Dieterich Elementary

SCHOOL IMPROVEMENT PLAN

November 16, 2026





EAST AURORA SCHOOL DISTRICT 131

SIP TEAM

- Dr. Lauren Holland, Principal
- Wilson Morales, Assistant Principal
- Carol Mertes, Instructional Coach
- Angela Meeks, Behaviorist
- Amanda Schoenfielder, Kinder Team Leader
- Jill Kocsis, First Grade Team Leader
- Gemma Alcalde, Second Grade Team Leader
- Lorey Lierman, Third Grade Team Leader
- Elizabeth Forgwe, Fourth Grade Team Leader
- Jane Cho, Fifth Grade Team Leader
- Elizabeth Schulz, Encore Team Leader
- Elias Linares, Special Education Teacher
- Yesli Franco, Social Worker

Our mission is to educate and empower all students to reach their full potential.

Our Vision is to develop confident and productive global citizens who are committed to improving their community, with a core mission to educate and empower all students to reach their full potential.



OUR CURRENT REALITY

Academic Data	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math Proficiency IAR	14%	2%	7%	30%	13%	20%	25%	N/A	16%	17%	10%
Math Growth IAR	54%	43%	49%	0%	4%	50%	0%	N/A	N/A	56%	52%
iReady Math (K-8)	4%	0%	3%	0%	33%	6%	0%	N/A	N/A	6%	2%
Literacy Proficiency (IAR)	19%	10%	7%	40%	18%	20%	25%	N/A	0%	20%	19.6%
Literacy Growth (IAR)	41%	39%	37%	60%	41%	0%	0%	N/A	0%	42%	41%
iReady Reading (K-8)	7% E 17% S	7% E 0% S	4% E 22% S	7% E 11% S	7% E 19% S	6% E 0% S	40% E 0% S	N/A	N/A	8% E 18% S	6% E 18% S

OUR CURRENT REALITY

Culture Data	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Annual Daily Attendance (ADA)	95%	94%	95%	92%	95%	93%	96%	NA	84%	95%	94%
Chronic Absenteeism	14%	15%	10%	28%	13%	31%	NA	NA	33%	13%	19%
Consistent Attendance	86%	85%	90%	72%	87%	69%	NA	NA	67%	87%	81%
Referrals (%)	3%	12%	2%	0%	82%	17%	0%	NA	0%	96%	4%
School Belonging (Panorama)	59%	61%	59%	67%	58%	69%	NA	NA	N/A	61%	56%

OUR FOCUS ON NUMERACY:

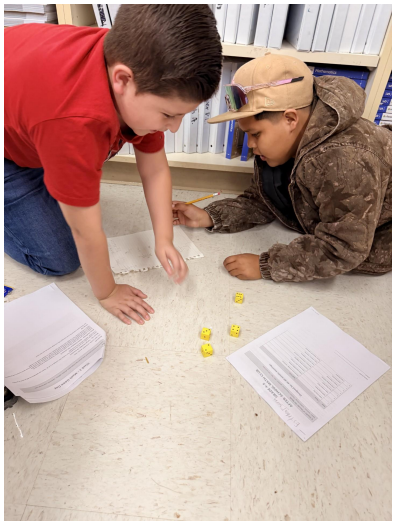
EAST AURORA SCHOOL DISTRICT 131

SMART GOAL:

By the end of the 2026-2027 school year, Dieterich 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 academic discussion protocols across all classrooms in order to strengthen student reasoning and academic language.



Key Actions:

- Professional development on Number Talks
- Professional development on discussion strategies
- Develop a scope and sequence of academic vocabulary
- Develop discussion protocols and structures
- Use of TPR & visuals
- Include scaffolds & supports for ELS & CWDs
- Review classroom resources from LAD
- Develop expectations for strategic partnering using data
- Establish & communicate expectations for Tier 1 literacy block

OUR FOCUS ON LITERACY:

EAST AURORA SCHOOL DISTRICT 131

SMART GOAL:

By the end of the 2026-2027 school year, Dieterich 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 academic discussion protocols across all classrooms in order to strengthen student reasoning and academic language.



Key Actions:

- Professional development on discussion strategies
- Develop a scope and sequence of academic vocabulary
- Develop discussion protocols and structures
- Use of TPR & visuals
- Include scaffolds & supports for ELS & CWDs
- Review classroom resources from LAD
- Develop expectations for strategic partnering using data
- Establish & communicate expectations for Tier 1 literacy block

OUR FOCUS ON A CULTURE OF BELONGING:

SMART GOAL:

By the end of the 2026-2027 school year, Dieterich Elementary School will increase the percentage of students' sense of belonging, as measured by Panorama.



Priority Teaching Practice:

Stakeholders will intentionally implement relationship-building strategies through SEL and PBIS to foster positive student-teacher and peer relationships.



Key Actions:

- Implement Relationship Mapping Activity from Making Caring Common Project
- Assign an Adult Advocate or "Anchor Adults" to check in with students without a known connection
- Staff members will lead students in school wide expectation rotations at the beginning of the year and after Winter break
- Staff will commit to giving out five Paws daily and one Class Paw weekly
- Apply restorative practices when addressing students' behavior
- Target chronically absent students with phone calls and home visits
- Monitor trends for ELs and CWDs and adjust instructional supports, WIN groupings and intervention plans to ensure learning experiences remain inclusive, responsive, and supportive of students belonging and self-efficacy

OUR FOCUS ON FAMILY BELONGING:

Key Actions:

- Informative meetings held throughout the school year.
- Increased parent/student events.
- Reaching out to parents by increasing communications by teachers and all staff members.
- Conducting home visits as needed when parents cannot attend school events or have issues with communication levels with school personnel.








THANK YOU