

East Aurora School District 131 School Improvement Plan 2025-2026



School Name:	C I Johnson Elementary School	Principal Name:	Ines Sem
Mission:	At Johnson Elementary School, we educate and empower all students to reach their full potential by fostering a love of learning, critical thinking, and responsible citizenship in a safe and inclusive environment.	Vision:	Happy healthy learners excited to come to school! At Johnson Elementary, we envision a future where every child flourishes. We're committed to nurturing lifelong learners who are also innovative problem-solvers and compassionate leaders. We do this by providing engaging education that fosters critical thinking and responsible citizenship, empowering each student to discover their strengths and confidently succeed in a changing world.

School Improvement Team:

Name:	Ines Sem	Name:	Courtney Bissell	Name:	Julie Weintraub
Role:	Principal	Role:	Assistant Principal	Role:	3rd Grade PLC Facilitator
Name:	Isabel Jorjorian	Name:	Sandra de los Santos	Name:	Jennifer Lipscomb
Role:	4th Grade PLC Facilitator	Role:	5th Grade PLC Facilitator	Role:	Math Interventionist
Name:	Nicole Cavanagh	Name:	Robert Savoie	Name:	Pedro Rosales
Role:	Reading Interventionist	Role:	Instructional Coach	Role:	Resource Teacher
Name:	Noemi Saenz Morales	Name:		Name:	
Role:	Special Education Teacher Assistant/Parent	Role:		Role:	
Name:		Name:		Name:	
Role:		Role:		Role:	
Name:		Name:		Name:	
Role:		Role:		Role:	

School Designation and Priorities

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

C I Johnson Elementary School was designated Exemplary by Illinois School Board of Education (ISBE), specifically due to the school performing in the top 10% of schools statewide with no underperforming student group.

To address the achievement gap seen in standardized test scores, it's essential to provide more effective, tailored support for students with diverse learning needs. This involves strengthening inclusive practices, enhancing differentiated instruction, and expanding access to targeted interventions for students with disabilities.

Provide professional development for inclusive teaching teaching and intervention practices

Increasing collaboration between general and special education team

Monitoring school data to adjust instruction and support for all students

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, Johnson School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 7% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results

Specific: Focus on math achievement

Measurable: A 7% increase, using IAR data

Achievable: Based on current trends and targeted interventions

Relevant: Supports school-wide academic performance goals

Time-Bound: To be achieved by Spring 2026

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	69.50%	45.45%	58.59%	70%	67.86%	76.47%	100%	100%		70.21%	68.64%
Math Achievement (MAP)	61%	36.36%	50.51%	50%	60.71%	64.71%	66.67%	100%		63.83%	57.63%
Math Growth (MAP)	64.86%	72.73%	58.59%	70%	63.84%	70.59%	100%	75%		60.28%	70.34%
Math Proficiency (IAR/ACT) 2024	43.12%	29.41%	39.66%	23.08%	42.86%	50%	0%	100%		46.31%	39.17%
Math Growth (IAR/ACT) 2024	65.80%	58.50%	60.80%	76.40%	64.70%	N/A	N/A	N/A		64.40%	67.40%
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	36.19%	18.18%	27.55%	10%	36.32%	41.18%	66.67%	66.67%		40.29%	31.36%

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.

Explicit Instruction in Mathematical Practices 3: Construct viable arguments and critique the reasoning of others

IF we build teacher capacity for students to intentionally use questioning and discussion to develop their own and others thinking, reasoning, skills, and habit of reflection.

Then teachers will feel empowered to facilitate and engage students in student-centered, reflective learning environments that promote student voice and drive respectful discussion, critical thinking, and deep investment in learning across all DOK levels.

AND students will deepen their learning and critical thinking across all subjects by engaging in intentional questioning, meaningful discussion, and reflective practices which will promote increased student voice, ownership of learning, improved performance in writing and assessments, and enhanced confidence and social-emotional development.

Why this practice was selected:

The IAR data focus on explaining and supporting their reasoning. Explicit instruction - teachers will pose higher level questions that require students to question and discuss leading to problem - solve and reflect.

Impact on the SMART Goal:

By empowering teachers to foster student-centered, reflective learning environments, Johnson School is creating the conditions for students to develop the deeper understanding, critical thinking, and confidence necessary to meet or exceed their math proficiency goals.

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 1.2 Monitor short and long term goals						
Short Term Goals						
Implement weekly PLC meetings to monitor discussion data	Starting 8/26 - end of the school year	PLC Agenda and Minutes	Weekly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		

Use current CFA spreadsheet to input bi-weekly math data on MP3	Starting 8/26 - end of the school year	CFA Spreadsheet	Weekly	Classroom teachers, PLC facilitator, Instructional Coach, Building Administrators			
Create student friendly discussion protocols aligned to student participation in discussion	Starting 8/19	Review CLASS Feedback Loop Danielson Framework Domain 3B & C Google Doc. with the rubric created by grade level	Monthly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Use CLASS rubric to rate amount of discussion strategies used	Starting mid-September	CLASS data via walkthrough	Bi-weekly (instructional coach, interventionists, and building administrators will visit classrooms 6 x times a week)	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Bring data to faculty meetings quarterly to identify trends and inform future professional development	Starting end of September	Grade Level Data - Johnson Data Spreadsheet CLASS Data	Quarterly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Data analyst will provide trend reports based on discussion data inputted	Starting end of September	Using the Discussion Rubric and CFA spreadsheet	Monthly	Classroom teachers, PLC facilitator, Data Analysis, Building Administrators			
Review NWEA MAP Baseline Data	End of September	MAP Data	Once a Year - Beginning	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Review NWEA MAP Achievement and Growth Data	End of December	MAP Data	Winter Benchmark	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Review IAR Data	End of September/ October	IAR Data	24-25 IAR Data	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Practice 3.2 Rigorous evidence based instruction							
Build opportunities to push teachers to reflect on their instructional practices	Starting in August	Survey; Team Building Activities	Quarterly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
3.2.71 Provide professional learning opportunities for teachers related to discussion strategies	starting in August - ongoing throughout the school year	Agenda & Minutes	Quarterly	Instructional Coach: Interventionists: Building Administrators: SIP Team			
3.2.74 Teachers pose higher level questions that elicit creative responses and problem solving	August and throughout the school year	Anchor charts in the classroom; Student work samples; CFA Data; Walkthrough	Monthly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Teachers purposefully design lessons to include discussion (PLC Planned)	August and ongoing throughout the school year	PLC Minutes; Anchor Charts	Weekly during PLC	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			

Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

By the end of the 2025–2026 school year, Johnson School will increase the percentage of students meeting or exceeding grade-level expectations in Literacy by 7% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Specific: Focused on reading achievement

Measurable: A 7% increase, using IAR data

Achievable: Based on current trends and targeted interventions

Relevant: Supports school - wide academic performance goals

Time-Bound: To be achieved by Spring 2026

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline	70.66%	31.82%	62.63%	90%	70.54%	58.82%	66.67%	75%	N/A	68.09%	73.73%
Literacy Achievement (MAP)	55.60%	31.82%	42.42%	70%	55.36%	52.94%	66.67%	50%	N/A	47.52%	65.25%
Literacy Growth (MAP)	53.67%	31.82%	49.49%	70%	53.13%	47.06%	100%	50%	N/A	54.61%	52.54%
Spanish Literacy Achievement (MAP)	31%	20.00%	47.67%	0.00%	36.67%	0.00%	0.00%	0.00%	N/A	29.70%	33.33%
Spanish Literacy Growth (MAP)	48%	53.33%	53.49%	20.00%	52.67%	0.00%	66.67%	100%	N/A	46.53%	49.33%
Lit Proficiency (IAR/ACT) 2024	40.15%	14.71%	25%	46.15%	39.83%	38.89%	0	100%	N/A	33.56%	48.33%
Literacy Growth (IAR/ACT) 2024	58.30%	57%	54.30%	62.40%	57.60%	N/A	N/A	N/A	N/A	54.40%	62.80%
Lit Proficiency (IAR/ACT) 2025									N/A		
Lit Growth (IAR/ACT) 2025									N/A		
Literacy Grades Profient or Higher									N/A		
ACCESS 2024	36.36%	35.74%	36.36%	N/A	36.08%	50%	N/A	N/A	N/A	33.33%	41.67%
ACCESS 2025									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.

Explicit Instruction in Writing: Written Expression

IF we build teacher capacity for students to intentionally use questioning and discussion to develop their own and others thinking, reasoning, skills, and habit of reflection.

Then teachers will feel empowered to facilitate and engage students in student-centered, reflective learning environments that promote student voice and drive respectful discussion, critical thinking, and deep investment in learning across all DOK levels.

AND students will deepen their learning and critical thinking across all subjects by engaging in intentional questioning, meaningful discussion, and reflective practices which will promote increased student voice, ownership of learning, improved performance in writing and assessments, and enhanced confidence and social-emotional development.

Why this practice was selected:

The IAR data focus on explaining and supporting their reasoning. Explicit instruction - teachers will pose higher level questions that require students to question and discuss leading to their written expression to defend their reasoning and reflection.

Impact on SMART goal:

By empowering teachers to foster student-centered, reflective learning environments, Johnson School is creating the conditions for students to develop the deeper understanding, critical thinking, and confidence necessary to meet or exceed their written expression proficiency goals.

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 1.2 Monitor short and long term goals						
Short Term Goals						

Implement weekly PLC meetings to monitor discussion data	Starting 8/26 - end of the school year	PLC Agenda and Minutes	Weekly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		
Use current CFA spreadsheet to input bi-weekly writing data	Starting 8/26 - end of the school year	CFA Spreadsheet	Weekly	Classroom teachers, PLC facilitator, Instructional Coach, Building Administrators		
Utilize HMH writing rubrics to collect writing data	September	CFA Spreadsheet Writing Rubric Posted in the class Student work samples	Weekly	Classroom teachers, PLC facilitator, Instructional Coach, Building Administrators		
Create student friendly discussion protocols aligned to student participation in discussion	Starting 8/19	Review CLASS Feedback Loop Danielson Framework Domain 3B & C Google Doc. with the rubric created by grade level	Monthly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		
Use CLASS rubric to rate amount of discussion strategies used	Starting mid-September	CLASS data	Bi-weekly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		
Bring data to faculty meetings quarterly to identify trends and inform future professional development	Starting end of September	Grade Level Data - Johnson Data Spreadsheet CLASS Data	Quarterly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		
Data analyst will provide trend reports based on discussion data inputted	Starting end of September	Using the Discussion Rubric and CFA spreadsheet	Monthly	Classroom teachers, PLC facilitator, Data Analysis, Building Administrators		
Review NWEA MAP Baseline Data	End of September	MAP Data	Once a Year - Beginning	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		
Review NWEA MAP Achievement and Growth Data	End of December	MAP Data	Winter Benchmark	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		
Review IAR Data	End of September/October	IAR Data	24-25 IAR Data	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		
Practice 3.2 Rigorous evidence based instruction						
Build opportunities to push teachers to reflect on their instructional practices	Starting in August	Survey; Team Building Activities	Quarterly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		
3.2.71 Provide professional learning opportunities for teachers related to discussion strategies	starting in August - ongoing throughout the school year	Agenda & Minutes	Quarterly	Instructional Coach: Interventionists: Building Administrators: SIP Team		
3.2.10 Unpack standards to determine what is essential learning	August and September	Agenda & Minutes; Walkthrough Data	Monthly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators		

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<p>Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement</p> <p>Culture for Belonging & Action Plan</p>
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Annual Culture for Belonging SMART Goal	
1. Goal: Increase employee engagement scores by 15% by the end of the year.	2. Measurement: Employee engagement scores measured through quarterly surveys.
3. Target: Achieve an average engagement score of 85% by December 31st.	4. Initiative: Implement a monthly "Employee Spotlight" program to recognize and celebrate employee achievements.
5. Timeline: Roll out the "Employee Spotlight" program by the end of the first quarter.	6. Resources: Allocate a dedicated budget for the "Employee Spotlight" program, including recognition awards and communication materials.
7. Owner: HR Department, led by Jane Doe.	8. Review: Conduct a mid-year review to assess progress and adjust the initiative as needed.

By June 2026, Johnson School will foster a culture for belonging that an average of 96% of all students will attend school and decrease our chronic absenteeism by 5% as measured by ADA.

Specific: Target chronic absenteeism as an indicator of student belonging and engagement

Measurable: Decrease chronic absenteeism by 5%

Achievable: Based on historical data and support system in place (e.g. family contact, SEL programs, attendance mentor)

Relevant: Directly connected to school climate, student engagement, and equity

Time-Bound: To be achieved by June 2026

Schoolwide Current Reality by Subgroup:

Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Male	Female

	All Students	IEP	ELL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA	95.30%	92.56%	95.64%	92.89%	95.55%	94.29%	94.33%	96.98%		95.16%	95.46%
Chronic Absenteeism	8.95%	17.65%	10.00%	18.75%	8.07%	16.22%	19.05%	0.00%		8.63%	9.32%
Referrals	12.06%	29.41%	11.00%	12.50%	11.21%	13.51%	4.76%	25.00%		20.14%	2.54%
OSS Incidents	0.39%	0.00%	0.00%	0.00%	0.00%	2.70%	0.00%	0.00%		0.72%	0.00%
ISI Incidents	3.11%	5.88%	2.00%	6.25%	2.69%	5.41%	0.00%	0.00%		4.32%	1.69%

5Essentials Snapshot:									
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Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
2025	Partially Organized	Neutral	Neutral	Weak	Neutral	Neutral

Priority Teaching Practices	
1. Explicit Instruction	2. Formative Assessment
3. Classroom Management	4. Collaborative Learning
5. Differentiated Instruction	6. Professional Learning
7. Family Engagement	8. Technology Integration
9. Assessment for Learning	10. Instructional Leadership
11. Peer Collaboration	12. Reflective Practice
13. Communication	14. Instructional Materials
15. Classroom Environment	16. Instructional Strategies
17. Instructional Planning	18. Instructional Resources
19. Instructional Materials	20. Instructional Strategies
21. Instructional Resources	22. Instructional Strategies
23. Instructional Strategies	24. Instructional Resources
25. Instructional Strategies	26. Instructional Resources
27. Instructional Strategies	28. Instructional Resources
29. Instructional Strategies	30. Instructional Resources
31. Instructional Strategies	32. Instructional Resources
33. Instructional Strategies	34. Instructional Resources
35. Instructional Strategies	36. Instructional Resources
37. Instructional Strategies	38. Instructional Resources
39. Instructional Strategies	40. Instructional Resources
41. Instructional Strategies	42. Instructional Resources
43. Instructional Strategies	44. Instructional Resources
45. Instructional Strategies	46. Instructional Resources
47. Instructional Strategies	48. Instructional Resources
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63. Instructional Strategies	64. Instructional Resources
65. Instructional Strategies	66. Instructional Resources
67. Instructional Strategies	68. Instructional Resources
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71. Instructional Strategies	72. Instructional Resources
73. Instructional Strategies	74. Instructional Resources
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89. Instructional Strategies	90. Instructional Resources
91. Instructional Strategies	92. Instructional Resources
93. Instructional Strategies	94. Instructional Resources
95. Instructional Strategies	96. Instructional Resources
97. Instructional Strategies	98. Instructional Resources
99. Instructional Strategies	100. Instructional Resources

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.

Relationship Building	
1	Establishing a connection with the client through active listening and empathy.
2	Identifying the client's needs and goals, and tailoring the intervention accordingly.
3	Building trust and rapport through consistent communication and follow-up.
4	Collaborating with the client to develop a shared understanding of the problem and the desired outcome.
5	Providing support and encouragement throughout the process, and celebrating successes.
6	Evaluating the effectiveness of the intervention and making adjustments as needed.
7	Establishing a long-term relationship with the client for ongoing support and monitoring.
8	Referring the client to other resources or professionals as needed.
9	Documenting the relationship and the progress of the intervention.
10	Reflecting on the experience and learning from it for future practice.

If educators intentionally build respectful and inclusive classroom environments by fostering strong relationships, implementing consistent routines, and honoring student identity and voice (aligned to Danielson 2a–2e),

Then students will feel a stronger sense of safety, connection, and community within the classroom, leading to increased engagement, participation, and emotional investment in learning,

And this will result in improved attendance, stronger peer collaboration, and a learning culture where all students feel seen, valued, and motivated to succeed.

How it supports the goal:
When students feel connected, valued, their motivation to attend school and participate increases, directly combating the patterns of chronic absenteeism.

When students feel seen and valued, their motivation to attend school and participate increase, directly combating the patterns of chronic absenteeism.

[illegible]

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?
Culturally Responsive Relationship-Building to Reduce Chronic Absenteeism Among EL Learners and CWD	Starting in August finishing June 2026	Walkthrough Student Attendance Data	Monthly	Classroom teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators	Title I	
Establish Predictable and Inclusive Routines:						
Consistent Greetings & Farewells: Start each day with a consistent, inclusive greeting (e.g., "Good morning, everyone!" with a visual cue) and end with a predictable farewell. Encourage students to greet each other.	Starting in August finishing June 2026	Walkthrough Student Attendance Data	Monthly	Classroom Teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators	Title I	

Clear Grouping Procedures: Use consistent, visually supported methods for forming groups (e. g., color-coded cards, numbered groups) to minimize confusion and encourage participation in collaborative tasks.	Starting in August finishing June 2026	Walkthrough, synergy information	Monthly	Classroom Teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators	Title I		
Facilitate Structured Peer Interactions:							
Kagan Strategies: Adapt Kagan Strategies by providing sentence starters and visual prompts. Pair EL learners with supportive, patient peers who can model language and provide low-stakes opportunities for conversation.	Starting in August finishing June 2026	Walkthrough, Faculty Share-Out, PLC meeting, Newsletter	Monthly	Classroom Teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Collaborative Learning Groups: Implement learning groups that require minimal verbal communication initially, focusing on hands-on tasks. Gradually introduce tasks that necessitate simple communication, providing sentence frames.	Starting in September	Walkthrough, Faculty Share-Out, PLC meeting, Newsletter	Monthly	Classroom Teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Create Opportunities for Shared Experiences:							
Game-Based Learning: Incorporate cooperative games that require teamwork and communication, but can be adapted for varying language levels (e. g., charades, Pictionary, simple board games).	Starting in October	Game Agenda, Group List, Faculty Share-Out	Quarterly - targeting 1/2 day SIPs	Classroom Teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			
Community Building Circles: Facilitate regular "community circles" where students can share feelings or experiences. Provide clear prompts and allow for non-verbal responses or support from peers/teachers for EL learners.	Starting in September	Faculty Share-Out, Walkthrough	Weekly	Classroom Teachers, Encore teachers, PLC facilitator, Instructional Coach, Building Administrators			

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