



WOOD DALE
SCHOOL DISTRICT 7
STRIVE FOR EXCELLENCE

BOARD OF EDUCATION SCHOOL IMPROVEMENT PLAN

2026-2027 Timeline



Initial Presentation
October 20, 2026

Mid-Year Review
February 16, 2027

End of Year Results
June 15, 2027

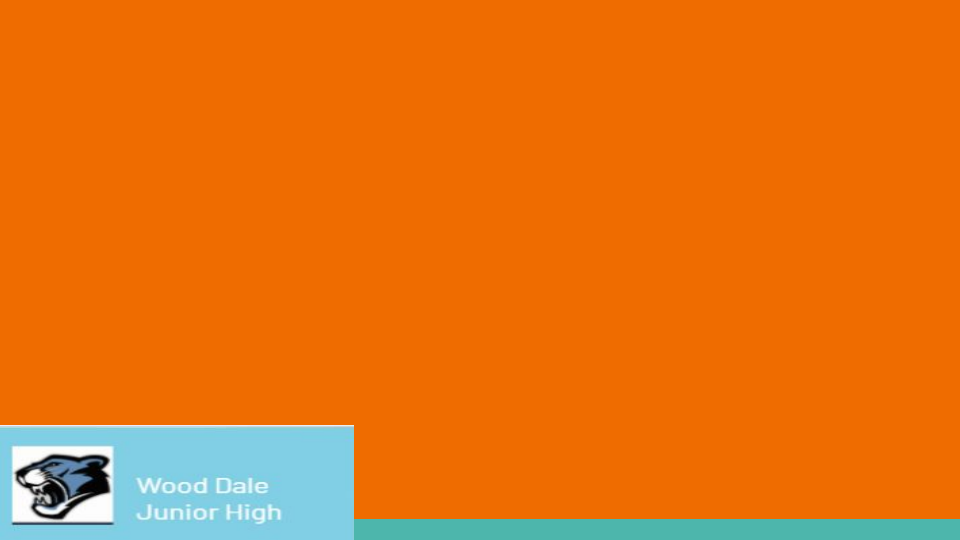
Wood Dale School District 7

Mission Statement

We will collaborate with all families to implement high quality instruction and provide engaging learning experiences, empowering each student to reach their full potential, in a safe and supportive environment.







Wood Dale
Junior High



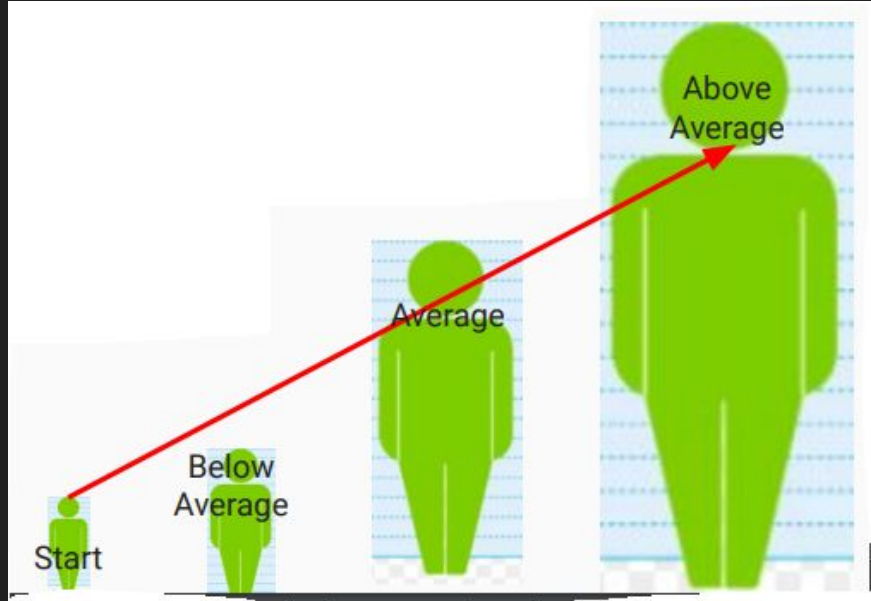
Oakbrook School



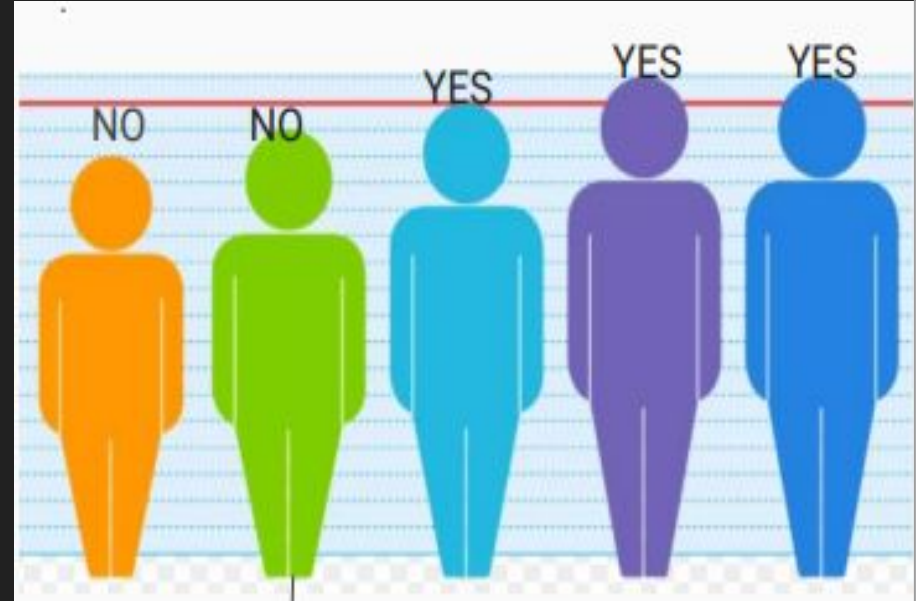
Westview School

Growth & Proficiency Defined

Growth - Recognizes progress toward and beyond the standard regardless of the level each student started.



Proficiency - Indicates whether or not students have mastered standards.



ECEC School Improvement Goals

Early Literacy

Identifying and Naming Letters

Students grow in their ability to identify and name uppercase and lowercase letters.



Early Math

Understanding Quantity

Students grow in their ability to recognize quantities, compare groups, and combine or separate objects.



Social Development

Interacts with Peers

Students grow in their ability to play, communicate, and build friendships with peers.



How to Read Preschool Growth



- The colors represent developmental ranges, not grades.
- Children develop along a continuum and may begin the year in different bands.
- For ECEC, the spring age-appropriate range would be the green and blue bands.
- Our goal is for children to make meaningful growth from their individual fall baseline.

Three-Year-Old Math

By the Spring of 2027, at least 90% of three-year-old students will demonstrate growth of at least one developmental level from their fall baseline on Objective 20b, Quantifies, or maintain performance within or above the spring Preschool 3 widely held expectation.

Current Fall baseline data:

	Birth-1	1-2	2-3	Preschool 3	Pre-K 4	Kindergarten
3-year-olds	1 student	5 students	8 students	6 students	1 student	0 students

Four-Year-Old Math

By the Spring 2027 Teaching Strategies GOLD checkpoint, at least 90% of four-year-old students in the matched growth cohort will demonstrate growth of at least one developmental level from their fall baseline on Objective 20b, Quantifies, or maintain performance within or above the spring Pre-K 4 widely held expectation.

Current Fall baseline data:

	Birth-1	1-2	2-3	Preschool 3	Pre-K 4	Kindergarten
4-year-olds	0 students	3 students	15 students	23 students	20 students	2 students

Three-Year-Old Literacy

By the Spring of 2027, at least 90% of three-year-old students will demonstrate growth of at least one developmental level from their fall baseline on Objective 16a, Identifies and Names Letters, or maintain performance within or above the spring Preschool 3 widely held expectation.

Current Fall baseline data:

	Birth-1	1-2	2-3	Preschool 3	Pre-K 4	Kindergarten
3-year-olds	1 student	12 students	3 students	0 students	0 students	5 students

Four-Year-Old Literacy

By the Spring 2027 Teaching Strategies GOLD checkpoint, at least 90% of four-year-old students in the matched growth cohort will demonstrate growth of at least one developmental level from their fall baseline on Objective 16a, Identifies and Names Letters, or maintain performance within or above the spring Pre-K 4 widely held expectation.

Current Fall baseline data:

	Birth-1	1-2	2-3	Preschool 3	Pre-K 4	Kindergarten
4-year-olds	0 students	12 students	10 students	7 students	4 students	30 students

Social-Emotional: Interacts with Peers

By the Spring 2027, at least 90% of ECEC students will demonstrate growth of at least one developmental level from their fall baseline on 2c. Interacts with Peers, or maintain performance within or above their age-appropriate widely held expectation.

Current Fall baseline data:

	Birth-1	1-2	2-3	Preschool 3	Pre-K 4	Kindergarten
3-year-olds	0	0	12	7	1	1
4-year-olds	0	0	3	9	23	27

By June 2027, the Kindergarten average in the area of Phonics will go up 2 levels based on the MAP Reading Fluency assessment.



A Guide to Phonics



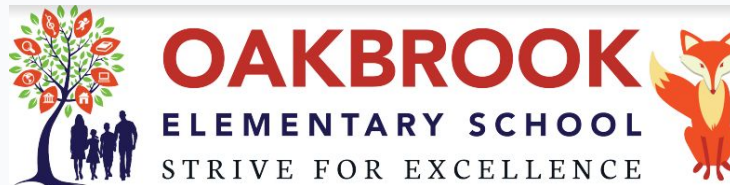
Understanding MAP Reading Fluency

MAP Reading Fluency (developed by NWEA) is an adaptive computer-based assessment for early readers. It listens to your child using speech recognition to measure foundational reading skills. The test focuses heavily on **Foundational Skills**: the essential building blocks for smooth reading and deep understanding.

The Core Focus: Phonics and Word Recognition

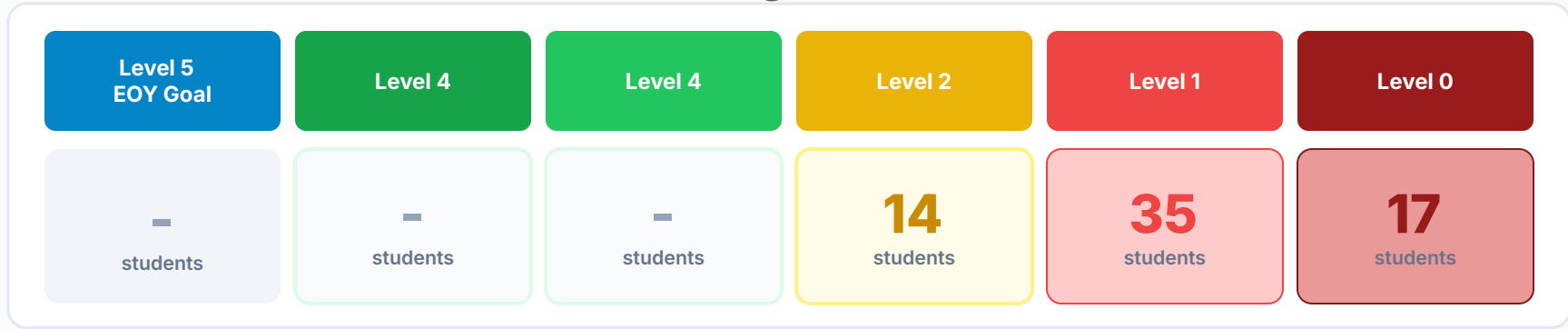
Phonics is the predictable relationship between graphemes (letters) and phonemes (sounds). The test measures essential sub-skills.

Phonics Sub-Skill	What It Means	Example Assessment Task
 Letter-Sound Knowledge	Matching "B" to /b/	Matching "B" to /b/ matching B.
 Decoding (Blending)	Sounding out c-a-t → cat	Sounding out c-a-t → cat, and c-at to cat.
 Phonics Patterns	Reading words with digraphs (sh, ch, th) or silent-e	Reading words with digraphs the (sh, ch, th) or silent-e.
 Non-Word (Nonsense Word) Decoding	Reading made-up words like mep or zog.	Reading made-up words like mep or zog.
 High-Frequency / Sight Words	Identifying words like the, was, said.	Identifying words like the, was, said.

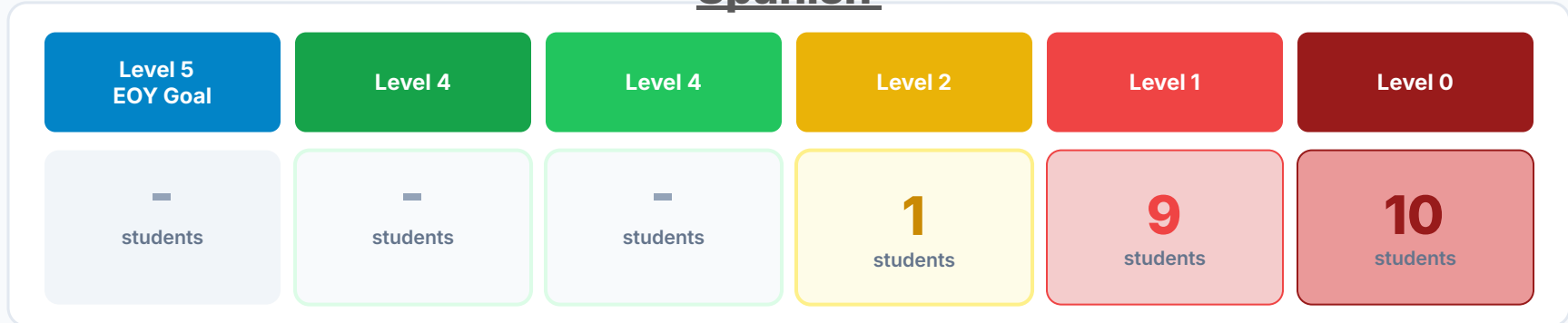


By June 2027, the Kindergarten average in the area of Phonics will go up 2 levels based on the MAP Reading Fluency assessment.

English



Spanish



By June 2027, the first and second grade average for accuracy will increase based on the MAP Reading Fluency assessment.



Understanding MAP Sentence Reading Fluency

THE NWEA MAP READING FLUENCY ASSESSMENT



What is Reading Fluency?

Reading fluency is a student's ability to read text accurately, at a comfortable speed, and with expression (sounding natural, like speaking).

Spotlight on Reading Fluency & Brain Energy

Non-Fluent Reading (Mental Battery Low)



word flow - slower recognition
like seeing a word in another language

decoding effort:
c-a-t...
s-i-t-s...
o-n...



FORGETS BEGINNING OF SENTENCE

Fluent Reading (Mental Battery High)



word flow - automatic recognition



LIKE RECOGNIZING A FRIEND'S FACE



UNDERSTANDS THE STORY



OAKBROOK
ELEMENTARY SCHOOL
STRIVE FOR EXCELLENCE



By June 2027, the first grade average for accuracy will increase based on the MAP Reading Fluency assessment.

Language Track

English

Target Goal

82% Accuracy

Fall Baseline: 52% Accuracy (8/17 attempted)

Winter: Pending assessment

Spring: Pending assessment

Language Track

Spanish

Target Goal

74% Accuracy

Fall Baseline: 44% Accuracy (7/19 attempted)

Winter: Pending assessment

Spring: Pending assessment



By June 2027, the second grade average for accuracy will increase based on the MAP Reading Fluency assessment.

Language Track

English

Target Goal

89% Accuracy

Fall Baseline: 79% Accuracy (12/15 attempted)

Winter: Pending assessment

Spring: Pending assessment

Language Track

Spanish

Target Goal

84% Accuracy

Fall Baseline: 69% Accuracy (11/16 attempted)

Winter: Pending assessment

Spring: Pending assessment



By June 2027, the Oakbrook building average in the area of Numbers and Operations will go up 1.25 based on the Numbers and Operations Relative Placement score on the iReady Inform Assessment.



Understanding the i-Ready Placement Score



Understanding the i-Ready Diagnostic

The i-Ready Diagnostic is an adaptive assessment that helps teachers understand what your child knows and what they are ready to learn next. Rather than focusing on a traditional "pass or fail" grade, i-Ready measures your child's learning level and progress compared to national expectations.

Understanding i-Ready Relative Placement Scores

Relative Placement scores show where your child is performing relative to their current grade level. These levels are color-coded on your child's report to make understanding their academic standing straightforward.

Mid or Above Grade Level	Early On Grade Level	1 Grade Level Below	2 Grade Levels Below	3+ Grade Levels Below
■ Mastered key skills for grade level. Ready for advanced learning.	■ On track with basic skills. ■ Working toward full mastery.	■ Needs extra support in a few specific areas to get back on track.	■ Requires guided practice and targeted support for core skills.	■ Needs intensive, personalized support and intervention to catch up.



By June 2027, the Kindergarten average in the area of Numbers and Operations will go up 1.25 based on the Numbers and Operations Relative Placement score on the iReady Inform Assessment.

Grade Level	Mid / Above Grade	Early On Grade	One Level Below	Two Levels Below	3+ Levels Below
Kindergarten	9 students	10 students	46 students	— students	— students

Number & Operations (NO)
Distribution



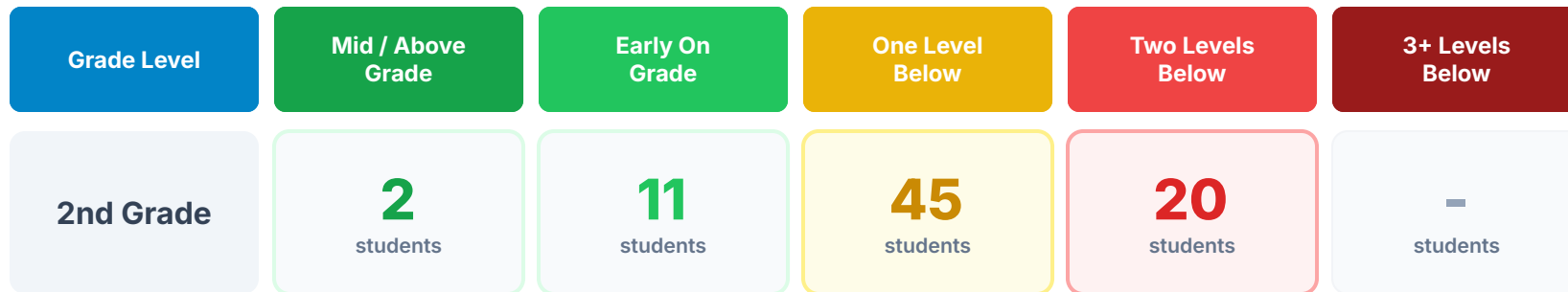
By June 2027, the 1st Grade average in the area of Numbers and Operations will go up 1.25 based on the Numbers and Operations Relative Placement score on the iReady Inform Assessment.

Grade Level	Mid / Above Grade	Early On Grade	One Level Below	Two Levels Below	3+ Levels Below
1st Grade	6 students	6 students	63 students	14 students	— students

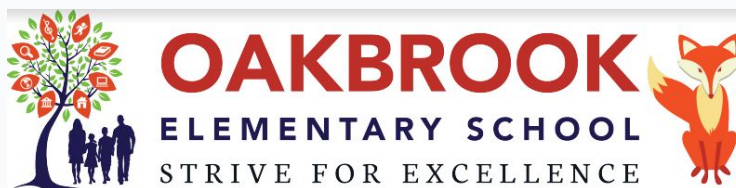
Number & Operations (NO)
Distribution



By June 2027, the 2nd Grade average in the area of Numbers and Operations will go up 1.25 based on the Numbers and Operations Relative Placement score on the iReady Inform Assessment.



Number & Operations (NO)
Distribution



Additional Goals

By June of 2027, Oakbrook students will have an overall average attendance rate of 93% or higher.

Metric	2023-2024	2024-2025	2025-2026	Goals for 2026-2027
Average Daily Attendance (ADA)	91.3%	91.8%	92.0%	93.0% or higher



Additional Goals

By June 2027, Oakbrook will have a behavior system in place focused on three key areas:



Tier 1 Commitments

Focusing on foundational school-wide expectations and core behavior standards for all students.



Proactive Approaches

Emphasizing preventative measures, positive reinforcement, and supportive intervention strategies.



Consistent Data

Establishing streamlined and unified ways to document behavior and collect meaningful data.



By May 2027, using the Spring 2026 to Spring 2027 NWEA MAP Growth Reading Test, at least 65% of students in 3rd-5th grade will meet their expected growth RIT score.

Reading Performance	3rd-5th Grade Students
% of students in 2025-2026:	63%
Goal for 2026-2027:	65%
% of students at least half of goal	TBD
% of students in 2026-27:	TBD
Made Goal?	TBD

Reading (English)
All Students



WESTVIEW
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By May 2027, using the Spring 2026 to Spring 2027 NWEA MAP *Spanish* Growth Reading Test, at least 70% of students in 3rd-5th grade will meet their expected growth RIT score.

Reading Performance	3rd-5th Grade Students
% of students in 2025-2026:	67%
Goal for 2026-2027:	70%
% of students at least half of goal	TBD
% of students in 2026-27:	TBD
Made Goal?	TBD

Reading (Spanish)
Dual Students



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By June 2027, using the Fall 2026 to Spring 2027 i-Ready Math Inform (Diagnostic), at least 75% of students in 3rd-5th grade will meet their expected growth scale score.

Math Performance	3rd-5th Grade Students
% of students in 2025-2026:	71%
Goal for 2026-2027:	75%
% of students at least half of goal	TBD
% of students in 2026-27:	TBD
Made Goal?	TBD

Math (English)
All Students



WESTVIEW
ELEMENTARY SCHOOL
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By May 2027, the School Culture at Westview Elementary School will be measurably enhanced through Student & Staff Support.

- ❖ By June 2027, Westview Elementary will reduce Behavior Logs by 10% compared to the 2025-26 baseline (165).
- ❖ By June 2027, Westview Elementary staff will integrate targeted SEL skills into all grade-level integrated units of study resulting in fully mapped units that include specific SEL strategies.
- ❖ By June 2027, 70% of instructional staff will participate in at least two non-evaluative "Learning Walks" (peer classroom observations) focused on high-leverage instructional strategies.

School Culture
All Students



WESTVIEW
ELEMENTARY SCHOOL
STRIVE FOR EXCELLENCE



By June 2027, Westview Elementary will reduce Behavior Logs by 10% compared to the 2025-26 baseline (165).

	2025-2026	Goal for 2026-2027	February	End of Year	Goal Met?
Behavior Logs	165	148 or less	TBD	TBD	TBD



Behavior
All Students



WESTVIEW
ELEMENTARY SCHOOL
STRIVE FOR EXCELLENCE



By June 2027, Westview Elementary staff will integrate targeted SEL skills into all grade-level integrated units of study resulting in fully mapped units that include specific SEL strategies.

	2025-2026	Goal for 2026-2027	February	End of Year	Goal Met?
Units 1-5	Variations	All Units Mapped	TBD	TBD	TBD



Social Emotional Learning
All Students



WESTVIEW
ELEMENTARY SCHOOL
STRIVE FOR EXCELLENCE



By June 2027, 70% of instructional staff will participate in at least two non-evaluative "Learning Walks" (peer classroom observations) focused on high-leverage instructional strategies.

	2025-2026	Goal for 2026-2027	February	End of Year	Goal Met?
Percentage of Staff to Participate in 2 or more Peer Observations	Variations	70%	TBD	TBD	TBD



PEER OBSERVATION
OF TEACHING

Peer Observation
All Staff



WESTVIEW
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Every teacher
needs to improve,
not because they
are not good
enough, but
because they can
be **EVEN BETTER.**
Dylan William

By May 2027, daily attendance will rise to 94.0%, and the percentage of students who are chronically absent will be 15% or less.

	2023-2024	2024-2025	2025-2026	Goals for 2026-2027
Average Daily Attendance (ADA)	93.5%	94.1%	93.5%	94.0% or more
Chronic Absent (10%) (18 school days or more missed)	22.4%	16.1%	17.2%	15% or less

Attendance
All Students



WESTVIEW
ELEMENTARY SCHOOL
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By May 2027, the Westview Beginning Band will retain 80% or more of the students who joined the band in August.

	2025-2026	August 2026	Goal for 2026-2027	February	End of Year	Goal Met?
Beginning Band	75%		80% or	TBD	TBD	TBD



Fine Arts
4th-5th Gr. Students



WESTVIEW
ELEMENTARY SCHOOL
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Westview Elementary School Additional Highlights



Collaborative conversations about math problem solving strategies.

Creating enthusiasm about independent reading options (exposure to many genres).



Performance tasks that require application of skills learned within integrated units.

By May 2027, using the Spring 2026 to Spring 2027 NWEA MAP Growth Reading Test, at least 66% of students in 6th-8th grade will meet their expected growth scale score.

Reading Performance	3rd-5th Grade Students
% of students in 2025-2026:	63%
Goal for 2026-2027:	66%
% of students at least half of goal	TBD
% of students in 2026-27:	TBD
Made Goal?	TBD

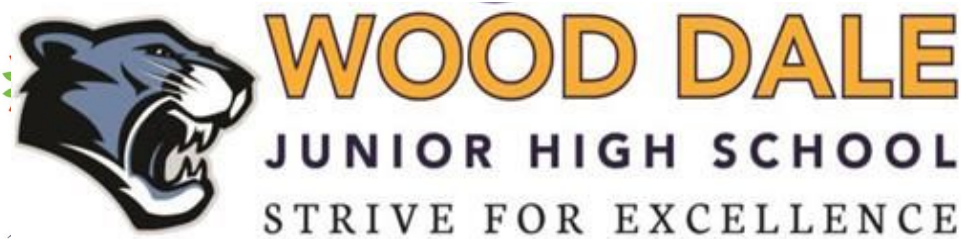
Reading (English)
All Students



By May 2027, using the Spring 2026 to Spring 2027 NWEA MAP Growth *Spanish* Reading Test, at least 60% of students in 6th-8th grade will meet their expected growth scale score.

Reading Performance	3rd-5th Grade Students
% of students in 2025-2026:	57%
Goal for 2026-2027:	60%
% of students at least half of goal	TBD
% of students in 2026-27:	TBD
Made Goal?	TBD

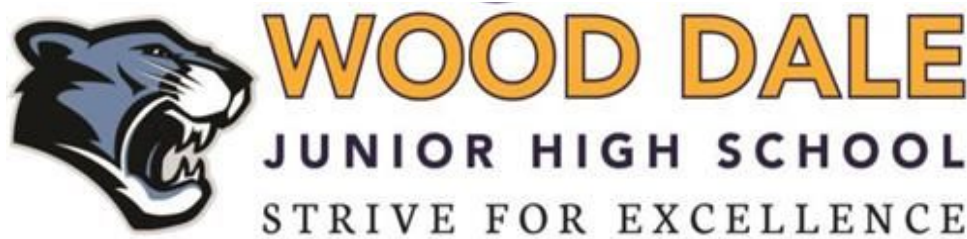
Reading (Spanish)
Dual Students



By May 2027, using the Fall 2026 to Spring 2027 I-Ready Inform (Diagnostic) Test, at least 64% of students in 6th-8th grade grade will meet their expected growth scale score.

Reading Performance	3rd-5th Grade Students
% of students in 2025-2026:	61%
Goal for 2026-2027:	64%
% of students at least half of goal	TBD
% of students in 2026-27:	TBD
Made Goal?	TBD

Math (English)
All Students



Student Attendance Goal: By May 2027, daily attendance will rise to 94.0%, and the percentage of students who are chronically absent will be 19.9% or less.

	2024-2025	2025-2026	Goals for 2026-2027
Average Daily Attendance (ADA)	92.1%	92.3%	94.0%
Chronic Absent (10%) (18 school days or more missed)	21.6%	22.2%	19.9%

Attendance
All Students



Student Participation Goal: By June 2027, using internal data, the percentage of students who participate in before- and/or after-school events during the 26-27 school year will be at least 80% of the overall student body.

- We will continue to highlight new events and publicize opportunities to be involved in upcoming school functions.
- We will keep an updated tally of student participation names and overall number of students
- We will celebrate those who to participate with trimester ending celebrations of our accomplishments
- We will actively recruit students who have not participated by reaching out to individuals in advisory class.



Transition Goal: By June 2027, implement a comprehensive system in 8th Grade to support students' transition to high school.

- We will invite current high school students to talk to current Wood Dale Junior High students about tips and strategies for a successful transition to high school.
- We will continue to have principal and assistant principal meetings with Fenton to ensure a smooth transition between schools.
- We will introduce grading in trimester 3 that mirrors Fenton grading to acclimate students to what they will be using in high school.
- We will have a series of meetings with Fenton so that teachers, social workers and SPED staff can cross-articulate for the benefit of our students.
- We will publicize Fenton events to give exposure to our students so that they feel confident on their first day of high school.



Questions or Comments?



ANY
QUESTIONS?



WOOD DALE
SCHOOL DISTRICT 7
STRIVE FOR EXCELLENCE

ANY
QUESTIONS?



8th Grade Dual Language Students' Proficiency

8th Grade	Monolingual English MAP Whole Grade Level	Dual Graduates English MAP 4 Years or More in Dual Language Program <i>17 students</i>	Dual Graduates Spanish MAP 4 Years or More in Dual Language Program <i>17 students</i>
Spring NORM	218- 50th percentile	218- 50th percentile	216- 50th percentile
Actual Spring Score	223.2- 62nd Percentile	224.5- 65th Percentile	220.6- 62nd Percentile

Wood Dale Junior High Additional Highlights

- ★ 100% of parents who responded stated they felt comfortable and welcome while coming to the Wood Dale Junior High.
- ★ 20 Students graduated from our Dual Language program and will continue Spanish in high school on the road to the Seal of Biliteracy.
- ★ Over 70% of students participated this school year in a before or after school activity.
- ★ According to the 5 Essentials Survey- 96% of all students feel comfortable with their teachers at the Wood Dale Junior High.



WOOD DALE
JUNIOR HIGH SCHOOL
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