



Rollins
Elementary
School

SCHOOL IMPROVEMENT PLAN



October 19, 2026



EAST AURORA SCHOOL DISTRICT 131

SIP TEAM

Stephanie Schmiesing, Principal

Alex Furr, Assistant Principal

Melissa Zulli, Math Intervention

Karina Hernandez, 5th Grade

Courtney Phelps, 1st Grade

Kelly Hastings, 2nd Grade

Rosalia Perez, 2nd Grade

Amber Gustilo, 3rd Grade

Emily Rezek, Speech Pathologist

Criss Hurtado, Social Worker



Rollins Elementary School

Our Mission:

Together, we grow through care, connection, and high expectations.

Our Vision:

At Rollins, we are a safe and caring community where every student and every staff member is supported, valued, and expected to grow. Through high-quality instruction, meaningful relationships, and a shared belief in the potential of all learners, we work together to ensure success for everyone.





OUR CURRENT REALITY



Academic Data	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math Proficiency IAR Spring 2026 Data	14%	4%	12.%	29%	13%	0%	0%	0%	13%	15%	13%
Math Growth IAR Spring 2026 Data	20%	5%	24%	NA	21%	0%	0%	0%	44%	19%	21%
iReady Math (K-8) Fall 2026 Data	56%	37%	51%	61%	55%	100%	NA	50%	NA	62%	51%
Literacy Proficiency (IAR) Spring 2026 Data	18%	4%	8%	43%	16%	0%	50%	0%	3%	14%	23%
Literacy Growth (IAR) Spring 2026 Data	36%	47%	33%	67%	35%	0%	0%	100%	38%	24%	47%
iReady Reading (K-8) Fall 2026 Data	42% E 41% S	36% E 23% S	33% E 43% S	62% E 15% S	41% E 42% S	100% E 33% S	NA	50% E 0% S	NA	44% E 1% S	42% E 41% S





OUR CURRENT REALITY

Culture Data	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Annual Daily Attendance (ADA) 25-26 Data	93%	93%	92%	95%	93%	97%	93%	98%	91%	93%	93%
Chronic Absenteeism 25-26 Data	20%	19%	21%	9%	21%	0%	0%	0%	30%	17%	23%
Consistent Attendance	93%	93%	96%	93%	93%	98%	93%	98%	92%	94%	93%
Referrals (%)	9%	21%	5%	14%	81%	2%	2%	0%	7%	81%	19%
School Belonging (Panorama)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



OUR FOCUS ON LITERACY:

SMART GOAL:

By the end of the 2026-2027 school year, Rollins 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.

Priority Teaching Practice:

We will implement structured academic discussions across all classrooms using collaborative structures to strengthen students' language precision, organized thinking, and writing.



Key Actions:

- Structured conversation supports and sentence stems along with other strategies reviewed
- Provide small group focused instruction on skill gaps
- Monitor trends for ELs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences remain responsive and aligned to student needs.
- Incorporate specific language objectives into lessons
- Review and reinforce use of collaborative structures as a means for generating deep discussion and communication of learning and as a means to develop language and writing skills across subject areas

OUR FOCUS ON NUMERACY:

SMART GOAL:

By the end of the 2026-2027 school year, Rollins 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.

Priority Teaching Practice:

We will implement structured academic discussions across all classrooms using collaborative structures to strengthen students' language precision, organized thinking, and writing.



Key Actions:

- Appropriate and consistent use of manipulatives with explicit instruction for beneficial use
- Structured conversation supports and sentence stems along with other strategies reviewed
- Provide small group focused instruction on skill gaps
- Monitor trends for ELs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences remain responsive and aligned to student needs.
- Incorporate specific language objectives into lessons
- Review and reinforce use of collaborative structures as a means for generating deep discussion and communication of learning and as a means to develop language and writing skills across subject areas

OUR FOCUS ON A CULTURE OF BELONGING:



SMART GOAL :

By the end of the 2026-2027 school year, 75% of students who do not demonstrate favorable perceptions of self-efficacy on the BOY Panorama survey will demonstrate favorable perceptions on the EOY Panorama survey as a result of structured SEL and behavioral discussions implemented by all staff.

Priority Teaching Practice:

We will implement structured SEL lessons and discussions across all settings using collaborative structures/discussion to strengthen students' self efficacy.



Key Actions:

- Engage students in both languages, recognizing that self-efficacy and other skills are valuable in both languages.
- Monitor trends for CWD/ELs and adjust instructional supports, WIN groupings, and intervention plans to ensure learning experiences remain inclusive, responsive, and supportive of student belonging and self-efficacy.
- All children will be included in gen ed classes for SEL, specials, and other opportunities in order to give them the same opportunities to develop self-efficacy as their peers.
- Focus rewards (brag tags, positive referrals, Cougar bucks) on behaviors that contribute to self-efficacy



OUR FOCUS ON FAMILY BELONGING:

SMART GOAL:

By the end of the 2026-2027 school year, 75% of students who do not demonstrate favorable perceptions of self-efficacy on the BOY Panorama survey will demonstrate favorable perceptions on the EOY Panorama survey as a result of structured SEL and behavioral discussions implemented by all staff.

Key Actions:

- Events to welcome families into school to share their experiences: career/job fair, family/holiday traditions--connects to students seeing opportunities and possibilities beyond what they know right now
- Create parent education workshops connected to building student capacity in: peer relationships, perseverance, grit, etc.
- Create meaningful connections with families at each event they participate in at school
- Broaden volunteer opportunities for parents to contribute to and connect with our school community
- Continue traditions such as Rollins Family picnic, Trunk or Treat & Dia del Nino activities run by parents



