East Aurora School District 131 School Improvement Plan 2025-2026



School Name:	Mabel	O'Donnell Elementary	School	Principal Name:	Tonetta Davis		
Mission:	O'Donnell students, parents, st nurturing environment that pror expectations for all learners usi assessments that are reflective student success.	notes a culture of high a ng an engaging curricul	academic and social-emotional um and purposeful	Vision:	O'Donnell School encourages independent thinkers and problem solvers who are adaptable to an ever-changing world.		
			School Improvement	Team:			
Name:	Tonetta Davis	Name:	Jodi Eppenstein	Name:	Antonia Ochoa		
Role:	Principal	Role:	Pre-K Instructional Coad	ch Role:	Teacher		
Name:	Maritere Wise	Name:	Chris Hayes	Name:	Kate Herbert		
Role:	AP	Role:	Social Worker	Role:	Instructional Coach		
Name:	Paul Mutschler	Name:	Madeley Rubio	Name:			
Role:	AP	Role:	Parent Liason	Role:			
Name:	Kathleen Driessen	Name:	Darren McArdle	Name:			
Role:	Interventionist	Role:	Teacher	Role:			
Name:	Jennifer Schlaiss	Name:	Joyce Ladewig	Name:			
Role:	Teacher	Role:	Teacher	Role:			
Name:	Teresa Stellman	Name:	Sandra Vazquez	Name:			
Role: Teacher Role:			Teacher	Role:			

	School Designation and Priorities								
School Designation	School Designation Targeted Report Card Year: 23-24								
	Report Card general findings and focus areas:								

												l			
			Numero	ov Go	al 2 A at	tion Dla	n								
					oal & Act		<u> </u>								
					lumeracy SN										
PreK: By the end of the 2025–2026 s as measured by the Spring 2026 DRI				ents meeting	g or exceeding ag	je ievei expectat	ions in mathematic	s by 6% (no less	tnan 5%) across a	iii reportea group	os/demographics,				
ES/MS: By the end of the 2025-2026	school year, O'Donn	ell School will incre	ase the percentage of stu	udents meet	ting or exceeding	grade-level exp	ectations in mather	matics by 6% (no	less than 5%) acr	oss all reported		l			
groups/demographics, as measured to	by the Spring 2026 IIII	nois Assessment of	Readiness (IAR), compa	ared to Sprin	ng 2025 results.										
Specific:															
Measurable:															
Achievable:															
Relevant:												1			
Time-Bound:						• •									
	All Students	IEP		de Gurrei Black	nt Reality by	Subgroup:	T M	Asian	Newcomer	Males	Females				
Math MAP Baseline	25.08%	5.00%		8.21%	20.63%	46.15%	Two or More 57 14%	60 00%	20.00%	26.39%	23.84%				
Math Achievement (MAP)	19.66%	2.50%		3.08%	14.80%	38.46%	57.14%	60.00%	20.00%	20.83%	18.54%				
Math Growth (MAP)	56.47%	58.97%	52.76% 6	1.54%	53.05%	75.00%	60.00%	85.71%		57.46%	55.56%				
Math Proficiency (IAR/ACT) 2024	4.38%	0.00%	2.41%	0.00%	5.51%	0.00%	25.00%	0.00%	0.00%	4.94%	3.80%				
Math Growth (IAR/ACT) 2024															
Math Proficiency (IAR/ACT) 2025															
Math Growth (IAR/ACT) 2025 Math Grades Proficient or Higher															
iReady (K-8)	10.07%	5.41%	6.29% 2	1.62%	4.82%	28.57%	28.57%	44.44%	40.00%	12.33%	7.89%				
DRDP (PK) COG3	All Students	IEP		ear olds	4 year olds	Half Day	Full Day	Spanish Dominan	t English Dominant	Males	Females				
DRDP (PK) COGS	77.55%	70.00%	80.00% 10	00.00%	76.60%	n/a	77.55%	n/a	77.55%	68.97%	90.00%				
					aching Practi										
For this section identify 1-2 Priority Te															
O'Donnell Elementary will provide op know our students' misconceptions/er	portunities for engagin rrors, see lightbulb mo	ng all students in lea oments, understand	rning. This practice was curriculum, demonstrate	selected to	build school capa assessments, id	acity for staff to p lentify and share	provide opportunitie successful engage	s for engaging a ement strategies	Il students in learni be stakeholders.	ing. Leaders and focus on planning	d teachers will a. This will lead				
students to show growth on assessm	ents, focus on learning	g, develop intrinsic	motivation to learn, devel	elop growth n	mindset.	,	3.3								
				Actio	n Planning										
Action Steps & subtasks (inser needed, related to monitoring data order		Dates to be Implemented	Artifacts to show this in progress?	action is	How frequently team me	y does the SIP onitor?	Who is resp implement a	ponsible to and monitor?	Cost & Funding Source	Was the com	action step pleted?				
Practice 3.2 Provide Rigorous Evid	ence-Based											I			
3.2.71 Build ongoing and interactive j	ob-embeded														
professional learning															
3.2.71 regularly engage in the use of instructional practices															
Develop & administer a needs assess engagement in small group	sment survey on														
Calendar listing out actions steps/time reference	eline for all staff to	August 2025	Google Form		August & Januar	v	Implement: Admi Monitor: SLT/ILT.								
Develop guidelines for CFA administr			Google Form		August & Januar	y	Monitor: SLT/ILT	/Admin							
rigor, and fidelity		August 2025	Calendar		August & Januar	y	Monitor: SLT/ILT/ Implement: SLT Monitor: ILT/Adm	/Admin							
		August 2025	Calendar PowerPoint/11x17 flier			y	Monitor: SLT/ILT	/Admin							
		August 2025 Insitute August	Calendar PowerPoint/11x17 flier Schedules due 9/5, beg	g. 9/8,	Monthly	y	Monitor: SLT/ILT. Implement: SLT Monitor: ILT/Adm Implement: SLT Monitor: SLT	/Admin							
Small group at least 2 days a week		August 2025 Insitute August FM 8/25, PLC 8/26	Calendar PowerPoint/11x17 flier	g. 9/8, ghs, PLC	Monthly	у	Monitor: SLT/ILT. Implement: SLT Monitor: ILT/Adm Implement: SLT Monitor: SLT Implement: Teac Monitor: SLT/ILT.	Admin nin chers /Admin							
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	Instruction- G	uidina F	Principle	Educati	onal Equ	itv and	Student	Achieve	ment							
			-		-	•										
					& Action											
					eracy SMART											
PreK: By the end of the 2025–2026 sci by the Spring 2026 DRDP results, com	nool year, O'Donnell School will pared to Spring 2025 results.	l increase the per	centage of student	ts meeting or exc	eeding age level ex	pectations in lit	eracy by 6% (no le:	ss than 5%) acros	ss all reported grou	ps/demographic	s, as measured					
ES/MS: By the end of the 2025–2026 s measured by the Spring 2026 Illinois A	chool year O'Donnell School	will increase the p	percentage of stud- ring 2025 results.	ents meeting or e	xceeding grade-lev	vel expectations	in literacy by 6% (no less than 5%)	across all reported	groups/demogra	aphics, as					
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Specific:																
Measurable:																
Achievable: Relevant:																
Time-Bound:																
			Schoolw	vide Current	Reality by Sul	baroup:										
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females					
Literacy MAP Baseline	22.37%	15.00%	12.14%	33.33%	16.59%	61.54%	57.14%	30.00%	20.00%	19.44%	25.17%					
Literacy Achievement (MAP)	16.61%	10.00%	6.36%	30.77%	10.76%	53.85%	42.86%	20.00%	0.00%	5.60%	4.44%					
Literacy Growth (MAP)	39.15% 11.39%	38.46% 0.00%	32.93% 15.28%	41.03% 3.57%	38.32% 14.29%	38.46% 0.00%	40.00%	50.00%	n/a 0.00%	13.19% 9.65%	19.87% 13.01%					
Spanish Literacy Achievement (MAP) Spanish Literacy Growth (MAP)	34.80%	34.78%	40.58%	28.57%	37.85%	20.00%	0.00%	20.00%	n/a	29.25%	39.67%					
Lit Proficency (IAR/ACT) 2024	0.00%	0.00%	0.00%		0.00%	0.00%				0.00%						
Literacy Growth (IAR/ACT) 2024																
Lit Proficiency (IAR/ACT) 2025																
Lit Growth (IAR/ACT) 2025 Literacy Grades Profient or Higher																
ACCESS 2024	5.91%	3.23%	5.91%	16.67%	6.02%	0.00%	n/a	0.00%	0.00%	0.00%	0.00%					
ACCESS 2025																
DRDP (PK) LLD10	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females					
Dital (Fit) 22510	72.55%	70.00%	73.53%	100.00%	71.43%	n/a	72.55%	100.00%	72.00%	74.07%	70.83%					
				•	ning Practices											
For this section identify 1-2 Priority Tea O'Donnell Elementary will provide opport																
students' misconceptions/errors, see li	htbulb moments, understand o	curriculum, demor	nstrate growth with	assessments, id	entify and share su	ccessful engage	ement strategies, b	e stakeholders, fo	ocus on planning.	his will lead stud	dents to show					
growth on assessments, focus on learn	ing, develop intrinsic motivation	n to learn, develo	p growth mindset.													
				Action I	Planning											
Action Steps & subtasks (insert more	rows as needed, related to	Dates to be	Artifacts to show	v this action is in	How frequently	does the SIP	Who is responsi	ble to implement								
monitoring data/ PD- in	sequential order	Implemented	progr		team mo	onitor?			Cost & Funding	14/ 444:						
Practice 3.2 Provide Rigorous Evide 3.2.71 Build ongoing and interactive jo				1633:	tournin		and m	onitor?	Cost & Funding Source	Was the action	step completed?					
learning				1633:	todiiiii		and m	ionitor?	Cost & Funding Source	Was the action	step completed?					
3.2.71 regularly engage in the use of e				1633:	ican m		and m	onitor?	Cost & Funding Source	Was the action	step completed?					
Develop & administer a needs assessr small group	nent survey on engagement in			1633:	Can			ionitor?	Cost & Funding Source	Was the action	step completed?					
		August 2025	Google Form	1000:			Implement: Adm	nin	Cost & Funding Source	Was the action	step completed?					
Calendar listing out actions steps/timel		August 2025	Google Form	1033:	August & January		Implement: Adm Monitor: SLT/ILT Implement: SLT	nin //Admin	Cost & Funding Source	Was the action	step completed?					
fidelity guidelines for CFA administra		August 2025 August 2025	Google Form Calendar	1030:			Implement: Adm Monitor: SLT/ILT Implement: SLT Monitor: ILT/Adn	nin /Admin	Cost & Funding Source	Was the action	step completed?					
	ne for all staff to reference ion expectations, rigor, and		Calendar PowerPoint/11x1	17 flier	August & January		Implement: Adm Monitor: SLT/ILT Implement: SLT	nin /Admin	Cost & Funding Source	Was the action	step completed?					
Small group reading 5 days a week		August 2025 Insitute August	Calendar PowerPoint/11x1 Schedules due 9	17 flier 9/5, beg. 9/8,	August & January		Implement: Adm Monitor: SLT/ILT Implement: SLT Monitor: ILT/Adn Implement: SLT Monitor: SLT	nin //Admin	Cost & Funding Source	Was the action	step completed?					
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Culture- Gui	_	-										
ie 2026,	School	will fost	ter a cultu					of all stu	dents as	measur	red by	<u>i </u>
					e for Belongii							
reK: By June 2026, O'Donnell Se												
ES/MS/HS: By June 2026, O'Don reporting guidelines.	eli School Will fos	ter a culture for t	lelonging that fewe	er than 25% of a	ii students are ider	ntified as Chronic	ally Absent as mea	asured by end or	tne year attendan	ce records in aligi	nment with state	i
ES/MS/HS: By June 2026, O'Don	ell School will fos	ter a culture for b	elonging with a dec	crease of 5% fro	m 382 in Office Di	scipline Referrals	as measured by	end of the year O	DR data.			
Specific: Measurable:												
chievable:												i
televant:												
ime-Bound:												
			Sc	choolwide C	urrent Reality	by Subgro	ıp:					
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females	
ADA GenEd	90.55%	87.31% 91.64%	90.66%	89.26% 91.74%	90.81%	88.13% 91.17%	96.93% 96.93%	89.66% 89.66%	88.39% 88.39%	89.23% 90.02%	91.90%	
D-Sped	76.99%	76.99%	45.65%	78.50%	82.89%	45.65%	n/a	n/a	n/a	75.80%	79.66%	
Chronic Absenteeism	36.36%	40.91%	37.02%	35.42%	36.32%	40.00%	0.00%	54.55%	50.00%	44.10%	28.03%	
GenEd	35.08%	32.26%	36.67%	30.77%	35.93%	35.71%	0.00%	54.55%	50.00%	42.11%	28.10%	
D-Speci	61.54% 24.84%	61.54% 56.82%	100.00%	55.56% 54.17%	66.67% 18.38%	100.00% 40.00%	n/a 42.86%	n/a 9.09%	n/a 0.00%	77.78% 32.92%	25.00% 16.56%	
Referrals GenEd	24.84%	38.71%	14.36%	43.59%	17.32%	40.00% 35.71%	42.86%	9.09%	0.00%	32.92% 28.95%	14.38%	
D-Sped	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	n/a	n/a	n/a	100.00%	100.00%	
OSS Incidents	5.66%	25.00%	1.10%	18.75%	2.99%	6.67%	14.29%	0.00%	0.00%	9.94%	1.27%	
GenEd	2.30%	0.00%	0.56%	2.56%	2.16%	0.00%	14.29%	0.00%	0.00%	4.61%	0.00%	
D-Speci ISI Incidents	84.62% 1.57%	84.62% 4.55%	100.00%	88.89% 0.00%	66.67% 1.71%	100.00%	n/a 0.00%	n/a 0.00%	n/a 0.00%	100.00% 3.11%	50.00%	
GenEd	1.31%	3.23%	1.10%	0.00%	1.71%	7.14%	0.00%	0.00%	0.00%	2.63%	0.00%	
D-Sped	7.69%	7.69%	0.00%	0.00%	33.33%	0.00%	n/a	n/a	n/a	11.11%	0.00%	
Graduation Rate (HS)	n/a	n/a	n/a	n/a								
FoT (HS)	n/a	n/a	n/a	n/a								
union Voar Overell Is	(omontPatin-	Ambitia	Instruction:		sentials Snap ve Teachers:		e Leaders:	Cups anti-	Envirorment	Januari	d Families:	
Survey Year Overall Impro 2025 Not Yet O			eak		ve leachers: eak		e Leaders: 'eak		Environment: utral		leak	
	. garnzou	•		•••	TPOT (PreK)			Ne		**		
						Social Skills	12: Interve	entions for				
	4. Dramati-											
Data Period Overall	4: Promoting Engag		7: Teaching Expect		and Em	notional	Children wit	h Persistent	1: Schedu	iles, Routines, ai	nd Activities	ļ
	Engag			ations	and En Compe		Children wit Challengin		1: Schedu	lles, Routines, an	nd Activities	
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invite/ connect community partners to present, volunteer, and attend school events (SASS, APD, Calvary Church, EAHS)	August	Visitor sign-in/SLT agenda	Ongoing	Implement: Monitor:
Student Council-plan events	October	Minutes	Monthly begining in October	Implement: Admin Monitor: Admin
Culturally responsive practices	October	PowerPoint, Holidays around the world, identity board, books, talent show, staff food, door decor	Quarterly	Implement: SW/Admin Monitor: Admin
Quarterly Behavior Incentives	October		Quarterly	Implement: PBIS Team Monitor: SLT
Grade Level Family Day Events (at least one)	January		Annual	Implement: PLC Monitor: Admin
PreK Action Plan				
Provide feedback on preschool daily schedule. Based on TPOT guidelines	September	Feedback template	Once	Implement: Admin Monitor: SLT/ILT/Admin
Monitor implementation using the NCPMI Checklist: Preparing for the Pyramid	Ongoing	Preparing for the Pyramid: Classroom Essentials	Quarterly	Implement: Admin Monitor: Admin

		45 Day Review- Mid October					45 Day Review- Mid December/January					45	Day Review- Start of	March		45 Day Review- Mid May			
	MAP Math	Achievement	iReady Math		Math Grades Prof. or Higher	MAP Math A		iReady Math Proficiency		Prof. or Higher	MAP Math A		iReady Math Proficiency		Prof. or Higher	MAP Math Achievement			s Prof. or Higher
	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	1	Grade		Grade	Grade		Grade	Grade		Grade		Grade	Grade		Grade	Grade	Grade	
	Grade		Grade		Grade	Grade		Grade	Grade		Grade		Grade	Grade		Grade	Grade	Grade	
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	Grade		Vasquez			Grade		Vasquez			Grade		Vasquez			Grade	Vasquez		
	Grade		Jackson			Grade		Jackson			Grade		Jackson			Grade	Jackson		
	Grade		Litvin			Grade		Litvin			Grade		Litvin			Grade	Litvin		
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Literacy Goal	Grade		Grade		Alvarez	Grade		Grade	Alvarez		Grade		Grade	Alvarez		Grade	Grade	Alvarez	
	Grade		Grade		Vasquez	Grade		Grade	Vasquez		Grade		Grade	Vasquez		Grade	Grade	Vasquez	
	Grade		Grade		Jackson	Grade		Grade	Jackson		Grade		Grade	Jackson		Grade	Grade	Jackson	
	Grade		Grade		Litvin	Grade		Grade	Litvin		Grade		Grade	Litvin		Grade	Grade	Litvin	
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Culture & Belonging Goal	Grade					Grade					Grade					Grade			
Goal	Grade Grade					Grade Grade					Grade					Grade Grade			
	Grade					Grade					Grade Grade					Grade			
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Assessment	Reporting Format
Literacy/Math MAP Baseline	Percentage Meeting/Exceeding Reading Norms
Literacy/Math Achievement (MAP)	Percentage of students scoring at or above the 41st percentile (average)
Literacy/Math Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Winter)
Spanish Literacy Achievement (MAP)	Percentage of students scoring at or above the 41st percentile (average)
Spanish Literacy Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Winter)
Literacy/Math Proficency (IAR/ACT) 2024	Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT
Literacy/Math Growth (IAR/ACT) 2024	Percentage of students who improved at least one performance level from Spring 23 to Spring 24
Literacy/Math Proficiency (IAR/ACT) 2025	Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT
Literacy/Math Growth (IAR/ACT) 2025	Percentage of students who improved at least one performance level from Spring 24 to Spring 25
Literacy/Math Grades Profient or Higher	Percentage of students earning a grade of "Proficient" or higher in their ELA or math course grades
iReady (K-8)	Percentage of students scoring on or above grade level on iReady Math
ACCESS 2024	Percentage of EL scoring 4.8 or higher (proficient) 2024
ACCESS 2025	Percentage of EL scoring 4.8 or higher (proficient) 2025
DRDP (PK)	Percentage of students scoring at or above the benchmark
Additional Measures	Reporting Format
ADA	Average daily attendance (ADA) percentages
ADA	Average daily attendance (ADA) percentages
ADA Chronic Absenteeism	Average daily attendance (ADA) percentages Percentage of students chronically absent
ADA Chronic Absenteeism Behavior Referrals	Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension	Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention	Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI)
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT	Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects)
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT Abbreviations	Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 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
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT Abbreviations MAP	Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects)
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT Abbreviations	Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 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
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT Abbreviations MAP	Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 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 Measures Of Academic Progress (NWEA Assessment)

DRDP	Desired Results Developmental Profile
ADA	Average Daily Attendance
oss	Out of School Suspension
ISI	In School Intervention
FoT	Freshmen on Track