School Name:	Dieterich Elementary School	Principal Name:	Lauren Cunningham
Mission:		**Vision:**	

School Improvement Team:

Name:	Lauren Cunningham	Name:	Lorey Lierman	Name:	Michele Cronsell
Role:	Principal	Role:	Third Grade Team Leader	Role:	Reading Interventionist
Name:	Wilson Morales	Name:	Elizabeth Forgwe	Name:	Veronica Yates
Role:	Assistant Principal	Role:	Fourth Grade Team Leader	Role:	Special Education Teacher
Name:	Amanda Schoenfielder	Name:	Gemma Alcalde	Name:	Aviva Pollack-Paradise
Role:	Kindergarten Team Leader	Role:	Fifth Grade Team Leader	Role:	Social Worker
Name:	Jazmin Tapia	Name:	Daniela Bueno	Name:	Marisol Berrios
Role:	First Grade Team Leader	Role:	Data Analyst	Role:	Parent Liaison
Name:	Amy McDonald	Name:	Angela Meeks	Name:	Yadira Casas
Role:	Second Grade Team Leader	Role:	Behaviorist	Role:	Attendance Secretary
Name:	Lorraine Garciacano	Name:	Aubrey Smith	Name:	Kathernie Werner
Role:	Second Grade Team Leader	Role:	Instructional Coach	Role:	Math Interventionist
Name:	Elizabeth Schulz				
Role:	Encore Representative				

School Designation and Priorities

School Designation	Targeted	**Report Card Year:**	

Report Card general findings and focus areas:

Instruction- Guiding Principle Educational Equity and Student Achievement

Annual Student Numeracy SMART Goal

ES/MS: By the end of the 2025–2026 school year, Dieterich 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	39.58%	15.85%	33.44%	46.15%	37.34%	64.29%	85.71%	100.00%	71.43%	45.66%	33.17%
Math Achievement (MAP)	48.01%	20.73%	41.81%	46.15%	46.29%	71.43%	85.71%	100.00%	71.43%	53.42%	42.31%
Math Growth (MAP)	65.21%	58.02%	64.11%	72.73%	64.46%	71.43%	71.43%	100.00%	100.00%	68.08%	62.12%
Math Proficiency (IAR/ACT) 2024	3.27%	0.00%	1.29%	0.00%	2.99%	20.00%	0.00%		0.00%	6.48%	0.00%
Math Growth (IAR/ACT) 2024	2.56%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%			5.56%	0.00%
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	17.89%	4.65%	16.29%	6.67%	17.59%	28.57%	28.57%		33.33%	20.81%	14.88%

	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
DRDP (PK)											

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.

IF we build capacity for student engagement using strategies that promote student dialogue and providing appropriately-paced structured tasks based on assessment data for active participation and increased ownership, THEN teachers will plan and consistently implement more student dialogue by providing sentence frames/stems that support content and language objectives, and build up to a discourse summarizing and demonstrating mastery of the standard and school leaders will review lesson planning around student oracy and provide feedback about student interaction and engagement, AND students will have more opportunities to express their learning and have scaffolded support to summarize and demonstrate mastery of the standard.

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?
Add CFAs to Dieterich's Assessment Calendar	August 2025	Calendar	Weekly	Team Leaders/ Admin	N/A	
Create spreadsheet for each grade level to monitor CFAs	August 2025	Spreadsheet	Weekly	Team Leaders/ Admin	N/A	
Provide PD to staff during faculty meetings and PLC regarding engaging instructional strategies	25-26 school year	Meeting agendas	Monthly/Weekly	Team Leaders/ Admin	N/A	
Priority standards reflection questions during PLC	25-26 school year	agendas/ minutes	weekly	Team Leaders	N/A	
Provide teachers training on using Aimsweb to progress monitor	August-Sept. 25-26 school year					
ILT will determine common CFAs for each grade level	year	CFAs		Team Leaders	N/A	

ILT membership will be expanded to increase consistency of uniform expectation and input.	25-26 school year				N/A
Students will track and reflect on thier progress using data binders (Tabs: Amira data, Attendance, Map, CFAs, iReady, Writing, Specials).	25-25 school year	Data binders	Weekly	Teachers	Binders and dividers
Admin. to use student engagement rubrics during walk-throughs	25-26 Schoo year	Rubric		Administration	N/A

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

Annual Student Literacy SMART Goal

ES/MS: By the end of the 2025–2026 school year, Dieterich 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	20.66%	3.66%	11.37%	38.46%	18.93%	50.00%	16.67%	100.00%	28.57%	18.18%	23.30%
Literacy Achievement (MAP)	31.22%	12.20%	18.73%	46.15%	29.16%	78.57%	16.67%	100.00%	0.00%	28.18%	34.47%
Literacy Growth (MAP)	42.93%	33.33%	40.42%	45.45%	42.71%	57.14%	16.67%	0.00%	50.00%	42.52%	43.37%
Spanish Literacy Achievement (MAP)	32.00%	8.70%	40.60%	10.00%	34.88%	0.00%	0.00%	0.00%	71.43%	33.91%	29.94%
Spanish Literacy Growth (MAP)	38.37%	26.09%	46.15%	20.00%	40.20%	16.67%	16.70%	0.00%	57.14%	38.51%	38.22%
Lit Proficiency (IAR/ACT) 2024	6.57%	0.00%	4.55%	0.00%	7.00%	0.00%	0.00%		0.00%	6.54%	6.60%
Literacy Growth (IAR/ACT) 2024	17.02%	0.00%	18.18%	0.00%	19.05%	0.00%	0.00%			19.05%	15.38%
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Profient or Higher											
ACCESS 2024	7.77%	1.41%	0.00%		7.87%	0.00%	0.00%			5.39%	10.56%
ACCESS 2025	3.25%	1.59%	3.25%	0.00%	3.31%	0.00%	0.00%		0.00%	1.89%	4.70%

	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
DRDP (PK)											

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.

IF we build capacity for student engagement using strategies that promote student dialogue and providing appropriately-paced structured tasks based on assessment data for active participation and increased ownership, THEN teachers will plan and consistently implement more student dialogue by providing sentence frames/stems that support content and language objectives, and build up to a discourse summarizing and demonstrating mastery of the standard and school leaders will review lesson planning around student oracy and provide feedback about student interaction and engagement, AND students will have more opportunities to express their learning and have scaffolded support to summarize and demonstrate mastery of the standard.

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?
Add CFAs to Dieterich's Assessment Calendar	August 2025	Calendar	Weekly	Team Leaders/ Admin	N/A	
Create CFA Rubrics for each grade	August 2025			Team Leaders	N/A	
Create spreadsheet for each grade level to monitor CFAs	August 2025	Spreadsheet	Weekly	Team Leaders/ Admin	N/A	
Provide PD to staff during faculty meetings and PLC regarding engaging instructional strategies	25-26 school year	Meeting agendas	Monthly/Weekly	Team Leaders/ Admin	N/A	
Priority standards reflection questions in PLC	25-26 school year	agendas/ minutes	weekly	Team Leaders	N/A	
Follow up with PLC agenda format after vital training	August 2025	agenda	weekly	Team Leaders		

Create/Share PLC agenda with team leaders	Augugs 2025	agenda	weekly	Team Leaders	
Students will track and reflect on thier progress using data binders (Tabs: Attendance, Amira data, Map, CFAs, iReady, Writing, Specials).	25-25 school year	Data binders	Weekly	Teachers	Binders and dividers
Provide PD to staff using the UFLI intervention	August-September				UFLI Guides
Create anchor charts for all classrooms	August-September	poster			
PLCs submit one lesson per unit with embedded student choice	beginning of units	lesson plan	As unit changes	Team Leader	N/A
90% of lessons stay within 5 minutes of allotted instructional time	25-26 school year			Teachers	
Admin. to use student engagement rubrics during walk-throughs	25-26 School year	Rubric		Administration	N/A

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

Annual Culture for Belonging SMART Goal

ES/MS/HS: By June 2026, Dieterich School will foster a culture for belonging that 100% of all students positively report on school culture as measured by student surveys.
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	93.5%	93.4%	93.8%	94.7%	93.5%	92.8%	92.7%	86.7%	94.5%	93.0%	94.1%
Chronic Absenteeism	19.6%	25.6%	18.0%	23.5%	19.2%	13.3%	25.0%	100.0%	25.0%	23.4%	15.5%
Referrals	4.6%	12.2%	3.3%	13.3%	4.1%	14.3%	0.0%	0.0%	0.0%	6.4%	2.8%
OSS Incidents	0.7%	2.4%	0.3%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%
ISI Incidents	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graduation Rate (HS)											
FoT (HS)											

5Essentials Snapshot:

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

IF we build school capacity for students to follow modeled expectations, show pride and cultivate a sense of belonging while maintaining and developing an emotionally regulated bicultural identity, THEN staff will create a safe, inclusive learning environment/community so students will feel welcomed and have a sense of pride in their education. School leaders will support in prioritizing connection and shifting the building culture to restorative/trauma-informed practices AND students will increase daily attendance, motivation within the classroom and demonstrate the Bobcat Way.

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?
Create Student Survey	August	Survey results	Once	Leadership Team	N/A	
Add Spanish verbiage to Student Survey	August					
Administer teacher Survey - Implicit bias	August	Survey	Once	Team Leaders	N/a	

Second Step teacher preparedness survey	First PLC	Survey	Once	Team Leaders	N/A
Print Surveys or send link (see below)	August	Survey			N/A
Admister student School Culture Survey	August, Jan, May	Survey	Three times a year	Teachers	N/A
Update PLC Form Agenda	August	Form		Team Leaders	
Share PLC Form to Google Drive	August	Form			N/A
Admin. to use student engagement rubrics during walk-throughs	25-26 Schoo year	Rubric		Administration	N/A
Teachers are required to use Second Step Lessons					
Add links to staff presentation	August	Slide Show	Once	Team	N/A
Utilize Satchel Pulse Resources/Lessons to address student concerns/needs.	2025-26 School year	Satchel Pulse Application	Ongoing	Teachers	N/A

	45 Day Review- Mid October			45 Day Review- Mid December/January		
Numeracy Goal	**MAP Math Achievement**	**iReady Math Proficiency**	**Math Grades Prof. or Higher**	**MAP Math Achievement**	**iReady Math Proficiency**	**Math Grades Prof. or Higher**
	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
	MAP Math Growth			**MAP Math Growth**		
	Overall Building			Overall Building		
	Grade			Grade		
	Grade			Grade		
	Grade			Grade		
	Grade			Grade		
	Grade			Grade		
Literacy Goal	**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
	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**	
	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	

Culture & Belonging Goal	ADA	Chronic Absenteeism	Discipline Referrals	ADA	Chronic Absenteeism	Discipline Referrals
	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
	OSS Days			**OSS Days**		
	Overall Building			Overall Building		
	Grade			Grade		
	Grade			Grade		
	Grade			Grade		
	Grade			Grade		
	Grade			Grade		
	Student Climate Survey					
	Overall Building					
	Grade					
	Grade					
	Grade					
	Grade					
	Grade					

45 Day Review- Start of March			45 Day Review- Mid May		
MAP Math Achievement	**iReady Math Proficiency**	**Math Grades Prof. or Higher**	**MAP Math Achievement**	**iReady Math Proficiency**	**Math Grades Prof. or Higher**
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
MAP Math Growth			**MAP Math Growth**		
Overall Building			Overall Building		
Grade			Grade		
Grade			Grade		
Grade			Grade		
Grade			Grade		
Grade			Grade		
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
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**	
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	

ADA	Chronic Absenteeism	Discipline Referrals	ADA	Chronic Absenteeism	Discipline Referrals
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

OSS Days			OSS Days		
Overall Building			Overall Building		
Grade			Grade		
Grade			Grade		
Grade			Grade		
Grade			Grade		
Grade			Grade		

Student Climate Survey			Student Climate Survey		
Overall Building			Overall Building		
Grade			Grade		
Grade			Grade		
Grade			Grade		
Grade			Grade		
Grade			Grade		

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 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 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