

East Aurora School District 131 School Improvement Plan 2026-2027



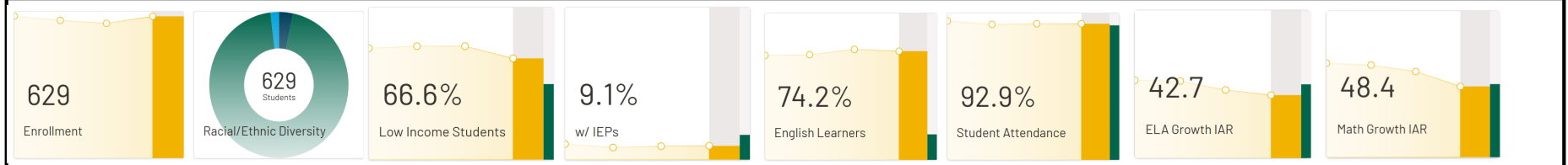
School Name:	CM Bardwell Elementary	Principal Name:	Catherine Cohoon
Mission:	Bardwell's mission is to provide a safe, inclusive learning environment where all students are supported to grow and reach their full potential.	Vision:	At Bardwell Elementary, we strive to inspire curiosity, creativity, and critical thinking in all students. Staff, students, and families partner together to ensure each child becomes resilient and resourceful with open hearts and minds . Our goal is for every student to achieve excellence while developing the qualities of being respectful and responsible , and prepared for lifelong learning and success.

School Improvement Team	Name:	Jill Zeugner	Name:	Isabel Kirk	Name:	Alex Herbert
	Role:	DL (English) Kinder Teacher	Role:	DL (Spanish) 4th Grade Teacher	Role:	School Behaviorist
	Name:	Katie Garcia	Name:	Lauran Jordan	Name:	Jackie Stone
	Role:	DL (Spanish) 1st Grade Teacher	Role:	Sheltered/Gen Ed 5th Grade Teacher	Role:	Assistant Principal
	Name:	Maria Romero	Name:	Julie Dispensa	Name:	Sagrario Wang
	Role:	DL (Spanish) 2nd Grade Teacher	Role:	SpEd Resource Teacher	Role:	Assistant Principal
	Name:	Meggan Garcia Sheridan	Name:	Mary Ann Kettell	Name:	Catherine Cohoon
	Role:	DL (Spanish) 3rd Grade Teacher	Role:	Reading Interventionist	Role:	Principal

School Designation and Priorities

School Designation	Commendable	Report Card Year:	2025-2026
---------------------------	-------------	--------------------------	-----------

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, Bardwell 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: Focused on mathematics achievement

Measurable: 6% increase, using IAR data

Achievable: Based on current trends and targeted interventions

Relevant: Supports schoolwide academic performance goals

Time-Bound: To be achieved by the end of the 2026-2027 school year

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	41%	16%	33%	50%	39%	29%	73%	71%	39%	45%	37%
Math Achievement (MAP 25-26*Spring)	25.60%	8.90%	18.60%	28.90%	24.20%	21.40%	63.60%	57.10%	25.60%	29.80%	22.40%
Math Growth (MAP 25-26 *Fall to Spring)	58%	50%	52%	70%	56%	77%	80%	86%	52%	62%	55%
Math Proficiency (IAR) 25-26	10.30%	8.80%	4.20%	20%	9.90%	12.50%	0%	0%	0%	11.50%	9.50%
Math Growth (IAR) 24/25-25/26	22.60%	21.10%	22.30%	0%	22.70%	16.70%	100%	0%	13.30%	22.40%	22.80%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	45.40%	29.90%	42.50%	38.20%	45.30%	34%	66%	73.70%	44.20%	50.20%	41.30%
iReady (K-8) *Spring 25-26	13%	3.50%	9.30%	13.20%	12.30%	7.10%	40%	28.60%	11%	18.30%	8.80%

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 design and facilitate rich, student-centered discussions by using open-ended, high-level questioning techniques, implementing cooperative learning structures, and providing appropriate scaffolds in order to strengthen student reasoning, academic discourse, critical thinking, and engagement for all learners.

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: Build teacher capacity to facilitate rich mathematical discourse through professional learning focused on open-ended questioning, Mathematical Practice 3 (Construct Viable Arguments and Critique the Reasoning of Others), cooperative learning structures, and academic language development.	September 2026 through May 2027	Professional learning agendas, PLC documentation, lesson plans, walkthrough data, coaching logs	Monthly	SIP team, Administration, Teachers, Instructional Coach		
Subtask: Provide professional learning on effective questioning techniques, math discourse routines (e.g., Math Talks, Number Talks), and strategies that promote reasoning and productive struggle.	Monthly during the 2026-2027 school year	Agendas, presentation materials, sign-in sheets, participant reflections	Monthly	SIP team, Administration, Teachers, Instructional Coach		
Subtask: Model instructional strategies that promote student-to-student discussion, equitable participation, and mathematical reasoning.	Monthly during the 2026-2027 school year	Demonstration lesson notes, coaching logs, teacher reflections	Monthly	Instructional Coach, Teacher Leaders		

Action Step: Strengthen mathematical reasoning by intentionally planning lessons that incorporate academic language supports, cooperative learning structures, and instructional scaffolds for all learners, including ELs, CWDs, and students requiring additional support.	October 2026 through May 2027	Lesson plans, PLC documentation, student work, walkthrough evidence	Monthly	Teachers, Administration	Problem-Solving ChecklistUpper Grades	
Subtask: During PLCs, collaboratively plan higher-level questions, anticipated student responses, discussion routines, and scaffolds aligned to grade-level mathematical standards.	Bi-weekly	PLC agendas, lesson plans, questioning templates	Monthly	PLC teams		
Subtask: Implement consistent mathematical discourse routines (Math Talks, Think-Pair-Share, Turn and Talk, Notice & Wonder, Three Reads) that require students to explain and justify their reasoning.	Weekly	Lesson plans, walkthrough observations, student discussion protocols	Monthly	Teachers		
Subtask: Integrate instructional scaffolds such as sentence stems, word banks, manipulatives, visual models, graphic organizers, and math journals to support students in communicating mathematical thinking.	Ongoing	Student journals, classroom visuals, walkthrough evidence, lesson plans	Monthly	Teachers		
Action Step: Monitor the implementation and effectiveness of mathematical discourse practices and instructional scaffolds through collaborative data analysis and instructional feedback.	October 2026 through May 2027	Walkthrough summaries, CFA data, coaching logs, PLC documentation	Monthly	SIP team, Administration		
Subtask: Administer at least one monthly Common Formative Assessment aligned to MP.3 to assess students' ability to explain reasoning, justify solutions, and critique mathematical thinking.	Monthly during the 2026-2027 school year	CFA results, student work samples, rubric scores	Monthly	Teachers, PLC teams		
Subtask: Analyze CFA results, student discourse, and implementation of scaffolds during PLCs to determine instructional next steps and interventions.	Monthly during the 2026-2027 school year	PLC data protocols, action plans, intervention documentation	Monthly	PLC teams		
Subtask: Conduct non-evaluative peer walkthroughs using a common look-for tool focused on student discourse, questioning techniques, cooperative learning, and equitable participation.	Monthly during the 2026-2027 school year	Walkthrough checklists, observation summaries, reflection notes	Monthly	SIP team, Administration, Teachers	Math Walkthrough Checklist	

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: Strengthen English Learners' mathematical reasoning and academic discourse by intentionally planning and implementing language supports that enable students to explain, justify, question, and collaborate during mathematics instruction.	October 2026 through May 2027	Lesson plans with language supports, walkthrough data, student work samples, PLC documentation	Monthly	Instructional staff (classroom teachers interventionists, TAs, etc)			
Subtask: Explicitly pre-teach and reinforce Tier 2 and Tier 3 mathematics vocabulary before and during instruction using visuals, real-world examples, and multiple opportunities for student discussion.	Ongoing	Lesson plans, vocabulary routines, walkthrough observations, student notebooks	Monthly	Instructional staff (classroom teachers interventionists, TAs, etc)			
Subtask: Create and maintain interactive mathematics word walls that include student-friendly definitions, visuals, symbols, multiple representations, sentence stems, and student-generated examples that are referenced during instruction.	Ongoing	Interactive word walls, student work, classroom observations	Monthly	Instructional staff (classroom teachers, interventionists, TAs, etc)			
Subtask: Provide daily opportunities for English Learners to engage in structured mathematical discussions using cooperative learning routines, sentence frames, partner talk, and opportunities to explain and justify mathematical reasoning.	Ongoing	Lesson plans, walkthrough data, student discussion protocols, math journals	Monthly	Instructional staff (classroom teachers, interventionists, TAs, etc)			

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: Strengthen outcomes for students with disabilities through a structured collaborative process that supports the planning, implementation, and monitoring of differentiated instruction, student-centered discussions, high-level questioning, cooperative learning structures, and instructional scaffolds to ensure equitable access to grade-level learning.	October 2026 through May 2027	Collaborative planning agendas, PLC/MTSS meeting notes, lesson plans, walkthrough data, coaching logs, student progress monitoring documentation	Monthly	MTSS team, Administration, Classroom Teachers, SpEd Resource Teachers, Interventionists		
Subtask: Collaboratively plan lessons that embed accommodations, specially designed instruction, high-level questioning, cooperative learning structures, and instructional scaffolds aligned to students' IEPs and grade-level standards.	Bi-weekly	Lesson plans, PLC agendas, co-planning documents, accommodation checklists	Monthly	Classroom Teachers, SpEd Resource Teachers		
Subtask: Use student performance, IEP goal progress, formative assessment, and classroom observation data during MTSS/PLC meetings to adjust instructional supports, flexible grouping, and intervention plans.	Monthly	Progress monitoring reports, PLC/MTSS notes, intervention plans	Monthly	MTSS team, Teachers, Interventionists		

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, Bardwell 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: Focused on literacy achievement

Measurable: 6% increase, using IAR data

Achievable: Based on current trends and targeted interventions

Relevant: Supports schoolwide academic performance goals

Time-Bound: To be achieved by the end of the 2026-2027 school year

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	19%	4%	8%	37%	16%	21%	64%	29%	3%	14%	22%
Literacy Achievement (MAP 25-26*Spring)	11.20%	0%	3.70%	18.40%	10%	14.30%	54.50%	0%	0%	9.70%	12.30%
Literacy Growth (MAP 25-26 *Fall to Spring)	39%	34%	32%	54%	36%	54%	80%	14%	26%	38%	39%
Spanish Literacy Achievement (MAP 25-26*Spring)											
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)											
Literacy Proficiency (IAR) 2025-2026	16.60%	2.90%	5.50%	10%	16%	12.50%	50%	0%	0%	12.20%	19.60%
Literacy Growth (IAR) 24/25-25/26	18.40%	10.50%	15.80%	33.30%	17.60%	16.70%	100%	0%	3.30%	15.80%	20.20%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Proficient or Higher	30.70%	17.60%	28.70%	27.30%	31.10%	21.90%	38%	29.60%	30%	29.90%	31.40%
ACCESS 2025-2026	5%	0%	5%	0%	5%	0%	N/A	16.67%	1%	3%	6%
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 design and facilitate rich, student-centered discussions by using open-ended, high-level questioning techniques, implementing cooperative learning structures, and providing appropriate scaffolds in order to strengthen student reasoning, academic discourse, critical thinking, and engagement for all learners.

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 : Build teacher capacity to design and facilitate rich, student-centered discussions through intentional planning and implementation of open-ended, high-level questioning, cooperative learning structures, and instructional scaffolds.	September 2026 through May 2027	Professional learning agendas, PLC documentation, lesson plans, walkthrough data, coaching logs	Monthly	SIP team, Administration, Teachers, Instructional Coach		
Subtask: Provide professional learning on higher-level questioning, academic discourse, cooperative learning structures, and language supports for multilingual learners.	Monthly during the 2026-2027 school year	Agendas, presentation materials, sign-in sheets, participant reflections	Monthly	SIP team, Administration, Teachers, Instructional Coach	70 Bloom's Taxonomy Higher-Order Thinking Questions + Free Printable free resources to use when 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: Strengthen outcomes for students with disabilities through a structured collaborative process that supports the planning, implementation, and monitoring of differentiated instruction, student-centered discussions, high-level questioning, cooperative learning structures, and instructional scaffolds to ensure equitable access to grade-level learning.	October 2026 through May 2027	Collaborative planning agendas, PLC/MTSS meeting notes, lesson plans, walkthrough data, coaching logs, student progress monitoring documentation	Monthly	MTSS team, Administration, Classroom Teachers, SpEd Resource Teachers, Interventionists		
Subtask: Collaboratively plan lessons that embed accommodations, specially designed instruction, high-level questioning, cooperative learning structures, and instructional scaffolds aligned to students' IEPs and grade-level standards.	Bi-weekly	Lesson plans, PLC agendas, co-planning documents, accommodation checklists	Monthly	Classroom Teachers, SpEd Resource Teachers		
Subtask: Use student performance, IEP goal progress, formative assessment, and classroom observation data during MTSS/PLC meetings to adjust instructional supports, flexible grouping, and intervention plans.	Monthly	Progress monitoring reports, PLC/MTSS notes, intervention plans	Monthly	MTSS team, Teachers, Interventionists		

Culture of Belonging & Action Plan											
Annual Culture of Belonging SMART Goal											
By the end of the 2026-2027 school year, Bardwell School will decrease the percentage of all students receiving a discipline referral by 5% , as measured by number of processed ODRs.											
Specific: Targets relationship building and student self-regulation as an indicator of student belonging and engagement											
Measurable: 5% decrease, using ODR data											
Achievable: Based on historical data and support systems in place											
Relevant: Directly connects to school climate, student engagement, and equity											
Time-Bound: To be achieved by the end of the 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)	92.4%	92.2%	93%	93.7%	92.6%	94.1%	85.3%	96%	92.6%	92.4%	92.5%
Chronic Absenteeism (25-26)	24%	30%	21%	30%	28%	0%	42%	0%	25%	24%	22%
Referrals (25-26)	16.8%	35.2%	14.2%	31.7%	13.8%	60%	33.3%	28.6%	14.4%	25.3%	9.8%
OSS Incidents (25-26)	0.7%	2.8%	0.4%	3.3%	0.2%	6.7%	0%	14.3%	0.9%	1.5%	0%
ISI Incidents (25-26)	3.3%	11.3%	2.1%	13.3%	2.0%	20.0%	0%	14.3%	2.7%	6.6%	0.8%
Satchel Pulse Snapshot:											
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)			Self Awareness (#)	Self Management (#)	Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	6.2	6.02			5.85	5.78	6.15		78.19%	16.16%	5.65%
January 26									N/A	N/A	N/A
May 26	6.35	6.13			6.23	5.8	6.3		77.43%	16.72%	5.85%
5Essentials Snapshot:											
Survey Year	Overall Improvement Rating:	Ambitious Instruction:			Collaborative Teachers:		Effective Leaders:	Supportive Environment:		Involved Families:	
25-26 SY	Not Yet Organized	Neutral			Weak		Weak	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 academi discussion protocols across all classrooms in order to stengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...											
We will build capacity for establishing and sustaining a classroom culturein order to empower students to take responsibility for their learning, see meaningful purpose in their work and persevere through challenges.											
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?
Parental Involvement Action Step 1: Plan and execute a "Multicultural" family event to recognize and celebrate the diversity of our school community.		May 2027	Multicultural event planning/program			Yearly		SIP team, Administration, Event committee			
Parental Involvement Action Step 2: Conduct Coffee with the Principal meeting to increase parental awareness of SEL instruction (Second Step) and SIP Culture of Belonging Goal Action Steps & Subtasks.		Sept/Oct 2026, Jan/Feb 2027	Coffee with the Principal meeting sign-in and presentation			2x/year		Administration, Parent Liaison			
Parental Involvement Action Step 3: Schedule parent volunteers to assist with grade level appropriate activites, field trips, and other school events.		August 2026 through May 2027	List of approved volunteers, documentation of volunteer activities			Monthly		Administration, Parent Liaison, SIP team			
Action Step: Build and sustain culturally responsive relationships.		August 2026 through May 2027	Panorama survey data			Fall, Winter, Spring		SIP team, Administration, All school staff			
Subtask: Implement 2 by 10 Relationship Building support to connect with students without strong relationships with building staff		September 2026 through May 2027	List of participating students, Tier 1 check-ins, attendance tracking			Monthly		SIP team, Administration			

Subtask: Use a school-wide acknowledgment system to recognize positive behaviors consistently across settings.	Ongoing	Positive recognition activities such as ABC Awards, Bear Bucks, Class Dojo, class level/grade level incentives, positive office referrals, etc	Monthly	SIP team, Administration		
Subtask: Implement "getting to know you" activities during morning meetings to explore students' interests, cultural backgrounds and learning preferences.	Ongoing	Second Step resources, supplemental SEL resources	Monthly	Teachers		
Subtask: Initiate positive communication with family through phone call/note home/text: goal of 5 per week.	Ongoing	Shared template for positive note home, communication log	Monthly	Teachers		
Subtask: Staff modeling of interactions/conversations to problem solve.	Ongoing	Staff modeling/scripts	Monthly	Teachers		
Action Step: Implement consistent classroom routines and expectations that promote ownership of learning.	Ongoing	Anchor charts, bulletin boards	Monthly	SIP team, Administration, Teachers		
Subtask: Co-create classroom norms with students and revisit them regularly	Ongoing	Anchor charts, sentence stems	Monthly	Teachers		
Subtask: Conduct goal setting conferences for students to track their own progress.	Ongoing	Goal setting sheets	Monthly	Teachers		
Subtask: Provide regular opportunities for students to showcase their work by standard and grade level consensus.	Ongoing	Standards posters, student work displayed in hallways	Monthly	PLC teams, Teachers		
Action Step: Provide daily SEL instruction aligned with CASEL competencies.	August 2026 through May 2027	Class schedule, lesson plans	Monthly	SIP team, Administration, Teachers		
Subtask: Designate 20 minute SEL period by grade level consensus.	August 2026	Grade level schedule	September 2026	PLC team		
Subtask: Implement Second Step curriculum with fidelity.	Ongoing - daily	Lesson plans, classroom walkthroughs, digital monitoring of lesson progress	Monthly	Teachers		
Subtask: Implement Morning Meetings to practice skills learned through Second Step.	Ongoing - daily	First Five Collection Website, Morning Meeting Slide Shows https://www.edtomorrow.com/today/	Monthly	Teachers		
Subtask: Conduct daily "Feelings Check-In".	Ongoing - daily	First Five Collection Website, Morning Meeting Slide Shows https://www.edtomorrow.com/today/	Monthly	Teachers		
Action Step: Each classroom will establish and utilize a calming corner.	August 2026 through May 2027	Break box and school provided materials	Monthly	SIP team, Administration, Teachers		
Subtask: Utilize break box tools and de-escalation/ self-regulation strategies provided by district.	Ongoing - daily	Calming Corner slide show presentation (bilingual)	Monthly	Teachers		
Subtask: Co-create classroom norms with students and revisit them regularly.	August 2026, ongoing	Anchor charts, sentence stems	Monthly	Teachers		
Subtask: Embed calming corner strategies into classroom routines (ex. transitions, brain breaks, etc).	Ongoing - daily	Anchor charts, posters, sentence stems, calming corner	Monthly	Teachers		
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: Provide multilingual and culturally responsive supports that enable English Language Learners to understand and utilize self-regulation strategies and behavioral expectations.	September 2026 through May 2027	Bilingual Posters, Anchor Charts, Sentence Stems	Monthly	ALL instructional staff (teachers, TAs, etc)		
Subtask: Provide visual supports and multilingual resources for calming spaces and behavior expectations based on grade levels needs.	Ongoing	Bilingual Posters, Anchor Charts, Sentence Stems	Monthly	ALL instructional staff (teachers, TAs, etc)		
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: Monitor consistent implementation of individualized supports and accommodations identified in IEPs, 504 Plans, or behavior plans to increase sense of belonging and reduce behavioral referrals for CWDs.	September 2026 through May 2027	Accommodations checklist, collaborative planning agendas	Monthly	SpEd Resource Teachers, Classroom Teachers		
Subtask: Hold regular problem-solving meetings to discuss student progress and identify additional interventions when necessary.	Ongoing	Student progress monitoring data, problem-solving documentation	Monthly	SpEd Resource Teachers, Classroom Teachers		

<https://canva.link/p1y6j6gz7vf4gjo>

[Link to the presentation](#)

	Literacy already has this but would like reminders. Maybe a place for a reminder where to find the resources.
	Link included in PLC Agenda to the place where resources are
	Use time during a PLC to identify the resources available and locations.
	Find out what has been revamped in iReady.
	Review of math talks
	Time for teams to explore Second Step digital
	Share calming corner slides
	Share the first five collection website
	Send out second step information over the summer along with have some people try the training
	PD about editing quizzes in HMH

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)			Monitor HERE			iReady Math Proficiency			Math Grades Prof or Higher (Q2)			Monitor HERE			Monitor HERE			Math Grades Prof or Higher (Q3)			Monitor HERE			iReady Math Proficiency			Math Grades Prof or Higher (Q4)			Monitor HERE		
	Overall	Building	Grade K	Overall	Building	Grade K				Overall	Building	Grade K	Overall	Building	Grade K							Overall	Building	Grade K				Overall	Building	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								
	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)			Monitor HERE			iReady Reading Proficiency			ELA Grades Prof or Higher (Q2)			Monitor HERE			Monitor HERE			ELA Grades Prof or Higher (Q3)			Monitor HERE			iReady Reading Proficiency			ELA Grades Prof or Higher (Q4)			Monitor HERE		
	Overall	Building	Grade K	Overall	Building	Grade K				Overall	Building	Grade K	Overall	Building	Grade K							Overall	Building	Grade K				Overall	Building	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								
		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 %		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	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 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 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 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 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 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		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5	
	CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD	
	EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL	
	OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Monitor HERE		Monitor HERE		OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Panorama Survey (Belonging)		Monitor HERE		Monitor HERE		Monitor HERE			
	Overall	Building	Overall	Building	Overall	Building	Overall	Building	Overall	Building	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 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 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 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 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 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		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5		Grade 5	
	CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD	
	EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		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