

East Aurora School District 131 School Improvement Plan 2025-2026



EAST AURORA DISTRICT 131

School Name:	Rose E. Krug Elementary School	Principal Name:	Claire Lansford
Mission:	Rose E. Krug School's parents, students, staff, and community partners will contribute to creating a positive learning environment in order to enhance the cognitive, social/emotional, and physical development of each child.	Vision:	Our Krug School Family Vision is to foster a safe, nurturing, child-oriented environment in which parents, students, and staff work as mutually valued team members to promote positive attitudes while confronting real life challenges, creating memorable life experiences, and providing growth focused learning.

School Improvement Team:

Name:	Aishia Jefferson	Name:	Carley Frauenhoff	Name:	Melissa Lower
Role:	Special Education Resource Teacher	Role:	Data Analyst	Role:	4th Grade English Dominant
Name:	Carol Mertes	Name:	Lauren Witcpalek	Name:	Amy Buckingham
Role:	Instructional Coach	Role:	3rd Grade English Dominant Teacher	Role:	2nd Grade English Dominant
Name:		Name:		Name:	
Role:		Role:		Role:	
Name:		Name:		Name:	
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School Designation and Priorities

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

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, Krug Elementary School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 5% 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	29.17%	12.50%	26.03%	14%	30.96%	83.33%	0%	N/A	0.00%	38.52%	19.49%
Math Achievement (MAP)	43.75%	21.43%	38.36%	27.59%	44.16%	83.33%	75%	N/A	0.00%	54.10%	33.05%
Math Growth (MAP)	62.16%	53.85%	58.02%	75%	58.33%	100%	75.00%	N/A	0.00%	64.60%	59.63%
Math Proficiency (IAR/ACT) 2024	7.70%	0%	4.10%	0%	9.00%	N/A	N/A	N/A	0%	6.90%	7.70%
Math Growth (IAR/ACT) 2024	26.40%	30.43%	35%	15.38%	29.52%	0%	0%	N/A	N/A	32.76%	20.90%
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	12.88%	2.13%	8.70%	7%	13.16%	50%	0%	0%	25.00%	19.49%	6.14%
DRDP (PK)	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females

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.

Strengthen teacher capacity to analyze and utilize both formal and informal assessment data to plan and deliver differentiated small group instruction that addresses students' individual academic needs.

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?
Collegial discussion of 'Small Group Instruction'	faculty meeting	meeting notes	once	Teachers and Instructional Coach	0	
PLCs analyze MAP Spring 2025 and iReady Diagnostic data to initially identify student needs	9.2.25	grouping list of students' needs	once	Teachers	0	
Instructional Coach Coplanning and/or Coteaching Small Group Instruction	quarterly	small group planning sheets	every two months	Teachers and Instructional Coach	0	
Analysis of data to form small groups including 'Close: Exit Ticket' in iReady Develop Sessions and observations	weekly	small group planning sheets	every two months	Teachers	0	

Use of iReady English Language Learners Differentiated Instruction	weekly	small group planning sheets	every two months	Teachers	0	
Use of iReady differentiated Reteach Activities including Tools for Instruction and Math Center Games	weekly	small group planning sheets	every two months	Teachers	0	
Small Group Implementation Walkthrough Check	monthly	look-fors	every two months	Teachers, Instructional Coach, Administration	0	
PLCs analyze Fall Map Data and Fall iReady Diagnostic	mid-October	grouping list of students' needs	once	Teachers	0	
PLCs analyze Winter Map Data and Winter iReady Diagnostic	mid-January	grouping list of students' needs	once	Teachers	0	
Specific Targeted Tutoring - IAR	weekly	test scores	once a month	Teachers, SLT	Grant through Language Aquisition	
Specific Targeted Tutoring - ACCESS	weekly	test scores	once a month	Teachers, SLT	Grant through Language Aquisition	
<u>To Keep In Mind</u>						
Tier 2 Interventions in small groups (IXL?)						
Small Group Organization and utilization of all staff members						
* TAs with T1 and Higher T2						
* Classroom & Interventionists Lower T2 and T3						
Look at TA schedule to potentially support upper grade levels during WIN						
Bubble Students - targeted tutoring in IAR & Access						

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, Krug Elementary School will increase the percentage of students meeting or exceeding grade-level expectations in literacy by 5% 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	19.92%	8.93%	11.64%	13.79%	20.30%	57.14%	0%	N/A	0%	21.14%	18.64%
Literacy Achievement (MAP)	33.20%	10.71%	21.92%	31.03%	32.99%	71.43%	0.00%	N/A	0.00%	34.15%	32.20%
Literacy Growth (MAP)	45.29%	25%	37.88%	59.26%	41.44%	100.00%	50.00%	N/A	0.00%	46.02%	44.55%
Spanish Literacy Achievement (MAP)	25.93%	5.71%	33.64%	0%	29.68%	50.00%	0%	N/A	33.33%	26.44%	25.49%
Spanish Literacy Growth (MAP)	37.43%	18.18%	46.88%	17.39%	39.13%	100.00%	0.00%	N/A	N/A	34.62%	39.78%
Lit Proficiency (IAR/ACT) 2024	11.30%	0%	8.10%	0%	12.00%	N/A	N/A	N/A	0%	3.90%	17.20%
Literacy Growth (IAR/ACT) 2024	23.39%	17.39%	29.11%	7.69%	25.96%	25%	0%	N/A	0%	21.05%	25.37%
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Profient or Higher											
ACCESS 2024	4.58%		4.58%	N/A	4.70%	0%	N/A	N/A	0%	4.76%	4.35%
ACCESS 2025	5.96%	4.76%	5.96%	N/A	6.16%	0%	0%	N/A	0%	6.25%	5.63%
DRDP (PK)	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
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.											
* Strengthen teacher capacity to analyze and utilize both formal and informal assessment data to plan and deliver differentiated small group instruction that addresses students' individual academic needs.											
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?		
Professional Learning Session 'Small Group Instruction'	8.26.25	slide deck and note catchers	once		Teachers and Instructional Coach		0				
PLCs analyze MAP Spring 2025 data to initially identify student needs	9.2.25	grouping list of students' needs	twice (fall and after winter testing)		Teachers		0				
Instructional Coach Coplanning and/or Coteaching Small Group Instruction	quarterly	small group planning sheets	every two months		Teachers and Instructional Coach		0				

Analysis of data to form small groups including Weekly Module Assessments, End of Module Assessments, Selection Quizzes, running records, observational data, and/or anecdotal notes	weekly	small group planning sheets	every two months	Teachers	0	
Use of HMH Multilingual Learners Support	weekly	small group planning sheets	every two months	Teachers	0	
Use of HMH Supporting All Learners	weekly	small group planning sheets	every two months	Teachers	0	
Small Group Implementation Walkthrough Check	monthly	look-fors	every two months	Teachers, Instructional Coach, Administration	0	
PLCs analyze Fall Map Data	mid-October	grouping list of students' needs	once	Teachers	0	
PLCs analyze Winter Map Data	mid-January	grouping list of students' needs	once	Teachers	0	
Specific Targeted Tutoring - IAR	weekly	test scores	once a month	Teachers, SLT	Grant through Language Aquisition	
Specific Targeted Tutoring - ACCESS	weekly	test scores	once a month	Teachers, SLT	Grant through Language Aquisition	
<u>To Keep In Mind</u>						
Tier 2 Interventions in small groups (IXL?)						
Small Group Organization and utilization of all staff members						
* TAs with T1 and Higher T2						
* Classroom & Interventionists Lower T2 and T3						
Look at TA schedule to potentially support upper grade levels during WIN						
Add screeners: Fluency, Phonics, Phonemic Awareness (MTSS)						

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement											
Culture for Belonging & Action Plan											
Annual Culture for Belonging SMART Goal											
By June 2026, Krug Elementary School will foster a culture for belonging where by 60% of all students will demonstrate a sense of belonging as measured by Sense of Belonging Student Survey, an overall increase in student attendance, and an overall decrease of student behavior referrals.											
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	91.93%	90.42%	92.66%	90.10%	92.32%	91.74%	92.42%	N/A	95.36%	91.66%	92.22%
Chronic Absenteeism	23.55%	27.59%	17.12%	43.33%	20.20%	16.67%	25.00%	N/A	0.00%	26.40%	20.51%
Referrals	22.06%	22.22%	18.24%	47.06%	17.83%	57.14%	20%	N/A	33.33%	26.85%	16.67%
OSS Incidents	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ISI Incidents	0.30%	0%	0%	2.94%	0%	0%	0%	0%	0%	0%	0.70%
Graduation Rate (HS)											
FoT (HS)											
5Essentials Snapshot:											
Survey Year	Overall ImprovementRating:	Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:	
2024	Organized	Strong		Weak		Neutral		Strong		Neutral	
Survey Year	Overall ImprovementRating:	Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:	
2025	Moderately Organized	Neutral		Neutral		Neutral		Neutral		Neutral	
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.											
Strengthen teacher capacity to implement community-building strategies, tools, and techniques that foster a strong sense of belonging among students.											
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?		
EL: Hispanic Heritage Month Celebration		During Hispanic Heritage Month	Classroom Activity Artifacts & Student Survey	Post Celebration		SLT Team & All Staff		Title Funds			
EL: MultiCultural Read Alouds		Monthly	Volunteer Sign Up & Raptor	Monthly		SLT Team					
EL: Access to Multilingual Books on Belonging & Community		All year	Themed book check outs	Monthly		SLT Team & Mary		Title Funds			
CWD: Disability Awareness Lesson		Start of the year	Student Survey	Post Lessons		Social Worker; All Staff					
CWD: Opportunities for Inclusion during School Wide Celebrations		All year	Student Survey	Post Celebrations		SLT Team & All Staff					
SA: Attendance Parent Communication Training for Unexcused Absenses		Start of the year	Templates provided			All Staff					

SA: Attendance Parent Communication - inform parents of what students missed that day via School Status or email	All year	Communication Logs in Synergy	As needed based on individual student attendance	All Staff		
SA: Create a schedule for 1/2 day incentive days	1/2 days	Incentive Schedule	Monthly/ Post 1/2 Day	Monitor: Angie Sanchez, Claire Lansford Implement: All Staff	Title Funds	
SA: Peer to Peer Attendance Mentoring for pre-identified students	All year		As needed based on individual student attendance	All Staff		
ODR: MTSS Tier 2 Behavior Team Creation & Implementation	Spring '25 & Weekly	Agenda & Notes	Weekly	MTSS Behavior Team & Claire		
ODR: Referral Training	8/18 & as needed	Referral Presentation	MTSS Behavior Tier 2 - Weekly	MTSS Behavior Team		
ODR: Behavior Training for Lunch Staff	8/18 & as needed	Number of Referrals	MTSS Behavior Tier 2 - Weekly	MTSS Behavior Team		
ODR: Decrease Referrals Incentive Days	Monthly	Number of Referrals	MTSS Behavior Tier 2 - Weekly	MTSS Behavior Team	Title Funds	
B&C: Treatment Agreements: Training and Implementation	8/18 & as needed	Class Treatment Agreements	Monthly	All Staff		
B&C: Community Building Day - Kick Off	August	Schedule	Staff meeting after the day	All Staff		
B&C: Second Step Lessons	Weekly	Number of Referrals and Attendance Records	Weekly: MTSS Behavior Tier 2 Weekly Attendance Records	All Staff		
B&C: Coffee with the Principal	Monthly	Agenda & Notes	Monthly	SLT Team & Parent Liaison	Title Funds	
B&C: Opportunities for Parent Volunteers during School Wide Celebrations	All year	Volunteer Sign Up & Raptor	Monthly	SLT Team & Office Staff		
B&C: Sense of Belonging Student Survey	3 times in the year	School Developed Student Survey	3 times a year	Monitor: SLT Team Implement: All Staff		
B&C: Staff Survey regarding Community & Belonging Implementation	Winter Break & May	Staff Survey	Twice a year	SLT Team		
B&C: Holidays Around the World	December	Classroom Activity Artifacts & Student Survey	Post Celebration	SLT Team & All Staff	Title Funds	
B&C: Black History Month Celebration	February	Classroom Activity Artifacts & Student Survey	Post Celebration	SLT Team & All Staff	Title Funds	
B&C: Suessapalooza	May	Classroom Activity Artifacts & Student Survey	Post Celebration	SLT Team & All Staff	Title Funds	
B&C: SEL Monthly Writing	Monthly	Student Writing Sample	Monthly	SLT Team & All Staff		
Student Recognition Call Home	As Needed		Monthly	SLT Team & All Staff		
Staff Recognition	As Needed		Monthly	SLT Team & All Staff		
To Consider: Trusted Adult for students?						

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