East Aurora School District 131 School Improvement Plan 2025-2026

 EAST AURORA DISTRICT 131

School Name:	East Aurora High School	Principal Name:	Jennifer Mitchell
Mission:	To educate and empower all students to reach their full potential.	**Vision:**	Our graduates will be confident and productive global citizens committed to improving their community.

School Improvement Team:

Name:	Jennifer Mitchell	Name:	Stephanie McGrath	Name:	Abston Rappe
Role:	Principal	Role:	Teacher	Role:	Social Worker
Name:	Francisco de los Santos	Name:	Jacki Glenn	Name:	Nathan Jolley
Role:	Associate Principal for Student Services	Role:	School Psychologist	Role:	Teacher
Name:	Kevin R. Marten	Name:	Shahrazad Sheikhali	Name:	Raymond Moland
Role:	Associate Principal for School Improvement	Role:	Teacher	Role:	Dean
Name:	Jacqueline Stone	Name:	Stephanie Evensen	Name:	Vanessa De La Torre
Role:	Assistant Principal	Role:	Teacher	Role:	Teacher
Name:	Megan Gailey	Name:	Kara Bown	Name:	Kelly Henkel
Role:	Teacher	Role:	Teacher	Role:	Division Chair
Name:	Brian Kinsella	Name:	Tanya Galloway	Name:	
Role:	Teacher	Role:	Teacher	Role:	

School Designation and Priorities

School Designation	Commendable	**Report Card Year:**	2024-2025

Report Card general findings and focus areas:

--9th Grade On-Track - 81%	--Graduation Rate - 90%
--Attendance - 84% student attendance	--Math Proficiency - 7%
--Chronic Truancy - 51%	--ELA Proficiency - 10%
--Chronic Absenteeism - 44%	--Dropout Rate - 1%
--Postsecondary enrollment: 43% in 12 months, 45% in 16 months	--Staff Retention - 93%
--Low income - 66%	--Students with IEPs - 12%
--1,328 students enrolled in AP courses	--Homeless students - 3%
--324 students enrolled in dual credit courses	--English Learners - 38%
--2,471 students enrolled in honors courses	

Instruction- Guiding Principle Educational Equity at Student Achievement

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

HS: By the end of the 2025–2026 school year, East Aurora High School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 5% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 ACT, 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	35.38%	12.29%	16.67%	23.93%	35.55%	54.76%	36.36%	80.00%	12.82%	35.00%	35.79%
Math Achievement (MAP)	25.86%	8.86%	9.55%	17.79%	25.74%	50.00%	31.82%	60.00%	12.82%	26.31%	25.39%
Math Growth (MAP)	54.70%	51.26%	55.34%	49.31%	55.02%	56.10%	57.14%	60.00%	60.00%	51.76%	57.84%
Math Proficiency (SAT) 2024	6.60%	Redacted	Redacted	Redacted	6%	Redacted	Redacted	Redacted	Unknown	7.90%	5.20%
Math Growth (SAT) 2024	-0.30%	n/a	n/a	n/a	-0.30%	n/a	n/a	n/a	Unknown	-0.80%	-0.30%
Math Proficiency (ACT) 2025	7.43%	1.45%	0.29%	3.70%	7.35%	38.46%	0%	33.33%	Unknown	9.91%%	5.07%
Math Growth (ACT) 2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math Grades Proficient or Higher	50.97%	51.30%	43.57%	38.33%	50.08%	70.21%	33.33%	92.86%	Unknown	45.40%	56.57%

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 specfic goal.

Expand academic rigor through collaborative discussion techniques. Educators will establish and encourage high expectations, challenging coursework and comprehensive support systems that prepare students for success in higher education and professional environments.

Action Planning

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?
PD to all PLC facilitators on the PLC expectations for the year during zero hour	Aug 22st	Presentations	August	ELT	n/a	
Faculty meeting - explain the process for PLC focus & expectations for the year	Aug 25th	Presentations	August	ELT	n/a	
Faculty meeting - present collaborative strategies options	Sept 8	Presentation of collaborative strategy menu	Bi-Quarterly	Instructional Coaches.	n/a	
Quarterly spotlight strategies (or a presented strategy the PLC chooses) planned out in PLCs. Student work shared and next month's PLC	Each quarter	Presentations for division meetings. PLC minutes of the planned activity. Student work from the class activity. Reflection and next steps in the PLC minutes.	Bi-Quarterly	Instructional coaches guide implimentation with PLCs in Division meetings followed up in PLC meetings & DCs monitor through new PLC minutes template	n/a	

Each PLC create an activity exhibiting collaborative strategies for an upcoming lesson	Each quarter	PLC Minutes	Bi-Quarterly	PLCs & Division Chairs	n/a	
PLCs return with student work to reflect on	Each quarter	PLC minutes - reflection questions/answers Data analysis reflected in PLC minute template	Bi-Quarterly	PLCs & Division Chairs	n/a	
Quarterly divison meeting PLCs gallary walk and provide feedback to each other	Each quarter	PLC creates product for gallery walk; strategy, lesson, reflection (successes and challenges) student work. PLCs must have poster created	Bi-Quarterly	PLCs & Division Chairs	n/a	
Highlight & celebrate staff successes.	Faculty Meetings	Presentations	Bi-Quarterly	ELT & Division Chairs	n/a	

Instruction- Guiding Principle Educational Equity and Student Achievement
Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

HS: By the end of the 2025–2026 school year, East Aurora High School will increase the percentage of students meeting or exceeding grade-level expectations in literacy by 5% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 ACT, 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	39.98%	16.37%	18.07%	31.65%	40.00%	59.52%	40.91%	73.33%	0.00%	36.10%	44.09%
Literacy Achievement (MAP)	28.04%	9.06%	9.12%	19.62%	27.96%	45.24%	40.91%	60.00%	0.00%	25.76%	30.45%
Literacy Growth (MAP)	50.52%	46.08%	50.05%	42.75%	50.97%	51.22%	59.09%	46.67%	19.05%	50.13%	50.94%
Spanish Literacy Achievement (MAP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Spanish Literacy Growth (MAP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lit Proficency (SAT) 2024	10.30%	Redacted	Redacted	Redacted	10%	Redacted	Redacted	Redeacted	Unknown	9.60%	11%
Literacy Growth (SAT) 2024	2.60%	n/a	n/a	n/a	1.90%	n/a	n/a	n/a	Unknown	2.50%	2.80%
Lit Proficency (ACT) 2025	13.96	0.00%	0.29%	11.11%	13.91%	53.85%	8.33%	33.33%	Unknown	15.21%	13.29%
Lit Growth (ACT) 2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Literacy Grades Profient or Higher	70.68%	68.60%	61.62%	62.96%	69.76%	75.00%	73.08%	92.31%	Unknown	65.81%	75.60%
ACCESS 2024	4.80%	0%	100%	0%	1.11%	20.00%	n/a	12.50%	Unknown	0.68%	1.91%
ACCESS 2025	1.32%%	0.35%	100%	7.14%	1.25%	0%	Unknown	14.29%	Unknown	1.10%	1.65%

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 specfic goal.

Empower teachers to create an environment that cultivates lifelong learners and academic rigor through differentiated instruction

Action Planning

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?
Quarterly spotlight strategies planned out in PLCs. Student work shared and next month's PLC	Each quarter	Presentations for division meetings. PLC minutes of the planned activity. Student work from the class activity. Reflection and next steps in the PLC minutes.	Bi-Quarterly	Instructional coaches guide implimention with PLCs in Division meetings followed up in PLC meetings & DCs monitor through new PLC minutes template	n/a	
PD to all PLC facilitators on the PLC expectations for the year during zero hour	Aug 22st	Presentations	August	ELT	n/a	

Faculty meeting - explain the process for PLC focus & expectations for the year	Aug 25th	Presentations	August	ELT	n/a	
Each PLC create an activity exhibiting differentiation for an upcoming lesson	Each quarter	PLC Minutes	Bi-Quarterly	PLCs & Division Chairs	n/a	
PLCs return with student work to reflect on	Each quarter	PLC minutes - reflection questions/answers Data analysis reflected in PLC minute template	Bi-Quarterly	PLCs & Division Chairs	n/a	
Quarterly divison meeting PLCs gallary walk and provide feedback to each other	Each quarter	PLC creates product for gallery walk; strategy, lesson, reflection (successes and challenges) student work. PLCs must have poster created	Bi-Quarterly	PLCs & Division Chairs	n/a	
Highlight & celebrate staff successes.	Faculty Meetings	Presentations	Bi-Quarterly	ELT & Division Chairs	n/a	

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement
Culture for Belonging & Action Plan

Annual Culture for Belonging SMART Goal
HS: By June 2026, East Aurora High School will foster a culture for belonging with an increase of 3% of all students as measured by Average Daily Attendance (approximately 120 students).
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
ADA	84.20%	82%	82.10%	83.30%	84.30%	84%	82%	91.30%	Unknown	84.60%	83.80%
Chronic Absenteeism	44%	48.10%	49%	49.80%	43.90%	35%	52.10%	Redacted	Unknown	42.90%	45.30%
Referrals	392	14.50%	48.70%	15.60%	81.60%	1.30%	1.00%	No Data	Unknown	65.10%	34.90%
OSS Incidents	214	13.10%	48.10%	15.40%	82.20%	1.40%	0.47%	No Data	Unknown	62.10%	37.90%
ISI Incidents	173	16.80%	50.30%	15.03%	81.50%	1.20%	1.70%	No Data	Unknown	69.40%	30.60%
Graduation Rate (HS)	89.70%	70.50%	82.80%	79.7%%	90.30%	86.40%	85.40%	Unknown	Unknown	87.50%	91.80%
FoT (HS)	81%	75.70%	71.30%	78.50%	80.60%	94.10%	Redacted	Redacted	Unknown	78.70%	83.70%

5Essentials Snapshot:

Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
2025	Not Yet Organized	**Neutral**	**Weak**	**Weak**	**Weak**	**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 specfic goal.

Provide structure and guidelines explicitly focused on fostering Tier 1 supports to strengthen our multi-tiered system of supports.

Action Planning

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?
Provide staff with a Tier 1 handbook of resources	Start of year and continue to build throughout	Handbook	Quarterly	ELT, Gailey	n/a	
Faculty meeting - Re-introduction of explicitly what Tier 1 supports are - provide a list of strategies. Begin with establishing class expectations and routines - questions Share our PD plan for Tier 1 as well as the needs asessment results. Summary Synopsis	Aug 25	Presentation	Start of year	ELT, Gailey	n/a	

Zero hour PD - deeper dive into classroom expectations & routines. Include AVID social contract and name texts	Aug 27	Presentation	Start of year	Gailey, McPheeters	n/a	
Zero hour PD follow-up to dive deeper into the Handbook (MTSS Tier 1)	Sept 4	Presentation	Start of year	BLT, Gailey	n/a	
Faculty meetings PD - SST group introductions, what they do, supports they can provide, early warning signs/look fors	Sept 8	Presentations	Monthly	SST members	n/a	
Faculty meetings PD - How to address students who are not responding to Tier 1 interventions	Oct 6	Presentations	Monthly	ELT, Gailey	n/a	
Zero hour PD - Deeper dive into how to address students who are not responding to Tier 1 interventions. Staff who attend can sign up for additional individual/PLC support from an SST member to push into classroom and/or planning discussion.	Oct 8	Presentations	Monthly	SST members	n/a	
Faculty meeting PD - Sample email for staff to use when reaching out to fellow staff about the student of concern (include all SST members of that student). Provide a form for responding	Nov 10	Presentations	Monthly	Williams, ELT	n/a	
Highlight & celebrate staff successes. Presentations from highlighted staff members. Highlight reel of student feedback to staff.	1-12-26 Institute day Monthly faculty meeting	Walkthrough data, presentation from broadcasting	Monthly	Building administartion; James Ross	n/a	
Presentations from highlighted staff members. Deeper dive in zero hour PD	January-May	Presentations	Monthly	Building administartion	n/a	

45 Day Review Planning Sheet

	45 Day Review- Mid October			45 Day Review- Mid December/January			45 Day Review- Start of March			45 Day Review- Mid May		
Numeracy Goal	**MAP Math Achievement**	**MAP Math Growth**	**Math Grades Prof. or Higher**	**MAP Math Achievement**	**MAP Math Growth**	**Math Grades Prof. or Higher**	**MAP Math Achievement**	**MAP Math Growth**	**Math Grades Prof. or Higher**	**MAP Math Achievement**	**MAP Math Growth**	**Math Grades 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	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade

	45 Day Review- Mid October			45 Day Review- Mid December/January			45 Day Review- Start of March			45 Day Review- Mid May		
Literacy Goal	**MAP Reading Achievement**	**MAP Reading Growth**	**ELA Grades Prof. or Higher**	**MAP Reading Achievement**	**MAP Reading Growth**	**ELA Grades Prof. or Higher**	**MAP Reading Achievement**	**MAP Reading Growth**	**ELA Grades Prof. or Higher**	**MAP Reading Achievement**	**MAP Reading Growth**	**ELA Grades 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	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Spanish MAP Reading Achievement	**Spanish MAP Reading Growth**		**Spanish MAP Reading Achievement**	**Spanish MAP Reading Growth**		**Spanish MAP Reading Achievement**	**Spanish MAP Reading Growth**		**Spanish MAP Reading Achievement**	**Spanish MAP Reading Growth**	
	Overall Building	Overall Building		Overall Building	Overall Building		Overall Building	Overall Building		Overall Building	Overall Building	
	Grade	Grade		Grade	Grade		Grade	Grade		Grade	Grade	
	Grade	Grade		Grade	Grade		Grade	Grade		Grade	Grade	
	Grade	Grade		Grade	Grade		Grade	Grade		Grade	Grade	
	Grade	Grade		Grade	Grade		Grade	Grade		Grade	Grade	

	45 Day Review- Mid October			45 Day Review- Mid December/January			45 Day Review- Start of March			45 Day Review- Mid May		
Culture & Belonging Goal	**ADA**	**Chronic Absenteeism**	**Discipline Referrals**	**ADA**	**Chronic Absenteeism**	**Discipline Referrals**	**ADA**	**Chronic Absenteeism**	**Discipline Referrals**	**ADA**	**Chronic Absenteeism**	**Discipline Referrals**
	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	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	OSS Days	**On Track Status**		**OSS Days**	**On Track Status**		**OSS Days**	**On Track Status**		**OSS Days**	**On Track Status**	
	Overall Building	Overall Building		Overall Building	Overall Building		Overall Building	Overall Building		Overall Building	Overall Building	
	Grade	FoT		Grade	FoT		Grade	FoT		Grade	FoT	
	Grade	SoT		Grade	SoT		Grade	SoT		Grade	SoT	
	Grade	JoT		Grade	JoT		Grade	JoT		Grade	JoT	
	Grade	SroT		Grade	SroT		Grade	SroT		Grade	SroT	
	Grade			Grade			Grade			Grade		

Weekday	Month	Day	Year	Notes	SIP Goal	Topic	Description	Facilitator(s)	Desired Location	Reserved?	Goals Addressed	
Monday	9	8	2025	Faculty Meeting	All	MAP Test. MTSS Tier 1. Menu of Collaborative Strategies	Coaches present collaborative strategies menu from 2025-2026;	Stone Gailey Instructional coaches	Auditorium	NOT Reserved	Differentiation	**Cycle 1**
Tuesday	9	9	2025	PLC Meeting	Collaborative Strategies	Collaborative Strategies	PLCs choose a collaborative strategy to teach;	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	
Sept. 10 --> Oct. 10			2025	Classrooms	Collaborative Strategies	Collaborative Strategies	Teachers plan and incorporate the collaborative strategy into a lesson; Coaches collaborate with PLCs on strategy	Teachers	Classrooms	NOT Reserved	Differentiation	
By Tuesday	10	14	2025	PLC Meeting	Collaborative Strategies	Collaborative Strategies	Teachers bring student work and complete the reflection of the lesson.	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	
Oct. 14 --> Oct. 24			2025	PLC Meeting	Collaborative Strategies	Collaborative Strategies	PLC creates product for gallery walk; strategy, lesson, reflection (successes and challenges) student work. PLCs must have poster created	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	
Monday	10	27	2025	Division Meeting	Collaborative Strategies	Collaborative Strategies	PLC Gallery Walk;	Divisions	Division Meeting Locations	NOT Reserved	Differentiation	
Tuesday	10	28	2025	PLC Meeting	Collaborative Strategies	Collaborative Strategies	PLCs lesson plan using Roundtable/Hot Potato or choose a collaborative strategy to teach;	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	
Oct. 28 --> Nov. 25			2025	Classrooms	Collaborative Strategies	Collaborative Strategies	Teachers plan and incorporate the collaborative strategy into a lesson; Coaches collaborate with PLCs on strategy	Teachers	Classrooms	NOT Reserved	Differentiation	

By Tuesday	12	2	2025	PLC Meeting	Collaborative Strategies	Collaborative Strategies	Teachers bring student work and complete the reflection of the lesson.	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	**Cycle 2**
Dec.2 --> Dec. 12			2025	PLC Meeting	Collaborative Strategies	Collaborative Strategies	PLC creates product for gallery walk; strategy, lesson, reflection (successes and challenges) student work. PLCs must have poster created	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	
Monday	12	15	2025	Division Meeting	Collaborative Strategies	Collaborative Strategies	PLC Gallery Walk;	Divisions	Division Meeting Locations	NOT Reserved	Differentiation	
Tuesday	12	16	2025	PLC Meeting	Collaborative Strategies	Collaborative Strategies	PLCs lesson plan using TBD or choose a collaborative strategy to teach;	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	**Cycle 3**
Dec. 16 --> Feb. 9			25-26	Classrooms	Collaborative Strategies	Collaborative Strategies	Teachers plan and incorporate the collaborative strategy into a lesson; Coaches collaborate with PLCs on strategy	Teachers	Classrooms	NOT Reserved	Differentiation	
By Tuesday	2	10	2026	PLC Meeting	Collaborative Strategies	Collaborative Strategies	Teachers bring student work and complete the reflection of the lesson.	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	
Feb. 10 --> Feb. 22				PLC Meeting	Collaborative Strategies	Collaborative Strategies	PLC creates product for gallery walk; strategy, lesson, reflection (successes and challenges) student work. PLCs must have poster created	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	
Monday	2	23	2026	Division Meeting	Collaborative Strategies	Collaborative Strategies	PLC Gallery Walk;	Divisions	Division Meeting Locations	NOT Reserved	Differentiation	
Tuesday	2	24	2026	PLC Meeting	Collaborative Strategies	Collaborative Strategies	PLCs lesson plan using TBD or choose a collaborative strategy to teach;	PLCs	PLC Meeting Room	NOT Reserved	Differentiation	

Feb. 24 --> Apr. 13			2026	Classrooms	Collaborative Strategies	Collaborative Strategies	Teachers plan and incorporate the collaborative strategy into a lesson; Coaches collaborate with PLCs on strategy	Teachers	Classrooms	NOT Reserved	Differentiation
By Tuesday	4	14	2026	PLC Meeting	Collaborative Strategies	Collaborative Strategies	Teachers bring student work and complete the reflection of the lesson.	PLCs	PLC Meeting Room	NOT Reserved	Differentiation
Apr. 14 --> Apr. 24			2026	PLC Meeting	Collaborative Strategies	Collaborative Strategies	PLC creates product for gallery walk; strategy, lesson, reflection (successes and challenges) student work. PLCs must have poster created	PLCs	PLC Meeting Room	NOT Reserved	Differentiation
Monday	4	27	2026	Division Meeting	Collaborative Strategies	Collaborative Strategies	PLC Gallery Walk;	Divisions	Division Meeting Locations	NOT Reserved	Differentiation

Cycle 4

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 Proficency (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
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