

East Aurora School District 131 School Improvement Plan 2025-2026



EAST AURORA DISTRICT 131

School Name:	Rollins Elementary School	Principal Name:	Stephanie Schmiesing
Mission:	<i>Together, we grow through care, connection, and high expectations.</i>	Vision:	<i>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.</i>

School Improvement Team:

Name:	Stephanie Schmiesing	Name:	Kelly Hastings	Name:	
Role:	Principal	Role:	Second Grade	Role:	
Name:	Alex Furr	Name:	Jamie Yarbrough	Name:	
Role:	Assistant Principal	Role:	Fifth Grade	Role:	
Name:	Melissa Zulli	Name:	Karina Hernandez	Name:	
Role:	Math Interventionist	Role:	Fifth Grade	Role:	
Name:	Amber Gustilo	Name:		Name:	
Role:	Instructional Coach	Role:		Role:	
Name:	Jessica Zaca	Name:		Name:	
Role:	Kindergarten	Role:		Role:	
Name:	Courtney Phelps	Name:		Name:	
Role:	First Grade	Role:		Role:	

School Designation and Priorities

School Designation	Comprehensive	Report Card Year:	
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Report Card general findings and focus areas:

Rollins needs targeted supports for our CWD and EL students across all 3 focus areas, while maintaining a "growth and connection for ALL" mindset.

Instruction- Guiding Principle Educational Equity and Student Achievement

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

By the end of the 2025–2026 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 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Specific:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	22.37%	21.95%	20.12%	16.67%	21.59%	33.33%	57.14%	0.00%	16.67%	26.29%	18.30%
Math Achievement (MAP)	16.89%	12.20%	14.24%	16.67%	16.13%	33.33%	28.57%	0.00%	16.67%	19.40%	14.29%
Math Growth (MAP)	56.45%	62.50%	55.19%	53.33%	56.70%	33.33%	71.43%	50.00%	55.56%	59.09%	53.74%
Math Proficiency (IAR/ACT) 2024	2.80%	0.00%	2.05%	0.00%	2.81%	16.67%	12.50%	0.00%	0.00%	4.63%	0.94%
Math Growth (IAR/ACT) 2024	38%										
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	13.13%	14.63%	12.05%	12.12%	12.96%	50.00%	0.00%	0.00%	11.76%	15.88%	10.27%

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.

We want to build school capacity for engaging students in learning through the use of collaborative structures (3c) and effective questioning (3b). Implementing Collaborative Learning Structures and Effective Questioning together is a high-leverage, research-based strategy to improve student engagement, critical thinking, and academic language and oracy as well as social skills and a sense of community and ownership of learning. When well-implemented, these practices shift the cognitive load to students, create more inclusive classrooms, and foster a stronger sense of belonging and promote academic growth.

Action Planning-DRAFT (Team re-meets 8/12 & 8/14)

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?
Foundation/Groundwork	August - September 2025					
Introduce SIP numeracy goal, priority practices (3c and 3b), and grade-level non-negotiables	August	Staff PD agenda, presentation slides	Once (BOY)	Admin	\$0	
<i>Q: Who will create a document of grade-level non-negotiables? For students who are below grade-level, what does that look like?</i>	August	Math Non-Negotiables * Create math skills progress monitoring tools.	Monthly	All Staff	\$0	
Establish and communicate expectations for Tier 1 math block structure across grades	August	Grade-level math block expectations, walkthrough data	Once (BOY)	SLT, ILT	\$0	
<i>Q: What are the expectations for Tier 1 math block structure? What does small group centers look like?</i>	August	Expectations for Tier 1 Math Block Structure	Bi-weekly September-October	SLT,ILT	\$0	
Implementation & Monitoring						

PD Series on Collaborative Learning & Effective Questioning - Scaffolds for EL (WIDA Can-Do) - Planning for differentiation, accommodations, and modifications	September-May	PD agendas, staff reflections, shared resources	Monthly	ILT		
Q: How are we going to balance PD opportunities across content areas?	September-May	Tool Kit of Suggestions for differentiation, accommodations, and modifications	Monthly	ILT		
Q: What PD will be offered to support teachers teaching Spanish Language Learners?	September-May	PD agendas, staff reflections, shared resources	Monthly	ILT		
Observation and Feedback - ILT Learning Walks - Peer observations using VITAL Protocol	September-May	Learning walk forms, trend data, debrief notes	Monthly	Teachers, ILT		
Q: How does Vital tie in to the collaborative learning and effective questioning goal?						
Target non-negotiables during WIN block	September-May	WIN plans, student data, MTSS interventions/notes, learning walk data and notes	Monthly	Teachers, MTSS Team, ILT	\$0	
Q: How will non-negotiables be monitored during WIN block?	September-May	Progress Monitoring Tracker				
Q: How are teachers going to be held accountable for monitoring these non-negotiables?						
Teacher-led WIN planning - Include scaffolds and access supports for EL/CWD	September-May	WIN plans, student data, MTSS interventions/notes	Monthly	Teachers, MTSS Team, ILT		
Next Steps: What are the next steps for students who are not making progress during WIN?						
PLC Coaching Cycles that align with SIP focus	September-May	Coaching logs and forms, PLC notes	Monthly	Teachers, IC	\$0	
During every PLC, 10 minutes will be set aside for coaching cycles that support effective questioning and collaborative structures. Each team will select the element of our SIP goal they would like to focus on.		Suggestions Banks		Instructional Coach / Teachers	\$0	
Adjust instructional support, WIN groupings, professional learning topics/tasks based on outcome trends (especially for EL and CWD)		Updated WIN plans, professional learning plans, subgroup data	Biweekly	MTSS Team, IC, SLT	\$0	
SIP progress-monitoring - Analyze trends disaggregated by EL/CWD - Formative data and subgroup trends (iReady/MAP/ math intervention)	September-May	SLT meeting notes, student data, student work samples	Monthly	SLT	\$0	
Q: When monitoring our SIP, what's the most relevant data or evidence to review?						
Reflection, Adjustment & Continued Implementation						
Re-administer math screener (MAP/iReady Diagnostic) to measure impact of WIN and Tier 1 instruction	12/8-12/19, 4/27-5/8 (iReady Diagnostic) 1/5-1/16, 5/4-5/15 (MAP)	MAP/iReady data reports by subgroup and grade	Once per assessment date range	SLT, MTSS Team	\$0	
We need clear criteria to measure the impact of MAP and i-Ready.						
SIP reflection session to analyze implementation evidence and math outcomes	January/May	SIP notes, grade level data, teacher feedback, learning walk notes	MOY/EOY	SLT	\$0	
Analyze instructional support, WIN groupings, professional learning topics/tasks based on outcome trends (especially for EL and CWD)		Updated WIN plans, professional learning plans, subgroup data	Twice (winter/spring)	MTSS Team, IC, SLT	\$0	

Share progress with staff and celebrate growth - Identify elements to carry forward into 2026-27 planning	May	Presentation slides, celebration photos or documents, teacher feedback	Once (EOY)	ILT, SLT	\$0	
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Instruction- Guiding Principle Educational Equity and Student Achievement

Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

By the end of the 2025–2026 school year, Rollins Elementary School will increase the percentage of students meeting or exceeding grade-level expectations in literacy by 6% across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Specific:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline	16.85%	10.26%	8.46%	25.71%	14.79%	33.30%	57.14%	0.00%	0.00%	13.91%	19.91%
Literacy Achievement (MAP)	10.20%	7.69%	4.70%	17.14%	9.02%	33.33%	28.57%	0.00%	0.00%	10.00%	10.41%
Literacy Growth (MAP)	33.72%	44.74%	31.70%	41.38%	31.95%	66.67%	85.71%	50.00%	12.50%	35.62%	31.75%
Spanish Literacy Achievement (MAP)	14.29%	14.71%	18.61%	0.00%	15.74%	0.00%	0.00%	0.00%	40.00%	13.33%	15.26%
Spanish Literacy Growth (MAP)	37.05%	40.63%	42.97%	16.00%	39.20%	0.00%	0.00%	50.00%	71.43%	40.88%	33.15%
Lit Proficiency (IAR/ACT) 2024	4.19%	0.00%	0.68%	0.00%	3.91%	33.33%	0.00%	0.00%	0.00%	3.67%	4.72%
Literacy Growth (IAR/ACT) 2024	39.60%										
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Proficient or Higher											
ACCESS 2024	4.52%	4.65%	4.52%	20.00%	4.31%				0.00%	3.30%	6.00%
ACCESS 2025											

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.

We want to build school capacity for engaging students in learning through the use of collaborative structures (3c) and effective questioning (3b). Implementing Collaborative Learning Structures and Effective Questioning together is a high-leverage, research-based strategy to improve student engagement, critical thinking, and academic language and oracy as well as social skills and a sense of community and ownership of learning. When well-implemented, these practices shift the cognitive load to students, create more inclusive classrooms, and foster a stronger sense of belonging and promote academic growth.

Action Planning-DRAFT (Team re-meets 8/12 & 8/14)

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?
Foundation/Groundwork	August - September 2025					
Introduce SIP literacy goal, priority practices (3c and 3b), and grade-level non-negotiables	August	Staff PD agenda, presentation slides	Once (BOY)	Admin	\$0	
Establish and communicate expectations for Tier 1 literacy block structure across grades	August	Grade-level literacy block expectations, walkthrough data Expectations: complete HMH tasks, Amira, small groups Walkthrough Data: Start in September (HMH will start then)	Once (BOY)	SLT, ILT	\$0	
Implementation & Monitoring						

PD Series on Collaborative Learning & Effective Questioning - Scaffolds for EL (WIDA Can-Do) - Planning for differentiation, accommodations, and modifications	September-May	PD agendas, staff reflections, shared resources Google Form: Staff reflections on PD Google Folder: Shared for resources for ongoing resources (needs to be made & shared)	Monthly	ILT		
Observation and Feedback - ILT Learning Walks (do not do own grade level - see note all the way to right) - Peer observations using VITAL Protocol (to be done within PLCs with team members IF time allows)	September-May	Learning walk forms, trend data, debrief notes anonymous data walk form to be used in ILT meetings to look back at SMART goal & guide PD	Monthly	Teachers, ILT		
Target non-negotiables during WIN block Hastings will make these into a document that looks like Zulli/Hernandez & where we put this...	September-May	WIN plans, student data, MTSS interventions/notes, learning walk data and notes Kinder Non-negotiables: 1. Identify and produce letter names and sounds (uppercase and lowercase) RF.K.1.D 2. Blend and read CVC words (e. g., cat, hat, bug) RF.K.2.D 3. Understand that words are separated by spaces in print. RF. K.1.C 1st Grade Non-negotiables: 1. Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3.C 2. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1.A 2nd Grade Non-negotiables: 3rd Grade Non-negotiables: 4th Grade Non-negotiables: 5th Grade Non-negotiables:	Monthly (could be quarterly with check-ins weekly)	Teachers, MTSS Team, ILT	\$0	
Teacher-led WIN planning - Include scaffolds and access supports for EL/CWD	September-May	WIN plans, student data, MTSS interventions/notes Non-negotiables: *Everyone pours into that grade level at assigned time. *Flex groupings needs to be determined between grade level (EX: TW Literacy ThF Math M Progress Monitoring). *Enter progress monitoring data *Kids are seen everyday by interventionists during WIN time. *Instead of Learning Walks, just be real with team/all teachers involved - not a tattle - but holding one another accountable	Monthly	Teachers, MTSS Team, ILT		
PLC Coaching Cycles that align with SIP focus	September-May	Coaching logs and forms, PLC notes Teachers complete Needs Assessment Encourage teams to work collaboratively with Coach	Monthly	Teachers, IC	\$0	
SIP progress-monitoring - Analyze trends disaggregated by EL/CWD - Formative data and subgroup trends (HMH/MAP/Reading Intervention)	September-May	SLT meeting notes, student data, student work samples Use student data from VITAL protocol & CFAs	Monthly	SLT	\$0	

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement

Culture for Belonging & Action Plan

Annual Culture for Belonging SMART Goal

By June 2026, Rollins Elementary School will foster a culture for belonging so that 100% of all students will be intentionally connected to a trusted adult through a documented check in system with targeted follow-up plans for students flagged for chronic absenteeism (10+ days), repeated behavior concerns (3+ referrals) or SEL concerns (anecdotal teacher data) as measured by a 10% decrease in chronic absenteeism and behavior referrals among ELs and CWDs as a result of increased student-staff connections.

Specific: Focuses on intentional connections, using trusted adult relationships as the intervention and focused on high-need populations

Measurable: Tracks connection (check-in system), absenteeism, and behavior trends.

Achievable: Starts with what's in the school's control—relationships and systems for follow-up and supported by research

Relevant: Tied directly to the root issue: students potentially not feeling safe, seen, connected or valued.

Time-Bound: Deadline of June 2026 gives time to build systems and evaluate impact.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA	93%	92.88%	92.24%	91.11%	92.30%	96.11%				92.31%	92.27%
Chronic Absenteeism	27%	25.64%	26.99%	2.82%	23.14%				14.39%	13.68%	12.88%
Referrals	103	30	64	4	90						
OSS Incidents	5	3	2		5				0	5	0
ISI Incidents											

5Essentials Snapshot:

Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
2025	Partially Organized	Neutral	Neutral	Neutral	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.

Build school capacity for building meaningful connections with students in order to meet their needs. Student outcomes are low, and academic interventions alone won't be enough unless students feel safe, valued, and seen. Chronic absenteeism (especially among ELs and CWDs) and behavior issues may signal that some students don't feel like they matter or belong. Belonging is directly tied to key school improvement levers: attendance, engagement, SEL, and academic achievement. This goal is about making sure every child is consistently and intentionally known, supported, and cared for.

Action Planning-DRAFT (Team re-meets 8/12 & 8/14)

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?
Foundation/Groundwork for Connection	August - September 2025					
-Conduct a student belonging/self-report survey or screener	Early Sept	Need to design student friendly survey to administer as a pre and post intervention tracker Create a teacher/student interview to screen, lives in the Teacher Student Interview folder	Baseline data done by 9/15 BOY/EOY	Tier 1 Team - Gustilo, Beltran, Phelps, Lopez, Espejel, Social Worker	\$0	

-Match every student to a trusted adult for intentional relationship-building	Tier 1 Team & Teachers at Sept Fac Mtg	Connections chart like last year? Something digital? Add a question on the interview to ensure each student has a trusted adult in the building, lives in Teacher Student Interview folder	3 times a year BOY/MOY/EOY	Tier 1 Team	\$0	
-Train staff on building meaningful connections and using check-ins intentionally	Aug PD and monthly follow up at fac mtgs	Agendas from meetings, links to resources shared create a check-in folder that includes a calendar in google slides for each teacher to add the student they will focus on each week, lives in Check in Calendar folder	Monthly	Social Worker - train staff and offer suggestions Tier 1 Team will monitor calendars and check in with staff when we notice it isn't complete	\$0	
-Establish "Student Connection Team"	August	Google form for volunteers for the team Duties may include: Connect with late students, mentor students without a trusted adult	Google form completed by 8/29- Team created by 9/5	Tier 1 Team	\$0	
Implementation & Monitoring	October 2025 - May 2026					
-Daily check-ins with parents of late students (parent liaison makes a connection with the parents as they sign student in late)	Starting Aug 20	Use current tardy/late pick up log document	Weekly	Parent Liaison- Adriana Rivera Tier 1 Team will monitor logs		
-Begin bi-weekly adult check-ins with assigned students	Starting Oct 1	Universal check in doc needs to be created, lives in Rollins 25-26 folder	At SLT Meetings Monthly	Student Connection Team member/Social Worker		
-Monitor attendance and behavior biweekly— identify students with 10+ absences (or those on track to reach 10) or 3+ referrals	Starting Sep 15	Create flow chart for attendance and behavior response to go alongside existing behavior flow chart create an attendance tracking spreadsheet, lives in Rollin 25-26 folder	Bi-Weekly	Tier 1 Team and Tier 2 Team		
-Ensure daily use of Second Step SEL Curriculum (make sure new teachers can log in/have a kit, administer summative assessment in August and May)		Create Second Step tracking document , lives in Rollins 25-26 folder	2 times a year	Tier 1 Team		
-Provide Tier 2 SEL supports (check-in/check-out, small group)	Ongoing as identified	Documentation of groups and interventions	At SLT Meetings Monthly	Tier 2 Team		
-On-Going staff training: Host a mid-year staff reflection: How do we know students feel seen? Ask teachers what is working and feedback	January PD or Fac Mtg	Agenda from meeting, links to resources shared, create reflection form	Once a year - January	Tier 1 Team SIP Team		
Reflection, Adjustment & Continued Implementation	March - May 2026					
-Re-administer belonging survey and compare to fall baseline to identify areas of growth and ongoing need	March					
-Analyze end-of-year attendance & behavior data (focus on ELs & CWDs)	May					
-Gather staff and student feedback on relationship-building efforts	May	Create informal tool for qualitative data collection				
-Celebrate staff and students who made meaningful connection impact or showed improvement in attendance or behavior	May					

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 Proficiency (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 Proficient 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
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