

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:	Hermes Elementary	Principal Name:	Kelly Hills
Mission:	At Hermes, we are committed to creating a welcoming and inclusive school where every student is known, respected, and supported. Through high-quality instruction, collaborative learning, meaningful relationships, and strong partnerships with families, we ensure all students develop academically, socially, and emotionally while reaching their highest potential.	Vision:	Hermes Elementary is a thriving community where every student experiences a deep sense of belonging, achieves academic excellence, and develops the knowledge, skills, and confidence to become a compassionate and successful lifelong learner.

School Improvement Team	Name:	Kelly Hills	Name:	Nicole Clarke	Name:	Barb Goldsborough
	Role:	Principal	Role:	1st Grade Teacher	Role:	Special Education Resource Teacher
	Name:	Eulalia Hernandez	Name:	Michelle Wisnewski	Name:	Megan Boese
	Role:	Assistant Principal	Role:	3rd Grade Teacher	Role:	Reading Interventionist
	Name:	Gretchen Gritzner	Name:	Brooke Brenner	Name:	
	Role:	Instructional Coach	Role:	4th Grade Teacher	Role:	
	Name:	Lisa Padilla	Name:	Rachel Wrigglesworth	Name:	
	Role:	Kindergarten Teacher	Role:	5th Grade Teacher	Role:	

School Designation and Priorities

School Designation	Commendable	Report Card Year:	2024-2025
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Report Card general findings and focus areas:

Commendable Designation : Hermes Elementary is not in the top 10% of schools statewide, but currently have no underperforming subgroups that require targeted support. **IAR Performance:** Hermes is performing well below the state average in both ELA and Mathematics, with 16% of students achieving proficiency or above in ELA, and 14.4% in Mathematics, scoring below the state and district average. **Chronic Absenteeism** is 24.4%, down from the previous year, but indicates 25% of students miss significant instructional time leading to deficits.

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

Measurable: Spring 2027 IAR

Achievable: 6%

Relevant: Supports school-wide academic performance goals

Time-Bound: Spring 2027

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	36%	15%	32%	30%	36%	33%	56%	75%	29%	36%	35%
Math Achievement (MAP 25-26*Spring)	23.00%	8.60%	19.20%	18.90%	22.60%	33.30%	33.30%	75.00%	20.80%	22.70%	23.30%
Math Growth (MAP 25-26 *Fall to Spring)	51%	46%	47%	61%	50%	60%	67%	50%	52%	51%	51%
Math Proficiency (IAR) 25-26	14.44%	2.38%	9.83%	9.52%	14.94%	50%	25%	0%	26.67%	12.78%	16.06%
Math Growth (IAR) 24/25-25/26	13.20%	13%	14.40%	0.00%	13.70%	0%	0%	0%	0%	12.80%	13.60%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	46.50%	35.20%	52.80%	32.40%	47.80%	52.80%	47.40%	92.10%	54.40%	45.10%	48.00%
iReady (K-8) *Winter 25-26	1.90%	0%	0.60%	2.80%	1.20%	16.70%	11.10%	25.00%	0.00%	2.40%	1.40%

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 discussion protocols across all classrooms to strengthen academic language development in the area of mathematics.

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 monthly PD to staff regarding oracy strategies	one PLC/month	Instructional walkthroughs to check for structured academic discussions in the classroom with students engaged in discussion and using academic language	Monthly	Admin/Coach/BLT	\$0	In Progress
Provide monthly PD to staff regarding writing strategies for math word problems inclusive of Try It/Discuss It/Connect It Routine	Faculty Meetings	Instructional walkthroughs to check for structured academic discussions in the classroom	Monthly	Admin/Coach/BLT	\$0	In Progress

Implement student-centered discussion routines and support their use through leader observation, timely feedback, and ongoing adjustments; monitor and support the implementation of student-centered discussion techniques, providing feedback and adjusting support as necessary	ongoing	Instructional walkthroughs to check for structured academic discussions in the classroom with students engaged in discussion and using academic language	Monthly	Admin/Coach/BLT	\$0	In Progress
Model Try It/Discuss and Connect routine and/or record for staff	first quarter	video/faculty meeting agendas; use of T/D/C routine in classrooms as evidenced by instructional walkthroughs	Monthly	Admin/Coach/BLT	\$0	In Progress
Use the iReady diagnostic results to group students and guide instruction.	September/December	Student goal sheets	after benchmark assessments	Teachers	\$0	In Progress
Monitor student usage of "My Path" (include the usage minutes in the newsletter)	ongoing	Weekly usage report	monthly	Teachers & Admin	\$0	In Progress
Discussion sentence stems-scaffolded by grade level	ongoing	Sentence stems posted in classrooms; student work with use of sentence stems	monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Small group math skill instruction	ongoing	Student data/teacher groupings/observed small group instruction during walkthroughs	monthly	Teachers/Math Interventionists	\$0	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?
Provide concrete manipulatives during all new math concept instruction and explicitly model use of manipulatives to solve problems	ongoing	manipulatives actively used in instruction; documented in instructional walkthroughs	monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Use visual supports during whole group and small group instruction	ongoing	students are engaged in using manipulatives; documented in instructional walkthroughs	monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Incorporate opportunities for students to explain their thinking using sentence stems	ongoing	students observed using sentence stems and vocabulary supports in discussions	monthly	Teachers & Admin/Coach/BLT	\$0	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?
Provide concrete manipulatives during all new math concept instruction and explicitly model use of manipulatives to solve problems	ongoing	manipulatives actively used in instruction; documented in instructional walkthroughs	monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Use visual supports during whole group and small group instruction	ongoing	students are engaged in using manipulatives; documented in instructional walkthroughs	monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Incorporate opportunities for students to explain their thinking using sentence stems	ongoing	students observed using sentence stems and vocabulary supports in discussions	monthly	Teachers & Admin/Coach/BLT	\$0	In Progress

Use the iReady diagnostic results and IEP goals to group students and guide instruction.	September/December	Student goal setting sheets	At Diagnostic Benchmarks	All	\$0	In Progress
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Literacy Goal & Action Plan											
Annual Student Literacy SMART Goal											
By the end of the 2026-2027 school year, Hermes 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: 6% increase of students meeting or exceeding grade-level expectations across all groups/demographics											
Measurable: Spring 2027 IAR											
Achievable: 6%											
Relevant: Supports school-wide academic performance goals											
Time-Bound: Spring 2027											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	21.00%	10%	13%	24%	20%	29%	33%	75%	0%	19%	21%
Literacy Achievement (MAP 25-26*Spring)	14.90%	8.60%	8.40%	18.90%	13.5%	28.60%	33.30%	75%	29%	12.60%	14.90%
Literacy Growth (MAP 25-26 *Fall to Spring)	40%	28%	36%	47%	39%	67%	44%	75%	0.00%	38%	40%
Spanish Literacy Achievement (MAP 25-26*Spring)	14.80%	1.60%	18.80%	0%	16.70%	0%	0%	0%	41.70%	11.60%	18.40%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	31%	22%	36%	6%	34%	20%	0%	0%	52%	30%	32%
Literacy Proficiency (IAR) 2025-2026	16.73%	2.38%	10.47%	0%	18.33%	0%	25%	0%	33.33%	13.53%	19.85%
Literacy Growth (IAR) 24/25-25/26	23.30%	13%	29.10%	0%	23.40%	50%	50%	0%	27.30%	25.60%	21%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Proficient or Higher	38.40%	25.90%	39.40%	26.60%	39.20%	55.40%	42.40%	88.00%	41.10%	34.70%	42.70%
ACCESS 2025-2026	7.00%	0%	6.69%	0%	6.81%	0%	0%	0%	3.03%	4.30%	9.79%
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 discussion and writing protocols across all classrooms to strengthen academic language development in the area of literacy.											
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?		
Establish buildingwide academic non-negotiables for HMH-reading and writing	August	Posted non-negotiables in all learning spaces		Monthly		Admin/Coach/BLT		\$0	In Progress		
Create a resource bank of effective discussion strategies and routines for teachers to access and contribute to.	ongoing	Resource Bank; implementation of strategies in classrooms during instructional walkthroughs		Monthly		Coach		\$0	In Progress		

Daily structured writing practice tied to texts. Explicit instruction in claim-evidence-reasoning for informational tasks and sequential writing for narrative	ongoing	Student work (HMH materials)	Monthly at BLT; Biweekly in PLC	Teachers & Admin/Coach/BLT	\$0	In Progress
Provide monthly PD to staff regarding oracy strategies	one PLC/month	Instructional walkthroughs to check for structured academic discussions in the classroom	Monthly	Admin/Coach/BLT	\$0	In Progress
Provide monthly PD to staff regarding writing strategies	Faculty Meetings	Instructional walkthroughs to check for structured academic discussions in the classroom	Monthly	Admin/Coach/BLT	\$0	In Progress
Specified graphic organizers by grade levels to support compare/contrast (made available to staff in a shared Google Folder)	ongoing	Student work	Monthly; biweekly in PLCs	Admin/Coach/BLT	\$0	In Progress
Discussion sentence stems-scaffolded by grade level	ongoing	Student work	Monthly; biweekly in PLCs	Teachers & Admin/Coach/BLT	\$0	In Progress
Explicit HMH PD-Model HMH Lessons and/or record for staff to view inclusive of CWDs; including providing rationale for specific skill	ongoing	Faculty meeting agendas; reflection sheets	Monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Implementation of foundational skill lesson routines for all students in grades K-2.	ongoing	Instructional walkthroughs during literacy block	Monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Implementation of word study lesson routines for all students in Grades 3-5.	ongoing	Instructional walkthroughs during literacy block	Monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Implement student-centered discussion routines and support their use through observation, timely feedback, and ongoing adjustments; monitor and support the implementation of student-centered discussion techniques, providing feedback and adjusting support as necessary	ongoing	Instructional walkthroughs	Monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Implementation of "Engage and Respond" HMH routines for all students, including CWD and EL students.	ongoing	Google Folder of resources; student work; observation of students using graphic organizers to prepare for writing and/or discussion	Monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Create opportunities for teachers to share their experiences and successes in facilitating HMH routines during faculty meetings. Foster a culture that values experimentation and reflection on instructional practices.	ongoing	Staff agendas; documented peer observations	Monthly	Admin/PLC Leads	\$0	In Progress
Use of IAR Practice items as CFAs in Grades 3-5.	ongoing	CFA Data	Biweekly	Admin/PLC Leads	\$0	In Progress
PD on rating IAR practice items using the IAR rubrics.	September; January	PD agendas; CFA minutes	Monthly	Admin/Coach/PLC Leads	\$0	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?
Discussion sentence stems-scaffolded by grade level	ongoing	Google Folder of resources; student work; observation of students using sentence stems in their writing; instructional walkthroughs	Monthly	Teachers & Admin/Coach/BLT	\$0	In Progress

Use of specified graphic organizers to support writing	ongoing	Google Folder of resources; student work; observation of students using sentence stems in their writing; instructional walkthroughs	Monthly	Teachers & Admin/Coach/BLT	\$0	In Progress
Implementation of "Engage and Respond" HMH routines including opportunities for students to engage in like Think/Pair/Share and Turn and Talk	ongoing	Google Folder of resources; student work; observation of students using sentence stems in their writing; instructional walkthroughs	Monthly	Teachers & Admin/Coach/BLT	\$0	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?
Use of specified graphic organizers to support writing	ongoing	Google Folder of resources; student work; observation of students using sentence stems in their writing; instructional walkthroughs	Monthly	Admin & Staff	\$0	In Progress
Discussion sentence stems-scaffolded by grade level	ongoing	Google Folder of resources; student work; observation of students using sentence stems in their writing; instructional walkthroughs	Monthly	Admin & Staff	\$0	In Progress
Implementation of "Engage and Respond" HMH routines including opportunities for students to engage in like Think/Pair/Share and Turn and Talk	ongoing	Google Folder of resources; student work; observation of students using sentence stems in their writing; instructional walkthroughs	Monthly	Admin & Staff	\$0	In Progress

Culture of Belonging & Action Plan												
Annual Culture of Belonging SMART Goal												
By the end of the 2026-2027 school year, Hermes Elementary School will increase student sense of belonging by 10% as measured by the Panorama survey (grades 3-5) and a sense of belonging survey (grades K-2) from Fall 2026 to Spring 2027.												
Specific: 10% increase in student belonging												
Measurable: Panorama and Sense of Belonging Survey results												
Achievable: 10%												
Relevant: Support student belonging												
Time-Bound: 2026-2027 School Year												
Schoolwide Current Reality by Subgroup:												
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females	
ADA (25-26)	91.8%	91.0%	92.4%	90.5%	91.9%	84.7%	93.9%	97.7%	93.0%	91.7%	91.7%	
Chronic Absenteeism (25-26)	26%	28%	21%	43%	24%	29%	33%	0%	17%	24%	26%	
Referrals (25-26)	13.8%	22.4%	11.1%	39.5%	11.5%	8.6%	18.2%	0%	6.1%	23.4%	3.1%	
OSS Incidents (25-26)	1.6%	.9%	.3%	14.0%	.4%	0%	9.1%	0%	0%	2.7%	.4%	
ISI Incidents (25-26)	3.2%	.9%	1.5%	8%	6%	1%	3%	0%	0%	4%	2%	
Satchel Pulse Snapshot:												
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)		Self Awareness (#)	Self Management (#)	Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)		
October 25	104	99		104	130	55		76.80%	16%	5.40%		
January 26												
May 26	106	89		108	127	67		77%	15%	6%		
5Essentials Snapshot:												
Survey Year	Overall Improvement Rating:	Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:		
25-26 SY	Partially Organized	Weak		Neutral		Neutral		Weak		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 relationship-centered instructional practices that promote academic discourse, student voice, and collaborative learning so every student is actively engaged, feels a sense of belonging, and is motivated to attend school consistently.												
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?		
Popsicles with Panthers		August	Parent/Student Attendance		once		Admin		Parent Involvement Funds	In Progress		
Administration of Sense of Belonging Surveys		August/September; January; May	student data results		at benchmark		Admin/Teachers/Social Worker		\$0	In Progress		
Implementation of 5th Grade Student Advisory Council		September	Agendas		quarterly		Admin		\$0	In Progress		
Positive Panther Referrals/Good news call of the day/week		ongoing	Student call homes, student photos, certificates		monthly		Tier 1 Team		\$0	In Progress		
Student of the Month		Monthly	Student certificates, spreadsheet, student photos		monthly		All		\$0	In Progress		
Monthly Cultural Celebrations (Hispanic Heritage, Black History, etc)		Monthly	Hallway decorations; student work (art and writing)		monthly		All		\$0	In Progress		
Monthly Grade Level Student Showcase Events		Monthly	Monthly Family Events; one team per month		monthly		Admin/PLC Leads		\$0	In Progress		
Second Step Implementation		ongoing	Second Step monitoring reports; reduction of referrals		monthly		Tier 1 Lead/Admin		\$0	In Progress		
Parent Mentors		ongoing	Parent attendance/attendance log/student progress		monthly		Admin/Teachers/Parent Liaison		\$0	In Progress		

Panthers Postcards	May	Staff will write postcards to students to be sent home over the summer	once	All	\$0	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?
Literacy and Math Events during Coffee with the Principal, providing take-home learning activities that encourage parent-child discussions	ongoing	Agendas, parent attendance	monthly	Admin/Interventionists	\$0	In Progress
Engage multilingual students in language development to recognize the value in these skills and support student sense of belonging	ongoing	Lesson plans	monthly	All staff	\$0	In Progress
Monitor trends for ELs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences are inclusive, responsive, and supportive of student belonging	weekly	student groupings, CFA data	monthly	All staff	\$0	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?
Literacy and Math Events during Coffee with the Principal, providing take-home learning activities that encourage parent-child discussions	ongoing	Agendas, parent attendance	monthly	Admin/Interventionists	\$0	In Progress
All CWD will be included in general education classes for SEL, encore, and all other opportunities to ensure a sense of belonging as compared to all peers	ongoing	Meeting agendas, schedule	monthly	All staff	\$0	In Progress
Monitor trends for CWD and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences are inclusive, responsive, and supportive of student belonging	weekly	student groupings, CFA data	monthly	All staff	\$0	In Progress

Assessment	Reporting Format
Literacy/Math MAP Baseline	Percentage Meeting/Exceeding Reading Norms
Literacy/Math Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Literacy/Math Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Spanish Literacy Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Spanish Literacy Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Literacy/Math Proficiency (IAR/ACT) 25/26	Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT
Literacy/Math Growth (IAR/ACT)	Percentage of students who improved at least one performance level from Spring 25 to Spring 26
Literacy/Math Grades Proficient or Higher	Percentage of students earning a grade of "Proficient" or higher in their ELA or math course grades (*Where proficient is defined as a C or above in traditional grading)
iReady (K-8)	Percentage of students scoring on or above grade level on iReady Math
ACCESS 2025	Percentage of EL scoring 4.8 or higher (proficient) 2025
ACCESS 2026	Percentage of EL scoring 4.8 or higher (proficient) 2026
DRDP (PK)	Percentage of students scoring at or above the benchmark
Additional Measures	Reporting Format
ADA	Average daily attendance (ADA) percentages
Chronic Absenteeism	Percentage of students chronically absent
Behavior Referrals	Percentage of students with one or more behavior referrals
Out of School Suspension	Percentage of students with one or more Out-of-School Suspension (OSS) incidents
In-School Intervention	Percentage of students receiving In-School Intervention (ISI)
Graduation Rate	ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100
FoT	Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects) ÷ (Total number of first-time 9th-grade students) × 100
Abbreviations	
MAP	Measures Of Academic Progress (NWEA Assessment)
IAR	Illinois Assessment of Readiness

ACT	American College Test
ACCESS	ACCESS for ELLs or Assessing Comprehension and Communication in English State-to-State for English Language Learners
DRDP	Desired Results Developmental Profile
ADA	Average Daily Attendance
OSS	Out of School Suspension
ISI	In School Intervention
FoT	Freshmen on Track