:

Survey Month	Relationship Skills (#)	Responsible Decision Making (#)	Self Awareness (#)	Self Management (#)	Social Awareness (#)	Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	70	60	58	56	34	62.50%	30.70%	6.10%
January 26	56	42	80	79	31	76%	17.70%	6.30%
May 26	67	46	43	76	40	76%	16%	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 strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...

We will establish a culture for learning across all stakeholders such that relationship skills will be fostered and conflict resolution skills will be improved.

Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Increase parental involvement and visibility						
Pyramid Model visuals and PD for Preschool Parents	August / September 2026	Meeting dates, visuals on display	October 2026 with updates after PD is provided	Preschool SIP Team	No cost	In Progress
Parental Involvement Calendar created and shared with stakeholders	August 2026	Completed calendar	September 2026	SIP Team	No cost	In Progress
Parent visit (PK - 5) during the school day, family project and culture of belonging focus	Quarter 1 of the 26-27 school year	Completed calendar, agenda	November 2026	SIP Team	No cost	In Progress
Muffins with McMahon calendar planned with topics by month		Completed calendar and topic list	September 2026	Administration, SIP Team	No cost	In Progress
Positive postcards to send home to parents	August 2026	Purchased postcards, Teacher feedback	Monthly, agenda item for SIP	Administration, SIP Team	\$500, Title 1	In Progress
Design a monthly parental newsletter to include: information about paw tickets, rewards for growth, academics, upcoming events	August 2026	Completed newsletters	Quarterly, SIP Team	Parent Liaison, Administration	No cost	In Progress
Interactive parental SEL events	Quarters 2 and 4	School Calendar and feedback from events	Quarters 2 and 4 (debrief after events)	SIP Team	No cost	In Progress
Implimentation of Community Circles / restorative practices	August 2026	Classroom visit data	Monthly, agenda item for SIP	Administration, Related Services team	No cost	In Progress
Second Step Home Links sent home with each lesson (with student activity weekly)	August 2026		Quarter 1	SIP Team, Administration	No cost	In Progress
Parent Teacher Conference expectations set as a school	August -September 2026	Collective agreements document	September 2026	Teachers implement, Administration monitors	No cost	In Progress
Staff book study on restorative practices	Quarter 1	Book study schedule	Quarterly	Administration, Related Services team	1003a funds	In Progress
One Book One School - whole school + family book and project	Quarter 2	Schedule of events and reading plan	Prior to and directly after the project concludes	SIP / Student Achievement Committee	Title funds	In Progress
Staff professional development on classroom expectations and unexpected behaviors, CSI (classroom step in)	August - September 2026	Staff meeting agenda, classroom visit data	Quarterly SIP review of referral data and staff feedback	(OP) Related Services Team	No cost	In Progress
Staff book study - Hacking Student Discipline	TBD	Book study plan, sign in sheets	Monthly throughout the duration of the bookstudy	Administration	1003a Funds	In Progress
Develop a 4th 5th grade student leadership team	September 2026	Agendas, Quarterly meetings	Quarterly review of agenda	Administration	No cost	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?
Increase visible learning						
Make language visible (word banks, anchor charts, CLC, PVR evidence, sentence stems, language / content goals, content focused board, graphic organizers)	August 2026	Classroom visit data	Monthly review of data and teacher feedback	SIP Team, teacher teams	No cost	In Progress
Increase student talk time	August 2026	Classroom visit data	Monthly review of data and teacher feedback	SIP Team, teacher teams	No cost	In Progress
Provide written component of Second Step for all students, in English and Spanish	August 2026	Classroom visit data	Monthly review of data and teacher feedback	SIP Team, teacher teams	No cost	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?
Increase communication between all stakeholders working with CWD.						
Ensure knowledge of and visibility of students accommodations and supports	August 2026	Individual teacher meetings to review IEP's (accommodations and supports)	September 2026 - monitor for completion of meetings	Resource Teachers implement, Administrators monitor	No cost	In Progress
Create a rotating schedule for Student Services staff to attend grade level (PK-5) PLC's	August 2026	Schedule	Quarterly, topic to be added to SIP agenda	Administration and Student Services Team	No cost	In Progress

Numeracy Goal	45 Day Review- Mid October						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)					
	IReady Math Proficiency		Math Grades Prof or Higher (Q1)		DRDP COG3 Math Achievement		IReady Math Proficiency		Math Grades Prof or Higher (Q2)		DRDP COG3 Math Achievement		Monitor HERE		Math Grades Prof or Higher (Q3)		DRDP COG3 Math Achievement		IReady Math Proficiency		Math Grades Prof or Higher (Q4)		DRDP COG3 Math Achievement	
	Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building				Overall Building		Overall Building		Overall Building		Overall Building		Overall Building	
	Grade K		Grade K		PS3		Grade K		Grade K		PS3				Grade K		PS3		Grade K		Grade K		PS3	
	Grade 1		Grade 1		PS4		Grade 1		Grade 1		PS4				Grade 1		PS4		Grade 1		Grade 1		PS4	
	Grade 2		Grade 2		CWD		Grade 2		Grade 2		CWD				Grade 2		CWD		Grade 2		Grade 2		CWD	
	Grade 3		Grade 3		EL		Grade 3		Grade 3		EL				Grade 3		EL		Grade 3		Grade 3		EL	
	Grade 4		Grade 4				Grade 4		Grade 4						Grade 4				Grade 4		Grade 4			
	Grade 5		Grade 5				Grade 5		Grade 5						Grade 5				Grade 5		Grade 5			
	CWD		CWD				CWD		CWD						EL				CWD		CWD			
EL		EL				EL		EL										EL		EL				
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
Literacy Goal	IReady Reading Proficiency		ELA Grades Prof or Higher (Q1)		2025 DRDP LLD8 Phonological Awareness		IReady Reading Proficiency		ELA Grades Prof or Higher (Q2)		2025 DRDP LLD8 Phonological Awareness		Monitor HERE		ELA Grades Prof or Higher (Q3)		2025 DRDP LLD8 Phonological Awareness		IReady Reading Proficiency		ELA Grades Prof or Higher (Q4)		2025 DRDP LLD8 Phonological Awareness	
	Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building				Overall Building		Overall Building		Overall Building		Overall Building		Overall Building	
	Grade K		Grade K		PS3		Grade K		Grade K		PS3				Grade K		PS3		Grade K		Grade K		PS3	
	Grade 1		Grade 1		PS4		Grade 1		Grade 1		PS4				Grade 1		PS4		Grade 1		Grade 1		PS4	
	Grade 2		Grade 2		CWD		Grade 2		Grade 2		CWD				Grade 2		CWD		Grade 2		Grade 2		CWD	
	Grade 3		Grade 3		EL		Grade 3		Grade 3		EL				Grade 3		EL		Grade 3		Grade 3		EL	
	Grade 4		Grade 4				Grade 4		Grade 4						Grade 4				Grade 4		Grade 4			
	Grade 5		Grade 5				Grade 5		Grade 5						Grade 5				Grade 5		Grade 5			
	CWD		CWD				CWD		CWD						CWD				CWD		CWD			
	EL		EL				EL		EL						EL				EL		EL			
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
Culture & Belonging Goal	ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %	
	Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building	
	Grade K		Grade K		Grade K		Grade K		Grade K		Grade K		Grade K		Grade K		Grade K		Grade K		Grade K		Grade K	
	Grade 1		Grade 1		Grade 1		Grade 1		Grade 1		Grade 1		Grade 1		Grade 1		Grade 1		Grade 1		Grade 1		Grade 1	
	Grade 2		Grade 2		Grade 2		Grade 2		Grade 2		Grade 2		Grade 2		Grade 2		Grade 2		Grade 2		Grade 2		Grade 2	
	Grade 3		Grade 3		Grade 3		Grade 3		Grade 3		Grade 3		Grade 3		Grade 3		Grade 3		Grade 3		Grade 3		Grade 3	
	Grade 4		Grade 4		Grade 4		Grade 4		Grade 4		Grade 4		Grade 4		Grade 4		Grade 4		Grade 4		Grade 4		Grade 4	
	Grade 5		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5	
	CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD	
	EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL	
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
—	OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Monitor HERE		Monitor HERE		OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Monitor HERE		Monitor HERE	
	Overall Building		Overall Building				Overall Building					Overall Building		Overall Building		Overall Building				Overall Building				
	Grade K		Grade K				Grade K					Grade K		Grade K		Grade K				Grade K				
	Grade 1		Grade 1				Grade 1					Grade 1		Grade 1		Grade 1				Grade 1				
	Grade 2		Grade 2				Grade 2					Grade 2		Grade 2		Grade 2				Grade 2				
	Grade 3		Grade 3				Grade 3					Grade 3		Grade 3		Grade 3				Grade 3				
	Grade 4		Grade 4				Grade 4					Grade 4		Grade 4		Grade 4				Grade 4				
	Grade 5		Grade 5				Grade 5					Grade 5		Grade 5		Grade 5				Grade 5				
	CWD		CWD				CWD					CWD		CWD		CWD				CWD				
	EL		EL				EL					EL		EL		EL				EL				

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