

East Aurora School District 131 School Improvement Plan 2025-2026



School Name:	Allen Elementary	Principal Name:	Walter Ornelas
Mission:	See Below	Vision:	See Below

School Improvement Team:

Name:	Tenita Ramey	Name:	Kristy Cortright	Name:	
Role:	Assistant Principal	Role:	Teacher- 2nd Grade	Role:	
Name:	Sagrario Wang	Name:	James White	Name:	
Role:	Assistant Principal	Role:	Teacher- PE	Role:	
Name:	Diane Lopez-Argueta	Name:	William Wargo	Name:	
Role:	Teacher- 5th Grade	Role:	Math Interventionist	Role:	
Name:	Alisyn Pelletier	Name:	Lauren Rahn	Name:	
Role:	Teacher- 2nd Grade	Role:	Instructional Coach	Role:	
Name:	Rafeal Aguilar	Name:		Name:	
Role:	Teacher- 2nd Grade	Role:		Role:	
Name:	Diane Klotz	Name:		Name:	
Role:	Teacher-3rd Grade	Role:		Role:	

School Designation and Priorities

School Designation	Comprehensive	Report Card Year:	2024
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Report Card general findings and focus areas:

<p>Mission: Our mission is to empower every student to become active participants in their own learning journey. We are committed to fostering an equitable environment where every student is encouraged to engage in questioning, discussion, and goal setting. Educators will build a nurturing community of lifelong biliterate learners prepared to thrive in a global society.</p> <p>La Misión: Nuestra misión es empoderar a cada estudiante para que participe activamente en su propio proceso de aprendizaje. Nos comprometemos a fomentar un entorno equitativo donde se anime a cada estudiante a cuestionar, debatir y establecer metas. Los educadores construirán una comunidad enriquecedora de estudiantes bilingües y de por vida, preparados para prosperar en una sociedad global.</p>	<p>Vision: To cultivate a learning environment that supports each student through individualized responses fostering a sense of belonging within a multicultural community shaped by the active involvement of all stakeholders.</p> <p>La Visión: Cultivar un ambiente de aprendizaje a través de un plan individualizado, fomentando un sentido de pertenencia dentro de una comunidad multicultural, enriquecida por la participación activa de todos los miembros de la comunidad de aprendizaje.</p>				

Instruction- Guiding Principle Educational Equity and Student Achievement

Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

Allen Elementary School: By the end of the 2025–2026 school year, Allen 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 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Specific: See above

Measurable: See above

Achievable: See above

Relevant: See above

Time-Bound: See above

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline	21.44%	3.70%	10.37%	26.79%	18.87%	35.71%	13.64%	21.43%	0%	20.73%	22.18%
Literacy Achievement (MAP)	15.34%	1.23%	6.30%	18.75%	13.24%	25.00%	9.09%	21.43%	0%	14.91%	15.79%
Literacy Growth (MAP)	45.97%	33.78%	41.13%	44.86%	44.44%	57.69%	42.86%	61.54%	25.00%	45.91%	46.03%
Spanish Literacy Achievement K-4 (MAP)	10.56%	0.00%	17.17%	0.00%	15.63%	0.00%	0.00%	0.00%	28.57%	9.09%	12.15%
Spanish Literacy Growth K-4 (MAP)	35.80%	22.73%	47.14%	19.77%	41.64%	34.78%	18.18%	41.67%	53.85%	34.39%	37.26%
Lit Proficiency (IAR/ACT) 2024	10.40%	2.99%	5.26%	9.09%	11.01%	14.29%	9.09%	0.00%	0.00%	8.57%	12.28%
Literacy Growth (IAR/ACT) 2024	40.70%	31.70%	38.80%	39.40%	41.60%					41.30%	40.20%
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Proficient or Higher	78.07%	73.17%	76.33%	77.78%	77.20%	89.66%	77.27%	70.59%	62.50%	77.54%	78.62%
ACCESS 2024	6.93%	1.72%	6.93%	12.50%	6.81%	0.00%	0.00%	0.00%	0.00%	5.92%	8.21%
ACCESS 2025	3.44%	1.56%	3.44%	0.00%	3.82%	0.00%	0.00%	0.00%	0.00%	2.73%	4.38%
DRDP (PK)	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.

If we build capacity to/for implementing student led learning through questioning, discussion techniques, goal setting, and increased student engagement. Then teachers will build capacity to release control in classroom discussion, take a more active role in facilitating discussion, and implement strategies to increase student engagement. School leaders will be intentional with focused professional development on our priority teaching practice that is aligned, meaningful, and engaging. And students will demonstrate a use of strategies that will lead to engaged discussion and reflective goal setting. This will lead to improved student performance in their academic learning and linguistic abilities.

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?
Practice 3.1 Diagnose and Respond to Student Learning Needs						
3.1.40 Re-envision the co-teaching professional development plan and structure it for students needing intensive pull-out services and those benefiting from push-in services. Ensure that a clear schedule for co-planning is in place for special education teachers and core teachers and clarify expectations for co-teaching.						

<p>3.1.50 All teachers use multiple strategies to gain every student's attention and ensure that every student understands directions and content. Teachers create an environment where all students feel intellectually and socially safe for learning.</p>										
<p>Practice 3.2 Provide Rigorous Evidence-Based Instruction</p>										
<p>3.2.72 Provide professional development for teachers on questioning and discussion techniques that produce thoughtful dialogue and on methods for increasing the use of academic language.</p>										
<p>Subtask- Professional development that focuses on strategies such as cooperative learning groups to have teachers support students in teaching one another, learning from one another, and assuming responsibility for one another's learning.</p>										
<p>3.2.72 Develop strategies, as well as clear rules and norms, to help students engage in collaborative learning, offer and receive feedback from peers and teachers, engage in questioning and examining claims, and provide encouragement and recognition of effort and progress.</p>										

Instruction- Guiding Principle Educational Equity and Student Achievement

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

Allen Elementary School: By the end of the 2025–2026 school year, Allen 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: See Above

Measurable: See Above

Achievable: See Above

Relevant: See Above

Time-Bound: See Above

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	25.97%	11.11%	22.14%	23.89%	25.84%	32.14%	27.27%	28.57%	18.75%	28.88%	22.93%
Math Achievement (MAP)	19.71%	9.88%	16.61%	15.93%	19.94%	32.14%	13.64%	21.43%	12.50%	22.38%	16.92%
Math Growth (MAP)	56.17%	55.13%	53.26%	62.73%	53.60%	61.54%	45.45%	76.92%	64.29%	55.22%	57.14%
Math Proficiency (IAR/ACT) 2024	4.62%	0.00%	4.68%	3.41%	5.73%	0.00%	0.00%	0.00%	0.00%	6.29%	2.92%
Math Growth (IAR/ACT) 2024	33.60%	33.10%	33.10%	32.90%	33.70%					33.90%	33.30%
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher	83.21%	76.83%	84.41%	82.05%	84.07%	93.10%	72.73%	75.00%	87.50%	84.56%	81.82%
iReady (K-8)	10.88%	2.50%	10.10%	9.09%	10.60%	12.90%	19.05%	13.33%	25.00%	10.21%	11.54%
DRDP (PK)	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.

If we build capacity to/for implementing student-led learning through questioning, discussion techniques, goal setting, and increased student engagement. THEN teachers will build capacity to release control in classroom discussion, take a more active role in facilitating discussion, and implement strategies to increase student engagement. School leaders will be intentional with focused professional development on our priority teaching practice that is aligned, meaningful, and engaging. AND students will demonstrate and use strategies that will lead to engaged discussion and reflective goal setting. This will lead to improved student performance in their academic learning and linguistic abilities.

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?
Practice 3.1 Diagnose and Respond to Student Learning Needs 3.1.40 Re-envision the co-teaching professional development plan and structure it for students needing intensive pull-out services and those benefiting from push-in services. Ensure that a clear schedule for co-planning is in place for special education teachers and core teachers and clarify expectations for co-teaching.						

<p>3.1.50 All teachers use multiple strategies to gain every student's attention and ensure that every student understands directions and content. Teachers create an environment where all students feel intellectually and socially safe for learning.</p>										
<p>Practice 3.2 Provide Rigorous Evidence-Based Instruction</p>										
<p>3.2.72 Provide professional development for teachers on questioning and discussion techniques that produce thoughtful dialogue and on methods for increasing the use of academic language.</p>										
<p>Subtask- Professional development that focuses on strategies such as cooperative learning groups to have teachers support students in teaching one another, learning from one another, and assuming responsibility for one another's learning.</p>										
<p>3.2.72 Develop strategies, as well as clear rules and norms, to help students engage in collaborative learning, offer and receive feedback from peers and teachers, engage in questioning and examining claims, and provide encouragement and recognition of effort and progress.</p>										

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

Culture for Belonging & Action Plan

Annual Culture for Belonging SMART Goal

Allen Elementary School: By Spring 2026 decrease Chronic Absenteeism by a reduction of 10% (from 25% to 15%).

By June 2026, _____ School will foster a culture for belonging that _____% of all students as measured by _____.

Specific: See Above

Measurable: See Above

Achievable: See Above

Relevant: See Above

Time-Bound: See Above

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA	91.89%	91.88%	91.89%	91.88%	91.89%	91.95%	91.94%	91.94%	91.75%	91.88%	91.89%
Chronic Absenteeism	28.93%	21.62%	27.91%	31.62%	29.58%	13.79%	27.27%	20.00%	25.00%	29.93%	27.90%
Referrals	13.11%	21.42%	6.65%	30.77%	7.48%	9.37%	13.00%	10.53%	25.00%	16.81%	9.06%
OSS Incidents	2.53%	4.08%	1.81%	5.77%	1.63%	3.12%			6.25%	3.70%	1.25%
ISI Incidents	6.85%	7.14%	3.62%	16.67%	3.90%	3.12%	4.35%	5.26%	18.75%	9.40%	4.06%
Graduation Rate (HS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FoT (HS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

5Essentials Snapshot:

Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
2025	Select one	Select one	Select one	Select one	Select one	Select one

TPOT (PreK)

Data Period	Overall	4: Promoting Children's Engagement	7: Teaching Behavior Expectations	8: Teaching Social Skills and Emotional Competencies	12: Interventions for Children with Persistent Challenging Behaviors	(Insert school specific measure here)
Spring 2025						
Fall 2025						
Spring 2026						

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.

IF we build the capacity to create an environment where all stakeholders feel welcomed, valued, and safe, THEN all staff will create emotionally safe, equitable, and inclusive learning environments where students feel seen, heard, and valued. Staff will model positive relational leadership and prioritize connection and belonging. AND students will be in attendance and show increased positive engagement, stronger peer and adult relationships, and improved schoolwide behaviors.

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?
4.1 Build a strong community intensely focused on student learning.						

4.1.10 Recognizing groups of teachers who work together effectively to improve student learning						
4.1.31 Eliminating disruptive behavior						
4.1.32 Addressing concerns in a timely manner						
4.1.50 Programs to establish positive student behavioral expectations						
4.1.61, 62, 63 Safety of Classrooms, hallways, bathrooms, and school grounds						
4.1.70 Adult relationships to students						
4.1.80 Collective Expectations for Student Learning						
3.1 Diagnose and respond to student learning needs						
3.1.40 Responsibility for student learning for students with a learning disability						
3.1.50 Responsibility for English Language Learners						

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	$ACGR = (\text{Number of Graduates} \div (\text{Number of Graduates} + \text{Number of Non-Graduates})) \times 100$
FoT	$\text{Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects} \div (\text{Total number of first-time 9th-grade students}) \times 100$
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